1904

Wofford College Catalogue, 1903-04

Wofford College. Office of the Registrar

Follow this and additional works at: http://digitalcommons.wofford.edu/catalogues

Recommended Citation
http://digitalcommons.wofford.edu/catalogues/35

This Book is brought to you for free and open access by the Registrar at Digital Commons @ Wofford. It has been accepted for inclusion in College Catalogues by an authorized administrator of Digital Commons @ Wofford. For more information, please contact stonerp@wofford.edu.
Wofford College
Fiftieth Year

and

Wofford College
Fitting School
Seventeenth Year

Catalogue 1903-4
Announcements 1904-5
CORRECTIONS

Henry P. Williams Loan Fund, - page 46.
Contingent, Library and Gymnasium, $20, " 46.
Prof. C. S. Williamson, - " 11.
Mrs. J. D. Holler, Librarian, - " 11.

Catalogue 1903-4

Announcements 1904-5
WOFFORD COLLEGE.

REV. BENJAMIN WOFFORD, a local minister of the Methodist Episcopal Church, South, died in the town of Spartanburg, S. C., December 2, 1850. He left in his will a legacy of one hundred thousand dollars to the South Carolina Conference "for the purpose of establishing and endowing a college for literary, classical and scientific education, to be located in my native district, Spartanburg." One-half of the amount was to be laid aside as a permanent endowment.

A charter was given by the legislature of South Carolina, December 16, 1851. Suitable buildings having been erected, a President and Professors were elected, November 24, 1853, and the College was opened Aug. 1, 1854. Since that time it has never been suspended except for annual vacations, though for a time during the Civil War it was not above the grade of a classical school. At the close of the war college classes were organized. More than four hundred graduates have been sent out. For the last few years the number of students has been larger than during any previous period in its history.

The donation of Benjamin Wofford was exceptionally large at the time it was given. No Methodist in America (perhaps in the world) had given so large an amount to religious or educational objects. The will of our founder was clear, so that no difficulty or doubt has arisen in carrying out its few details. Measures
were taken at once to add to the endowment. All was swept away by the results of the war. The South Carolina Conference liberally made arrangements for the emergency. An annual assessment on our people has kept the college from closing its doors. In the meantime efforts have been made to restore the endowment. Our ministers and people, in the midst of many discouragements, have continued their contributions; but for these, the first college presented to Methodists by the liberality of one man must have failed.

The Plant.

There are twenty buildings on a beautiful campus of nearly seventy acres. Besides the main College building, there are six brick residences for professors, the Wilbur E. Burnett Gymnasium, the Alumni Hall, the E. L. Archer Hall, J. B. Cleveland Science Hall and nine cottages.

The John B. Cleveland Science Hall.

This Hall, which is now in process of building, is the generous gift of Mr. John B. Cleveland of the class of '69. It will be complete in every particular, and will enable the College to enlarge its work in the sciences. The lower story will contain two lecture rooms (30x40), one large laboratory and three small rooms (8x20) for laboratories or the storage of apparatus for the departments of Chemistry, Biology and Mathematics. The upper story will contain similar lecture rooms and laboratories for the department of Physics and Geology, in addition to a museum (50x40) and an office (15x20). The octagonal room, below the dome, 30 feet in diameter, may be used for Astronomy and applied Mathematics. The building, it is expected, will be ready for occupation by June, 1904.

A Christian College.

Wofford College is first of all a Christian College, is controlled by the Southern Methodist Church in South Carolina. In being a Church College, its mission is to develop and train Christian character. Young men, at the most perilous period of their lives, are trained intellectually in an atmosphere strongly and unmistakably moral.

A Literary College.

Wofford College stands, as it has always stood for thoroughness and accuracy in scholarship, and for a well-rounded, generous culture of mind, heart and spirit. It tries to have depth of method with breadth of aim. A manly, aggressive, yet self-controlled type of piety, a mind keen, sure and alert, a broad and chastened spirit, open and sensitive to what is of the very best, these are the things that the College thinks make a man ready to master life in any of its relations, even to the most practical. They make a man a better farmer, a better mechanic, a better lawyer, a better merchant, a better physician, a better preacher.

Courses Offered.

The courses offered by Wofford College are broad enough in scope, and various enough in kind, to fit the tastes, and answer to the special aptitudes that must belong to two hundred or more young men. These courses are divided into ten departments, and each department is directed by a teacher of experi-
ence, who has been specially trained for his work. The following list of departments will give an idea of the scope of the courses offered: Department of Bible Study; Department of Physics, Geology and Mineralogy; Department of Chemistry and Biology; Department of Mathematics and Astronomy; Department of English Language, Literature and Composition; Department of Latin Language and Literature; Department of Greek Language and Literature; Department of Moral Science; Department of History and Economics.

**Grouping of Courses.**

The above courses are arranged in four groups, and, under the direction of the faculty, considerable freedom of election is allowed to the student. A detailed statement of these groups is found on page 36.

**Time Required.**

Four years are required to complete any one of these courses of study, the student receiving his diploma with the degree of A. B. But this does not mean that every student must or even should, take the full course. Students may select, on the advice of the faculty or their parents, such special courses as they need or are prepared for, and on completing them receive certificates. Hence, many students with no idea of graduating come to Wofford, and find one, two or three year course in several departments exceedingly profitable.

**Preparations Necessary to Enter Wofford.**

We have found from experience that the success of a student in college depends, in a great measure, upon whether he is ready for the college classes. Students, and even parents, have an idea that they can enter almost any class; that after they once enter a class they can get along well enough. This mistaken notion is the cause of many a failure. A student should be ready for his work. The failures in college usually come, not from a lack of ability, but from a lack of right preparation. Now it is hard to estimate the "right preparation" by what a young man knows, or by the time he has spent on any particular subject; for the kind of boy he is, the kind of teacher he has had, the kind of training he has been put through, count for more, perhaps, than actual knowledge and the time spent in acquiring it. To be prepared for the Freshman Class of Wofford College a boy should have a good knowledge of Geography and United States History, of Arithmetic and of Algebra through quadratics; should have given at least two years to the study of Latin; if he elects the Greek course instead of the course in French and German, should have given one year to the study of Greek; should have had a thorough drill in English Grammar, and the analysis of sentences; should be able to write four pages of English Composition, correct as to grammar, spelling, punctuation, and paragraphing, and should have a reading acquaintance with some of the best English authors.

**Fitting School.**

Not all schools can give this necessary training.
There are many communities in which the schools for several reasons, are poor and inadequate. Now Wofford College owns and controls two well equipped and carefully managed schools that prepare especially for its Freshman class. One is connected with the College at Spartanburg, and the other is at Bamberg. The discipline and method have been adapted for doing just such work as will fit a boy for a successful college course. Parents, therefore, are urged to look well into the claims of these schools when they have in mind sending their boys to college. Mr. A. M. DaPrada at Spartanburg, and Mr. H. G. Sheridan at Bamberg, will take pleasure in answering all enquiries.

Some Advantages of Wofford.

Situation.—Climate and surroundings have much to do with the kind of studying a student does. No better climate can be found anywhere for intellectual work than that of the high Piedmont region of Upper Carolina. It is salubrious and bracing, and stimulates mind and body to do their best.

Health.—No healthier place can be found in the South than Spartanburg. The Wofford College campus upon which the students live, is a high, well drained hill, removed from the dust and smoke and noise of the city. Students thus have within reach all the conveniences of the city, together with the healthful benefits of the country. Besides these natural surroundings, so conducive to health, oversight is taken as far as possible, of the exercise and sports of students. A large thoroughly equipped Gymnasium, under the care of a competent director, has been found of inestimable value, not only in preserving health but in aiding the growing bodies of young men to a state of vigorous natural development.

Social and Intellectual Surroundings.—Spartanburg furnishes an unexcelled social and intellectual atmosphere. The best entertainments—entertainments that make for the highest refinement—are constantly within reach of the student. Music by famous musicians, lectures by men of world-wide reputation, readings by authors who are making the literature of the day, are all means of general culture that help to educate in the very best sense the students of Wofford.
Board of Trustees.

Rev. W. A. Rogers (1886) ............... S. C. Conference.
George E. Prince (1892) ............... Anderson, S. C.
Rev. R. A. Childs (1898) ............... S. C. Conference.
Charles A. Woods (1898) ............... Marion, S. C.
J. L. Glenn (1899) ............... Chester, S. C.
Rev. Marion Dargan (1900) ............... S. C. Conference.
W. E. Burnett (1900) Secretary ........ Spartanburg, S. C.
John B. Cleveland (1900) ........ Spartanburg, S. C.
Henry P. Williams (1901) ........ Charleston, S. C.
J. A. McCullough (1902) ........ Greenville, S. C.
B. Hart Moss (1903) ........ Orangeburg, S. C.

Alumni Association.

Wilbur E. Burnett (Class '76), President.
J. Fleming Brown (Class '76), Secretary and Treasurer.

Faculty.

Henry N. Snyder, President.
James H. Carlisle, A. M., LL.D.,
President-Emeritus and Professor of Astronomy and Ethics.
Daniel A. DuPré, A. M.,
Professor of Physics and Geology.
J. A. Gamewell, A. M.,
Professor of Latin.
Henry N. Snyder, M. A., Litt. D.,
Professor of English Language and Literature.
Arthur G. Rembert, A. M.,
Professor of Greek.
J. G. Clinkscales, A. M.,
Professor of Mathematics.
A. B. Cooke, B. A. Ph. D.,
Professor of German and French.
D. D. Wallace, A. M., Ph. D.,
Professor of History and Economics.
Coleman Waller, A. M., Ph. D.,
Professor of Chemistry and Biology.*

Professor of Psychology and Philosophy.

J. A. Gamewell,
Secretary.

D. A. DuPré,
Treasurer.

Mrs. David Johnson,
Librarian.

H. T. Shockley,
Instructor in Gymnasium and Assistant in English.

*Filled during 1903-1904 by Professor E. S. Williamson, M. S.
Faculty Committees.

**Loan Fund**
D. A. DuPre
Dr. Carlisle
J. G. Clinkscale

**Catalogue & Advertising**
J. A. Gamewell
H. N. Snyder
D. D. Wallace

**Halls & Cottages**
J. G. Clinkscale
D. A. DuPre
H. N. Snyder

**Library**
D. D. Wallace
Dr. Carlisle
H. N. Snyder
J. A. Gamewell

**Athletics**
A. G. Rembert
A. B. Cooke
A. M. DuPre
H. T. Scackle

**Journal**
A. B. Cooke
A. M. DuPre
T. C. Easterly

**Schedule**
A. G. Rembert
A. B. Cooke
J. A. Gamewell

Calendar.
The Session is divided into two terms, with no intervening vacation.
The First Term begins on the Third Wednesday in September.
The Second Term begins on the first day of February.
The Session closes on the first Tuesday after the second Sunday in June.

Holidays.
Thanksgiving Day. Washington's Birthday.
One Week at Christmas.
DEPARTMENT OF INSTRUCTION.

TERMS OF ADMISSION.

No student will be received into the Freshman class who is under fourteen years of age. Candidates for admission to this class will be examined on the following subjects:

I. English.

To be ready for entrance to the Freshman class in English, the applicant should have had a thorough drill in English Grammar, including the analysis of sentences, should have had such training in the theory and practice of English Composition as to be able to write with comparative ease a test composition of at least two pages, showing proficiency in spelling, grammar, punctuation, and paragraphing; he should also have had some training in the study of a few English Classics.

The following are recommended by the various Associations of Colleges:

1. STUDY AND PRACTICE.

Macbeth; L'Allegro; Il Penseroso; Lycidas; Comus; Burke's Conciliation with America; Macaulay's Essays on Addison and Milton.

2. READING.

Merchant of Venice; Julius Caesar; De Coverley Papers; Vicar of Wakefield; The Ancient Mariner; Ivanhoe; Carlyle's Essay on Burns; The Princess; The Vision of Sir Launfal; Silas Marner.

II. Latin.

Applicants for admission into this class are required to have sufficient training for good work in Livy. The average pupil can complete the preparatory course for the Freshman class within two years.

As a rule, no student is able to do with ease and profit this work unless he is very familiar with the forms of nouns, adjectives and verbs, and has acquired the power of translating simple Latin into English, and simple English into Latin. A lack of the training that is given by a constant and rigid drill in the elementary course is often the cause of discouragement, and sometimes entire failure.

III. Mathematics.

Arithmetic; Algebra through Quadratics.

IV. Greek.

The entrance examination in Greek will presuppose a fairly accurate acquaintance with the forms (Attic) and the simpler constructions of Syntax, together with the reading of Xenophon's Anabasis, Book I, or its equivalent. The requirements in form and Syntax will be met by a careful study of one of the following text books for beginners: Gilbert and Atherton's First Greek Book; Graves and Hawes' First Book in Greek, or White's Beginner's Greek Book (revised).

Arrangements have been made to enable students who have never studied Greek to begin its study in college.
V. Geography and United States History.

VI. German.

A year's preparation is required, but owing to deficiency of Modern Language instruction in our schools, this work is done in the Freshman Year, but is not counted for the degree.

Department of Teaching and Methods.

Superintendent Frank Evans,
of Spartanburg Graded Schools.

Professor A. G. Rembert,
of Wofford College.

During the year 1903-1904 the following courses were given:

1. A course in Arithmetic and one in Algebra. First term.
2. A course in English Grammar and Literature, and one in Geography. Second term.
3. Practical instruction in School Management, Discipline and Organization.

Students taking this course have had opportunity once a week of observing the methods of teaching employed in the Spartanburg City Schools. The pupil teachers have been sent to observe the practical work of the class-room, and sometimes have conducted recitations under the supervision of the regular teachers.

In case of absence of the regular teachers from school, or any other cause, the pupil teachers have been employed as substitutes.

The courses in this department are open to those who have completed the Junior Year and to a limited number of others.

I. Departments of Astronomy and Ethics.

Dr. J. H. Carlisle.

Text Books: Todd's New Astronomy; Elements of Ethics by Noah Davis.

This department includes Bible Study with all the classes:

II. Mathematics.

Prof. J. G. Clinkscales.

An understanding of the principles of Arithmetic, and a knowledge of Algebra through Quadratic Equations are required for admission into the Freshman class.

During the Freshman Year, Plane and Solid Geometry is taught, the principles of the subject being firmly grounded by means of written exercises and the solution of original problems. Equations of the second degree will be reviewed during the year, and select topics of higher Algebra will be studied.

The Sophomore Year is devoted to the subject of Trigonometry—Plane and Spherical. Especial attention will be given to Field Work, in Mensuration, Leveling and Surveying.

During the first half of the Junior Year the subject of Analytic Geometry is pursued. Calculus is taken up during the latter half of the year.
In the above course we shall try to make thoroughness a marked characteristic of our work, in order that successive higher branches may be pursued with ease and pleasure.

**Text Books.**

Freshman Class—Four hours a week; Wentworth’s Geometry, New Plane and Solid; Wentworth’s College Algebra.

Sophomore Class—Three hours a week; Wentworth’s Trigonometry, Hall & Knight’s Algebra.

Junior Class—Three hours a week; Wentworth’s Analytic Geometry; Taylor’s Calculus.

Senior Class—Three hours a week; Calculus (elective).

**III. Physics and Geology.**

**Prof. D. A. Du Pré.**

The knowledge and training obtained in our elementary course in Physics, while absolutely essential in all successful scientific work, is deemed quite helpful in any professional or business pursuit in life. All degree students will be required to take the first (I) year course in Physics, which will consist of readings and lectures accompanied by experiments of an elementary kind.

The second year of physics, required in courses II and III will be given almost entirely to laboratory work, the reading and discussing of papers prepared by the students upon their work and upon subjects assigned by the instructor.

The first year students of Geology will give three (3) hours per week chiefly to class-room work, requiring a knowledge of the main facts and principles of dynamical, structural and historical Geology.

**Text Book—LeConte’s Elements of Geology.**

The second year students of Geology will give three (3) hours per week to applied Geology, a study of rocks and minerals, and minerals in the laboratory and to excursions in the field, mapping small areas in the vicinity of the college. An excellent collection of minerals, rocks and fossils is accessible to the students of Mineralogy and Geology. The new Cleveland Science Hall will afford better facilities for geological work than have ever been given at the college.

During the present year the following additions have been made to the museum collection: Volcanic dust from Souffrine and several fine mineral specimens from Brazil, by Rev. J. M. Lander, D.D. A large specimen of the nest of the Black Wasp of Brazil, also walking canes of native woods and numerous coins of Brazil, by Rev. and Mrs. J. W. Walling. Cassiterite (tin ore) from Ross mine in Cherokee County. Copper ore from North Carolina, presented by Rev. J. R. Aiken.

**IV. Latin.**

**Prof. J. A. Gamewell.**

Applicants for admission to the Freshman Class should have a good knowledge of Latin inflections and elementary syntax and should be able to translate simple connected Latin. (See Terms of Admission).

In the Classical Course the work in Latin is required through the Junior Year and is an elective study in the other courses.

The structure of the Latin sentence is carefully studied and selections from the best prose and poetry
are translated. Frequent translation of English into Latin is insisted on. Attention is paid to Roman history and biography. The history of Roman literature is taught in connection with the authors whose writings are read. Practice is given in the use of the Latin Dictionary.

Freshman Class—Four hours weekly.
First Term—Livy XXI and XXII.
Second Term—Ovid.
The declensions and conjugations are carefully reviewed. Special attention is given to the syntax of nouns, and the use of subjunctives, as they are met in the text, is learned. The translation of English into Latin is a part of every recitation during the Autumn session. The private life of the Romans, and the history of the three Punic Wars is a part of the year’s work.

Sophomore Class—Three hours weekly.
First Term: Horace.
Second Term: Tacitus or Cicero.
The student is now prepared to master some of the difficulties of the Subjunctive Mood. Moods and tenses are discussed as they occur in the text. Exercise in translating English into Latin is continued.
Forms and Case Relations are reviewed.
The history of the literature of the Augustan period is studied.

Junior Class—Three hours weekly. Text books: Pliny, Terence, Catullus. Other poets are sometimes read instead of Terence and Catullus. Subjunctive constructions are carefully reviewed. Some acquaintance with the lives and works of the leading Latin authors of the first century A. D., is acquired. Composition. Sight reading. Lectures.

During this year the first six books of the Aeneid are studied to acquire speed in translation and some appreciation of the literary value of the poem.

Senior Class—Three hours: This work is elective and is arranged for those who are preparing to teach Latin or whose taste leads them to a further pursuit of the subject. Special work in Composition.

V. English Language and Literature.
Professor Snyder, Mr. Shockley.
In the courses in English the attempt is made to train the student in speaking and writing, to give him a knowledge of the history and development of the language and literature, and to arouse in him a taste for what is best in literature and an intelligent appreciation of it.

1. Theme Writing.—(a) Class-room discussion of the principles of good writing. Frequent practice. Freshman, one hour a week entire year.
(b) Analysis of representative forms of writing: Exposition, Argumentation, Narration and Description. Illustrative practice in each. Sophomore, one hour a week entire year.
(c) Four carefully prepared essays are required from the Juniors and two from the Seniors. In addition to this, in both classes much written work is done in the way of reports on reading and topics assigned for investigation.

2. History of English Literature.—Freshman, one hour a week entire year.

3. A General Study of Representative Literary Forms.—
(a) The Narrative Poem—Selections from Coleridge, Scott, Tennyson, and Arnold; (b) Prose Fiction—Selections from Poe, Scott, Dickens and George Eliot; (c) the Essay—Selections from Macaulay, De Quincey, and Carlyle; (d) the Drama—Shakespeare: Merchant of Venice and Julius Cæsar. Freshman, two hours a week entire year.

4. (a) The History of American Prose.—Class-room study of Selections. Outside reading. Sophomore, two hours a week entire year.

(b) The History of American Poetry.—Special study of characteristic poems from the leading poets. Sophomore, two hours a week half the year.

5. The Nineteenth Century Literary Essay.—The scope of this course is laid upon De Quincey, Carlyle, Macaulay, Arnold, and Ruskin. Junior, one hour a week entire year.

6. Some Phases of the Romantic Movement.—Selections from Wordsworth, Coleridge, Shelley, Keats, and Byron are Junior, two hours a week half the year.

7. The History and Art of Fiction.—Junior, two hours a week half the year.

8. Shakespeare.—(a) Representative plays from a literary and dramatic standpoint. (b) The Chronicler Plays. Senior elective, three hours a week half the year.

9. Victorian Poetry.—Representative selections from Tennyson, Browning, Arnold and Rossetti will be interpreted, and a full course of critical and historical reading will be required. Senior elective, three hours a week half the year.

10. Anglo-Saxon and an introduction to Old English Philology. Senior elective, three hours a week half the year.

11. Middle English from 1200 to 1500. Senior elective, three hours a week half the year.

VI. Greek.

PROF. A. G. REMBERT.

The course in Greek extends through three years of required and one year of elective work.

Students may take up the study in the Freshman year without delaying the time of their graduation or interfering with their other studies. Nearly one-half of those now taking Greek began after entering College.

A special class-room library, growing by the annual addition of books, cuts, maps, etc., illustrating Greek life, art and literature, offers the opportunity for wider and fresher acquaintance with modern research and criticism in these fields.

1. Prose Selections: Xenophon’s Anabasis.—Thorough review of Attic dialect. Sight reading. (During the last three months of each year special attention is given to sight reading.)

Homer’s Odyssey.—Phaecian Episode. Study of Homer's dialect and metre.

Homer’s Iliad in rhythmic prose translation is carefully read and made the basis for the study of Mythology. With this are read Benjamin's Troy, selections from Plutarch’s Lives, Witt’s The Retreat of the Ten Thousand.

Composition and Grammar throughout the year.
2. Selections from Herodotus.—Study of Ionic dialect. Thorough review of forms to the verb.

Plato's Apology, Crito, and Selections from Phaedo.—Interpretation by instructor of selections from Plato and Xenophon illustrating methods and characteristics of Socrates. Thorough review of Greek verb.

The class reads in translation parts of Herodotus, the Clouds of Aristophanes, selections from the Dialogues of Plato, and Homer's Odyssey.

Composition and Grammar continued through two terms.

3. Homer's Iliad or Odyssey.—(Teubner Text.) This is a rapid reading course and much of the text is read. Homer is made to illustrate himself. The poem is approached from the viewpoint of art, literature, character study, and to a limited degree of the chief problems of Homeric criticism.

Toward the latter part of the course a few lessons are devoted to a study of the merits and defects of two or more translations in comparison with the original.

The Greek Drama occupies the latter part of the year. A careful study of one play and the interpretation of another to class by the instructor. Study of metre, of scenic antiquities, and of the development of the Greek drama with a comparison of the modern type.

During the year are read portions of Jebb's Classical Greek Poetry, and in the best poetic translation several of the plays of Aeschylus, Sophocles, Euripides, and Aristophanes.

History and Literature are studied through the book and lecture.

4. Elective Courses are offered in Homer, the Drama, Lyric Poetry or Herodotus.

5. New Testament Greek.—The reading of the New Testament in Greek is continued through the three years of required work.

A special course by correspondence is offered the members of the South Carolina Conference.

VII. German and French.

Dr. A. B. Cooke.

No preparation in German or French is required of those who elect to take these languages, but a thorough knowledge of English Grammar is indispensable. The German is begun in the Freshman year and may be continued through the Junior year. The French is begun in the Junior year and continued through the Senior year.

In the Freshman and Junior classes a foundation for the further study of the German and French respectively is laid by a thorough study of the Grammar in connection with some simple text. Translation from the English into the foreign tongues and pronunciation of those tongues is a regular part of the course. In the advanced classes the literatures and their histories are studied.

This department has purchased, within the past few years, a select library of about one hundred books, treating of the literature, history, and biography of the German and French peoples—all in English. This is a working library for the students, who are assigned subjects for special study from time to time, bearing on their regular work.
The books in all classes vary from year to year, and are subject to change at any time.

The following is representative of the work done in this department:

**German I.**—Four hours a week. Text-books: Thomas's Practical Grammar; Huss's German Reader; Bernhardt's Stille Wasser; Dawson's German Life in Town and Country; Parallel in History.

**German II.**—Three hours a week. Text-books: Thomas's Practical Grammar, with original exercises; Lessing's Minna von Barnhelm; Goethe's Götz von Berlichingen; Schiller's Wilhelm Tell, and selections from his Poems; Wells's Modern German Literature.

**German III.**—Three hours a week. This course will be devoted from year to year to different periods of the German Literature. For 1903-4 the class will study the current literature of Germany, giving especial attention to the writings of Sudermann and Hauptmann.

**French I.**—Three hours a week. Text-books: Edgren's French Grammar; Kuhn's French Reading for Beginners; Hugo's Sur les Bords du Rhin; Adam's The Growth of the French People.

**French II.**—Three hours a week. Text-books: Edgren's French Grammar, with original exercises; Corneille's Le Cid, and Horace; Racine's Iphigénie; Molière's L'Avare, Le Tartuffe, and Le Bourgeois Gentilhomme; Corneille and Racine, Molière (both the latter in Foreign Classics for English Readers).

**VIII. History and Economics.**

PROF. D. D. WALLACE.

**HISTORY.**

The course in history extends over three years and is so organized that a student electing to take the whole three years course will advance systematically from the general to the special in such order that each year's work will bear directly on that of the succeeding year; but at the same time, each year's course is complete in itself.

The courses are selected with a view to their general culture value and their bearing upon the conditions and duties of American life.

**History I.** Sophomore elective. Three hours a week through the year. The development of European culture since the fall of the Roman Empire, the genesis of modern nationalities and the progress of the principles of the French Revolution. General course followed by a more particular study of England from 1830 to 1850. Text-books, Robinson's History of Western Europe: McCarthy's Epoch of Reform.

**History II.**—Junior Elective. Three hours a week through the year. The history of England, with special reference to its political and constitutional phases. This course is given from such a standpoint as to make it contributory to the study of American history during the next year. Text-book, Terry's History of England (larger work).

**History III.**—Senior Elective. Three hours a week through the year. The history of the United States from 1750 to 1890, with special reference to constitutional and political development. This is followed by lectures on the history of representative States, those selected for 1904-5 being Virginia, South Carolina, Louisiana and Texas. Text-books, Hart's Formation of the Union, Wilson's Division and Reunion; Lan-
Biology, T. J. Parker. Three times a week throughout the year.

(b) Laboratory Work—The student studies with the aid of the microscope or dissects selected plants and animals beginning with the simpler forms as yeast, pleurococcus amoeba, to the more complex forms as the fern, flowering plant, frog, rat, catfish.

Text books: General Biology Laboratory Directions, E. A. Andrews; Elementary Lessons in Zoology, J. G. Needham; Practical Zoology, Marshal and Hurst.

X. Psychology and Philosophy.

The work in this department belongs to the Senior Year, and represents two hours class-room work a week throughout the year.

The text-books for 1903-4 are Davis' Elements of Psychology, and Elements of Inductive Logic by the same author.

GENERAL INFORMATION.

Organization of Classes.

Applicants for admission will be assigned to such classes as the Faculty shall, after examination, determine.

Believing that irregular courses of study are demoralizing to untrained minds, the Faculty urges all matriculates to take one of the regular Bachelor of Arts (A. B.) Courses that the College offers. Recognizing, however, the fact that a few applicants have neither the time nor the preparation for a regular course, the Faculty is willing to grant in exceptional cases the privilege of electing a partial course within limits determined by itself, and always with the condition that the time of the students be fully occupied.

Time of Entrance.

Attention is invited to this paragraph.

Patrons of the College are earnestly requested to take care that their boys are present on the twenty-third day of September, when the entrance examinations are held, the classes organized, and the recitations begun. Those who enter after that time necessarily lose some part of the instruction, and are thus at a disadvantage in comparison with their more punctual classmates. Students that delay their coming for a few weeks usually find themselves hopelessly behind, and are thus forced to drop into lower classes. Let it be especially noted that the middle of the term is not the time for entrance; for, as the classes are
then half advanced, it is almost impossible to classify those who at that time apply for admission. So far from gaining time, the whole year is often lost in this way. The Faculty begs that parents, guardians and students give serious attention to this matter.

**Examinations.**

There are four examinations during the year—one at the time of entrance, one in December, one in March, and a final examination in June. The Professors determine the condition of advancement from lower to higher classes in their several departments. A student failing to pass will be required either to take the same class another year, or to do such extra work as the Professor may deem necessary.

Pupils from our Fitting School at Spartanburg or Bamberg, S. C., will be admitted into the Freshman Class, without examination, upon the certificate of the Head Master. We would suggest to Principals of other High Schools preparing boys for Wofford the propriety of modeling their course of instruction after that pursued by the Fitting Schools.

**Rules Governing Examinations, Back Work, Deferred Examinations, Etc.**

I. The College has four periods for examinations—

1st. The first two days of Fall Session and the first Monday after opening; Examinations for the classification of new students, and Special and Deferred Examinations for those students who have failed upon regular term examination, or who have had conditions work to make up during the summer.

2d. The week preceding the Christmas Holiday

and the two days immediately preceding the opening after Christmas, for deferred examinations.

3d. The first week in March, and the second Monday following the close of these examinations, for delinquents.

4th. The first week in June.

II. In the second examination the grade of 70 will be required.

III. It is required that each class be examined on these stated occasions in every Department.

IV. Every student, regular and irregular, is required to present himself at each examination of his class, or, if absent, to send to the Faculty a written excuse.

V. All deferred examinations, and all re-examinations in case of failure, are held during the regular periods only.

VI. Any student, if he wishes, may stand a deferred examination, or one upon which he has failed, at one of the above periods; if not he must present himself for examination at the beginning of the Fall Session.

VII. Applicants for the degree of A. M. must stand their examinations not later than the Friday before Commencement.

VIII. A student absent as many as twelve times during the year from any department is required to do a certain amount of Summer work assigned by the Professor.

IX. No student who has been absent eight times from the Gymnasiwm may appear in any public function, collegiate or intercollegiate, until their absences be made up. Opportunity will be given to make up
absences on Mondays at such hours as the instructor may appoint.

X. No student may represent the College in any public function, collegiate or intercollegiate, unless he is in full standing in his work.

XI. No student who carries back-work after the March examination period may take part in any public function of the College.

XII. No student may represent the College in any public function, collegiate or intercollegiate, within the session in which he has dropped a study.

XIII. Absences from class work are counted from the first day of the session. Students entering late are subject to this rule.

XIV. No Senior who has back-work in more than one study may enter his class with a view to graduation. In this one study, if the schedule allow, he shall be required to repeat the class until such time as the Professor may consider him prepared for his final examination; or, if the schedule do not allow, he shall carry on his work under the direction of the Professor until deficiency be made up.

Rules Governing Absences.

1. Examinations for absences shall be held once a month in each department in the following order:

   First Monday  Astronomy and Ethics  3:30–4:30
   English  4:30–5:30

   Second Monday  History and Economics  3:30–4:30
   Science  4:30–5:30

*The term “public function” does not apply to President, Secretary or Marshal.

2. In case of conflict special examinations shall be held on the preceding Saturday 4:30–5:30.

3. All absentees shall be required to stand the same examination. The mark made shall be counted as the mark for each absence.

4. The subject for examination shall be assigned at the discretion of the professor at least three days in advance and on the entire work of the month, or on some particular portion of the work, or on any topic bearing on this work.

5. Any student whose absences for the whole year in a department shall number 12 or over shall be required to stand during the Summer or at the Fall Examination Period an examination on special work assigned by the professor.

   Beginning with the close of the day following Commencement, Summer work for absences shall count as back work until examination thereon be successfully passed.

6. In all these examinations 60 shall be counted a pass.

Degrees and Courses of Study.

1. The Degree of Bachelor of Arts (A. B.) will be conferred upon students that complete either of the following parallel courses of study:
### Course I.
#### CLASSICAL

[The Arabic figures represent the number of recitations per week]

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td>Greek</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
<td>Latin</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Bible</td>
<td>4</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELECTIVES:</strong> (Choose one)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology I</td>
<td>3</td>
<td>Biology I</td>
<td>3</td>
</tr>
<tr>
<td>History I</td>
<td>3</td>
<td>History I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Course II.
#### LANGUAGE-SCIENCE.

(One foreign language required for two years)

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Physics I</td>
<td>4</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td>Greek</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
<td>Latin</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>German</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELECTIVES:</strong> (Choose one)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
<td>Latin</td>
<td>3</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td>Greek</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>German</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELECTIVES:</strong> (Choose one)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology I</td>
<td>3</td>
<td>Biology I</td>
<td>3</td>
</tr>
<tr>
<td>History I</td>
<td>3</td>
<td>History I</td>
<td>3</td>
</tr>
</tbody>
</table>

*Geology I is required in Senior year in the Language-Science course, unless it was chosen as an elective in the Junior year.

### Course III.
#### SCIENCE.

One foreign language required for two years.

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Physics I</td>
<td>4</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td>Greek</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
<td>Latin</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>German</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELECTIVES:</strong> (Choose one)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
<td>Latin</td>
<td>3</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td>Greek</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>German</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELECTIVES:</strong> (Choose one)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology I</td>
<td>3</td>
<td>Biology I</td>
<td>3</td>
</tr>
<tr>
<td>History I</td>
<td>3</td>
<td>History I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Course IV.
#### LATIN-MODERN LANGUAGE.

**GREEK-MODERN LANGUAGE.**

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>German</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Physics I</td>
<td>4</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td>Greek</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
<td>Latin</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>German</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELECTIVES:</strong> (Choose one)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
<td>Latin</td>
<td>3</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td>Greek</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>German</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELECTIVES:</strong> (Choose one)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology I</td>
<td>3</td>
<td>Biology I</td>
<td>3</td>
</tr>
<tr>
<td>History I</td>
<td>3</td>
<td>History I</td>
<td>3</td>
</tr>
</tbody>
</table>

*Geology I is required in Senior year in the Science course, unless it was chosen as an elective in the Junior year.
2. A department certificate will be given to irregular students that complete the course of study in any department.

3. The Degree of Master of Arts (A. M.) will be conferred on any Bachelor of Arts of this College who shall pass a satisfactory examination on courses of study prescribed by any two Professors the student may choose; also, under terms made by the Faculty, upon any member of the South Carolina Conference who has completed the four years Conference course.

Students offering for the Degree of Master of Arts (A. M.) are required to stand their examination at the College.

Reports.

During the session three reports are sent to parent or guardian, in which is given an approximate estimate of the class standing of each student. When it is thought necessary, a special letter is written by the President to the parent or guardian.

The Faculty begs parents to note carefully any failure or falling off in their son's work, and appeal to him at once.

Literary Societies.

The Callioun and Preston Literary Societies meet every Saturday night in their well furnished halls for improvement in Declamation, Composition and Debate. Their orderly management and generous emulation make them a helpful element in collegiate training and they are regarded by both students and Faculty as an indispensable part of the machinery of instruction. Their anniversaries are in November, and their final celebrations during the Commencement Exercises.

These halls have recently been furnished with elegant opera chairs, their floors covered with Brussels carpets, their walls repapered, and the Presidents' stands remodelled. Two more elegant halls cannot be found in the South.

The beneficial influence of these Societies confirms the authorities in enforcing the rule that every student on entering College shall connect himself with one of them.

Wofford College Journal.

The Wofford College Journal was established by the students of the College in the fall of 1890, and has been conducted and supported wholly by them. It is an important element in the College life. Bacon said: "Reading maketh a full man, conference a ready man, and writing an exact man." In our College the class work tends to make the full man; the two Literary Societies the ready man; The Journal the exact man. The pages of The Journal are open to every student from Senior to Freshman, and the younger men especially are encouraged to contribute. There is no more excellent mental training for a boy than the careful writing down of his thoughts on some subject. It teaches him to think clearly, concisely and consecutively. Wofford is distinctly a literary college, and she takes a pride in her literary Journal.

The Wilbur E. Burnett Gymnasium.

A first-class Gymnasium has been built upon the Campus, and named for Capt. W. E. Burnett, the largest contributor and the most energetic worker for its erection.
This has been a need greatly felt at Wofford. Our students come to us between the ages of sixteen and twenty—a time when active, growing bodies should have vigorous, systematic exercise. This exercise is all the more important from the fact that most of our students are used to some form of stirring work before they come to college, and to enter upon the sedentary, inactive life of a student, makes them peculiarly liable to certain forms of disease, and retards the proper expansion of their growing bodies. The Gymnasium is complete in all its appointments, having the latest improved apparatus for the healthful development of the various organs of the body. Moreover, it is under the direction of a competent instructor, whose duty is to give each student just that kind of exercise he most needs.

So highly do the authorities of the College value the instruction in the Gymnasium, that every student is required to take a regular course in it, just as he is required take other courses in the College. No student can do to the best advantage his intellectual work without well-directed, persistent physical exercise. And we are sure that parents will appreciate the opportunity thus offered of insuring better health to their sons while in College.

**Reading Room.**

An excellent Reading Room has been established, and provided with a good assortment of magazines and newspapers.

To the privileges of this room all students are admitted. This has become one of the most popular and helpful educational influences of the College. Its effect is marked in the encouragement of a thoughtful inquiry into current questions, and it has conducted in no small degree to the growth of good reading habits among the students.

**The Library.**

One of the chief sources of benefit to a college student is the proper use of Library and Reading Room. To further, as far as possible, all advance toward a love of reading, and a correct appreciation of books, the kind donation of Col. R. L. Coleman was, during the session of 1894–1895, expended in increasing the size of the Library Room, and thereby adding to its capacity and comfort. It is now large and pleasant, and to its shelves have been transferred all the books formerly kept by the two Literary Societies for the use of their individual members. By thus throwing open to all students the libraries of the two Societies, as well as the library of the College proper, it is now possible for any one connected with the College to have access, under suitable restrictions, to about eight thousand books, among them being not a few rare volumes. We may name Bryan Walton's Polyglot Bible, the gift of Prof. A. H. Lester, and many select and valuable works in the classical library of some fifteen hundred volumes, bequeathed to Wofford by the late Professor David Duncan.

A Librarian is employed, and from her can be obtained all needed information and assistance as to the contents of the Library, the law regulating the use of books, and the proper conduct of the Reading Room.

By means of a library fee, books in general literature and in special and technical subjects, will be pur-
chased; and thus the Library will be kept fully abreast with the currents of modern thought and research. Any contributions to the Library will be gratefully acknowledged.

**Gifts of Books.**

The late J. Thos. Pate, D. D., of the South Carolina Conference, left to the college his complete library, consisting of 800 carefully selected and valuable volumes of theology, history, economics and general literature. Dr. Pate's books are the working library of a thinking, working man, and the collection is found of constant use in the college work.

The bound magazines of the late Dr. Herman Baer, of Charleston, of the class of 1858, and his French and German books, aggregating 435 volumes, constitute another valuable addition to the library. The bound volumes of the leading magazines, running through many years, are especially useful.

The publications of the various departments of the United States government have added 384 volumes to the library during the past year. The publications of the Smithsonian Institution, the Report of the Industrial Commission and some geographical and geological works are of much value.

From Mr. Jno. L. Pierson we have received 40 volumes of great interest and value.

Dr. H. M. DuBose has donated 4 volumes.

The State of South Carolina has donated one volume of McCrady's History of South Carolina.

---

**The New Auditorium.**

Wofford College now has an elegant and commodious Auditorium with a seating capacity of 1,000, heated by steam and lighted by electricity. The acousticis are excellent.

**The E. L. Archer Hall.**

This is a handsome brick building in the extreme western part of the Campus, containing twelve bed rooms, a dining room, kitchen and ample halls and piazzas. It is named for Rev. E. L. Archer, of class of 1871, whose liberality made it possible to secure the money for the erection of this comfortable dormitory.

**Homes of the Students.**

Wofford College students have their rooms in a number of new cottages conveniently located and in Archer Hall. Only two students are assigned to a room. They take their meals at College Hall, Archer Hall and with families whose homes are near the Campus.

**Religious Opportunities.**

All students are required to attend daily prayer in the College Chapel, and each student is expected to attend Divine Service on Sunday in any church he or his parents may prefer.

**Y. M. C. A.**

For more than twenty years there has been an active Young Men's Christian Association at Wofford. Its policy is progressive and thoroughly abreast with the times. It is in close touch with the great student movement of the country. Its leaders are educated
in the most successful methods of Christian work among college men (at the State Conventions and at the annual gatherings of the Southern Students' Summer Conference, which meets for ten days every June at Asheville).

Till last fall the Association had no rooms of its own, equipped and set apart exclusively for its work. Rev. S. A. Nettles saw the need of the Association for such a room, how, without it, its work would always be hampered, how, with it, its work would be greatly facilitated. Through his generous gifts a nicel hall has been fitted up for the Association.

Every Sunday afternoon a meeting is held for the students. A mid-week prayer meeting is conducted for fifteen minutes every Wednesday night.

Four Bible classes meet for one hour every Monday morning at 9 o'clock. (Monday is weekly holiday.) A progressive course of four years in Bible study is offered, a different course for every year of the four the student is in college.

Besides the Bible classes, a very successful mission study class is conducted. Systematic giving to this cause is stressed.

These classes have nothing to do with the regular College curriculum. They are held once a week at an hour which does not interfere with the regular college duties.

Every year the Association issues a neatly printed hand book which gives much valuable information about the College and the Association, just those points the new student most needs to know. It makes a neat, serviceable, memorandum book. A copy is presented to each student at the opening of the session.

All the new students are met at the train and cordially welcomed by a reception committee of Association men whose pleasure it is to be of all possible service to the new student, in finding his boarding house, in getting baggage up and in any other ways that the student may need any assistance.

Privileged Students.

The sons of itinerant ministers are exempted from the payment of tuition, but are required to pay all matriculation fees.

Routes.

Spartanburg is easily reached by the following railways and their connections: Spartanburg, Union and Columbia Railway; Atlanta and Charlotte Air Line Railway; Asheville and Spartanburg Railway; Charleston and Western Carolina Railway.

Several telegraph and telephone lines offer students speedy communication with their friends.

College Hall.

The bed rooms of this Hall are in the wings of the main college building, and in cottages, all comfortably furnished. For the use of these rooms students pay a very small fee. The average monthly expense for the table is about $8.

Loan Funds.

The following funds are in the hands of a committee of the Faculty for the purpose of assisting worthy students:
Thomas Loan Fund, given by Dr. J. O. Wilson.
Prince Loan Fund, given by James T. Prince of Atlanta, Georgia.
Coleman Loan Fund, given by William Coleman, Esq.
Coke Smith Loan Fund.
W. E. Lucas Loan Fund.
These funds are loaned at a low rate of interest, which is added to the principal when the notes are paid.
As this money is loaned, and not given, and as each fund will increase from year to year by the added interest, no better method can be suggested of helping worthy young men.

Scholarships.
The Orangeburg Alumni Association Scholarship, established by the local Alumni of Orangeburg, S. C.
The Welling Scholarship, established in 1900 by Mr. Edwin Welling, of Charleston, S. C.
The yield from each of these scholarships gives free tuition to the possessor for one year.

Expenses.
Tuition for the year ................................. $90
Contingent fee .................................. 15

$105
One-half of the above fees is payable at the beginning of the session and the other half February 1st.
Chemistry fee (for Chemistry students only) .................. $1
Diploma fee ......................................... 1
Board ................................................. From $8 to $16 a month

At the beginning of the year each student is required to deposit with the Treasurer one dollar. From the entire amount thus paid in the cost of damages done the buildings, etc., will be deducted and the rest returned to the students.

Financial Administration.
The contingent fee must be paid in advance, half in October and half in February. This fee is not refunded in any case, and no indulgence is granted.
The Board of Trustees have made the following Regulations to govern the Financial Administration of the College:
"Resolved, That the Treasurer shall have entire and sole charge of all matters connected with the finances of the Institution; shall collect all fees due the College from students, and be responsible to the Board of Trustees, through the Executive Committee, for the proper discharge of his duties.
"Resolved, That all students hereafter be required to pay, at the beginning of each session, the Contingent Fee, before entering the class room; and the authority to enforce this requirement is hereby given to the President and Treasurer of the College.
"Resolved, That indulgence as to the payment of tuition fees be granted to such applicants as the President and Treasurer deem worthy. Provided, the student or his parent or guardian, make their joint note for the same, with interest at 7 per cent. per annum. That this indulgence be granted upon the joint application of the parent or guardian, and the son or ward."
The authorities beg leave to remind patrons that tuition fees must be paid in advance; half in October, and half in February, and are not refunded in whole or in part except in case of protracted sickness.

If, for any reason, indulgence is desired, special arrangements must be made with the Treasurer of the College.

Commencement Exercises.
JUNE 12-16.
Friday, 12, 8:30—Gymnasium Exhibition.
Saturday, 13, 8:30.
Annual Debate of Calhoun and Preston Literary Societies, Joe P. Lane, Presiding Officer.

QUERY:—Resolved, That it is to the best interest of the United States to maintain the Monroe Doctrine.
2. Negative—W. D. Burnett, Calhoun, Spartanburg.
3. Affirmative—C. L. Smith, Preston, Anderson County.

SUNDAY: Baccalaureate Sermon at 11 a. m. by Bishop Warren A. Candler—Sermon before Y. M. C. A. 4 p. m.—Rev. E. O. Watson.
Annual Sermon to Senior class at 8:30 in Central Church by Bishop W. W. Duncan.

Subjects of Senior Class, 1903.

Belle, J. G. Richmond County, Ga.
Braddock, F. E. The Great Parliamentary Reformer.
Grimes, W. K. Clarendon County.
Greene, W. K. "A Study in Nemesis."
Holmes, G. C. Jr. Greenwood County.
Hoges, W. C. The Lesson of the Coal Strike.
Hollins, S. M. Greenwood County.
Hollingsworth, C. A. Orangeburg County.
Kerr, T. C. American Young Men.
Lindsay, L. D. Orangeburg County.
Thompson, L. D. Southern Educational Movement.
Henderson, L. M. Gaston County, N. C.
McMinn, L. M. A Real Leader.
Moss, J. D. Spartanburg County.
Easterling, L. Q. Class Poem—Looking Forward.
Prophesy.

The following have been excused from speaking.

Hopkins, W. W.
Killebrew, A. M.
Lawrence, J. H.
Carroll, L. M.
Rolls, E. F.
Reyes, G. B.
Espinosa, D. M.
Sloane, T. J.
Sloane, T. F.
Steele, G. W.

Jones, (Miss) J. B.
Leitner, L. T
Ligon, (Miss) M. C.
Owen, W. C.
Redmond, J. C.
Rogers, F. C.
Slone, M. W.
Stokes, M. B.
Taylor, A. E.
Way, W. P.
The Wofford College Lyceum.

The interest in the lecture course has not abated. The lyceum spirit was never stronger than this year and the financial condition of the institution is solid. A reserve fund of $700 is held for the benefit of the association.

The following are the speakers and their subjects for this year:

- Henry N. Snyder.—Shakespeare.
- Charles Dennison Kellogg.—Lecture-Recital. Subject, Birds.
- John B. DeMottt.—Python Eggs and The American Boy.
- E. Maro.—Magic, Music and Mirth.
- Dr. Henry Van Dyke.—1 Author’s Reading. 2 Sermon—Christian Citizenship, Phil. 3:20.
- William Jennings Bryan.—The Value of an Ideal.
- Jenkin Lloyd Jones.—Home-making.

### Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th></th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman A</td>
<td>Greek</td>
<td>9-10</td>
<td>Intro. Greek</td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>10-11</td>
<td>Math.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Greek</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>German</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English</td>
</tr>
<tr>
<td>Freshman B</td>
<td>German</td>
<td>10-11</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>German</td>
</tr>
<tr>
<td>Sophomore</td>
<td>English</td>
<td>11-12</td>
<td>Latin A</td>
</tr>
<tr>
<td></td>
<td>Physics II</td>
<td>12-1</td>
<td>German</td>
</tr>
<tr>
<td></td>
<td>Chem. I, Sec. 1, Lab</td>
<td>3-5</td>
<td>Math. B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Greek</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physics II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Latin B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math. A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chem. I, Sec. 2, Lab</td>
</tr>
<tr>
<td>Junior</td>
<td>Bible</td>
<td>11-12</td>
<td>Math.</td>
</tr>
<tr>
<td></td>
<td>History I</td>
<td>12-1</td>
<td>Greek</td>
</tr>
<tr>
<td></td>
<td>Chem. I, Sec. 1, Lab</td>
<td>3-5</td>
<td>Biology I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>History I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chem. I, Sec. 2, Lab</td>
</tr>
<tr>
<td>Senior</td>
<td>Economics II</td>
<td>9-10</td>
<td>Biology I</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>10-11</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>11-12</td>
<td>Greek</td>
</tr>
<tr>
<td></td>
<td>History I</td>
<td>12-1</td>
<td>Chem. II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Greek</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>History I</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
<td>SATURDAY</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Intro, Greek</td>
<td>Intro, Greek</td>
<td>Intro, Greek</td>
<td>Intro, Greek</td>
</tr>
<tr>
<td>Greek</td>
<td>English</td>
<td>English</td>
<td>German</td>
</tr>
<tr>
<td>Math</td>
<td>Latin</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Physics I</td>
<td>Math</td>
<td>Latin</td>
<td>German</td>
</tr>
<tr>
<td>Bible</td>
<td>Physics I</td>
<td>Physics I</td>
<td>Physics I</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Physics I</td>
<td>Physics I</td>
<td>Physics I</td>
<td>Physics I</td>
</tr>
<tr>
<td>Freshmen A</td>
<td>Freshmen B</td>
<td>Freshmen B</td>
<td>Freshmen B</td>
</tr>
<tr>
<td>Latin</td>
<td>Math</td>
<td>Math</td>
<td>Latin</td>
</tr>
<tr>
<td>English</td>
<td>Physics I</td>
<td>Physics I</td>
<td>Physics I</td>
</tr>
<tr>
<td>Physics I</td>
<td>Latin A</td>
<td>Physics I</td>
<td>Physics I</td>
</tr>
<tr>
<td>Math A</td>
<td>Math B</td>
<td>Math</td>
<td>Phys. I</td>
</tr>
<tr>
<td>Math B</td>
<td>Latin</td>
<td>Physics I</td>
<td>Phys. I</td>
</tr>
<tr>
<td>German</td>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>Greek</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Junior</td>
<td>Sophomore</td>
<td>Sophomore</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Econ. I</td>
<td>Econ. I</td>
<td>Econ. I</td>
<td>Econ. I</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>German III</td>
<td>German</td>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td>History I</td>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Greek</td>
<td>Greek</td>
<td>Greek</td>
<td>Greek</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Astronomy</td>
<td>Astronomy</td>
<td>Astronomy</td>
</tr>
<tr>
<td>History II</td>
<td>History II</td>
<td>History II</td>
<td>History II</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Greek</td>
<td>Greek</td>
<td>Greek</td>
<td>Greek</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Physics I</td>
<td>Physics I</td>
<td>Physics I</td>
<td>Physics I</td>
</tr>
<tr>
<td>Senior</td>
<td>Senior</td>
<td>Senior</td>
<td>Senior</td>
</tr>
<tr>
<td>Bi. Geology</td>
<td>Geology</td>
<td>Geology</td>
<td>Geology</td>
</tr>
<tr>
<td>Greek</td>
<td>Econ. I</td>
<td>Econ. I</td>
<td>Econ. I</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Greek</td>
<td>Greek</td>
<td>Greek</td>
<td>Greek</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Physics I</td>
<td>Physics I</td>
<td>Physics I</td>
<td>Physics I</td>
</tr>
</tbody>
</table>
List of Distinctions.
1902-1903.

JUNIOR CLASS.
Bethea, P. W., Mathematics, French.
Cannon, S. F., Economics.
Chapman, O. M., Latin, French.
Daniel, A. C., Jr., Latin, Chemistry.
Hardin, E. K. Jr., Latin, Mathematics, Greek.
Economics, English, Chemistry.
Herbert, W. C., Latin, Mathematics, Greek.
Lane, J. P., Latin.
Oliver, L. M., Economics, Latin, Mathematics.
Chemistry, French.
Smith C. L., Latin, Economics, English, Chemistry.
Wiggins, M. S., French.

SOPHOMORE CLASS.
Ariail, J. M., English.
Betts, A. D., History.
Boyd, J. W., Mathematics, Physics.
Connolly, M. A., History, English.
Dye, E. C., German.
Glaze, W. L., Jr., Latin, History, Physics, German.
Hamel, J. H., Latin, English, German.
Manning, C. S., Latin, Greek.
Patterson, G. J., Latin, English, Physics, German.
History, Mathematics.
Roberts, W. D., English, Physics.

CATALOGUE

Robertson, H. C. Jr., Mathematics, English, German.
Stockman, J. P., Mathematics.

FRESHMAN CLASS.
Anderson, J. C., English, Latin, Greek.
Carson, W. W., English.
Cunningham, J. W., Latin, Greek, English.
Dickson, J. G., Latin, English, German.
Galloway, C. B., Greek.
Gues, J. B. Jr., English, German.
Gund, J. C. Jr., English.
Jesty, J. S., English.
Lyles, J. R., Latin, Greek, English.
Mason, E. R., Latin.
McLeod, F. A., Latin, English.
Nicholls, G. W. Jr., Latin, Greek, English.
Patrick, J. K., Latin, German.
Puckett, S. W., Latin, English.
Richardson, H., Latin.
Rogers, R. H., Latin, English.
Sallee, F., English.
Stallworth, W. C., Latin, English, German.
Stanton, N., Latin, English.
Usler, J. B., Latin, English, German.
Wannamaker, T. M., Latin.
Webster, R., Latin, Greek, English.
Wharton, M. T., English.
SPECIAL AND IRREGULAR STUDENTS.

Breeden, T. McL., Latin.
Garlington, J. D., English.
Pierce, M. B., English.
Tarboux, (Miss) M. V., Latin, Mathematics.

Medals and Prizes, 1902-1903.

Calhoun Society.—R. O. Lawton, Brighton, S. C. Subject, "The Literary Prophet of the Nineteenth Century."


Marion Dargan, in English Department—C. P. Wofford, Spartanburg, S. C. Story entitled, "The Parting of the Ways."


Prize five dollars offered by Journal staff for best poem—J. M. Ariail, Bennettsville, S. C. Poem entitled "Ode to Shelley."
### Number of Students by Counties.

<table>
<thead>
<tr>
<th>County</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbeville</td>
<td>4</td>
</tr>
<tr>
<td>Aiken</td>
<td>1</td>
</tr>
<tr>
<td>Anderson</td>
<td>6</td>
</tr>
<tr>
<td>Bamberg</td>
<td>5</td>
</tr>
<tr>
<td>Barnwell</td>
<td>4</td>
</tr>
<tr>
<td>Beaufort</td>
<td>1</td>
</tr>
<tr>
<td>Berkeley</td>
<td>1</td>
</tr>
<tr>
<td>Charleston</td>
<td>2</td>
</tr>
<tr>
<td>Cherokee</td>
<td>4</td>
</tr>
<tr>
<td>Chester</td>
<td>3</td>
</tr>
<tr>
<td>Clarendon</td>
<td>4</td>
</tr>
<tr>
<td>Darlington</td>
<td>4</td>
</tr>
<tr>
<td>Dorchester</td>
<td>1</td>
</tr>
<tr>
<td>Edgefield</td>
<td>3</td>
</tr>
<tr>
<td>Florence</td>
<td>2</td>
</tr>
<tr>
<td>Georgetown</td>
<td>1</td>
</tr>
<tr>
<td>Greenville</td>
<td>8</td>
</tr>
<tr>
<td>Greenwood</td>
<td>8</td>
</tr>
<tr>
<td>Hampton</td>
<td>2</td>
</tr>
<tr>
<td>Lancaster</td>
<td>6</td>
</tr>
<tr>
<td>Laurens</td>
<td>7</td>
</tr>
<tr>
<td>Lee</td>
<td>2</td>
</tr>
<tr>
<td>Lexington</td>
<td>2</td>
</tr>
<tr>
<td>Marion</td>
<td>10</td>
</tr>
<tr>
<td>Marlboro</td>
<td>13</td>
</tr>
<tr>
<td>Newberry</td>
<td>1</td>
</tr>
<tr>
<td>Oconee</td>
<td>2</td>
</tr>
<tr>
<td>Orangeburg</td>
<td>12</td>
</tr>
<tr>
<td>Richland</td>
<td>2</td>
</tr>
<tr>
<td>Saluda</td>
<td>6</td>
</tr>
<tr>
<td>Spartanburg</td>
<td>53</td>
</tr>
<tr>
<td>Sumter</td>
<td>3</td>
</tr>
<tr>
<td>Union</td>
<td>3</td>
</tr>
<tr>
<td>York</td>
<td>4</td>
</tr>
<tr>
<td>Chickasaw, Miss.</td>
<td>1</td>
</tr>
<tr>
<td>Duval, Fla.</td>
<td>1</td>
</tr>
<tr>
<td>Fulton, Ga.</td>
<td>1</td>
</tr>
<tr>
<td>Hancock, Ga.</td>
<td>1</td>
</tr>
<tr>
<td>Hart, Ga.</td>
<td>1</td>
</tr>
<tr>
<td>Richmond, Ga.</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>196</td>
</tr>
</tbody>
</table>

### Number of Students by Classes.

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>32</td>
</tr>
<tr>
<td>Juniors</td>
<td>39</td>
</tr>
<tr>
<td>Sophomores</td>
<td>35</td>
</tr>
<tr>
<td>Freshmen</td>
<td>35</td>
</tr>
<tr>
<td>Special and irregular students</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>196</td>
</tr>
</tbody>
</table>
Senior Class.

All, E. L. ........................................ Barnwell
Ariail, W. C. ..................................... York
Bethea, P. W. ..................................... Marion
Burnett, W. D. .................................. Spartanburg
Cannon, L. E. .................................. Spartanburg
Cannon, S. F. .................................. Spartanburg
Cely, T. L. ......................................... Anderson
Chapman, (Miss) O. L. ......................... Spartanburg
Chapman, O. M. ................................ Spartanburg
Clark, N. T. ..................................... Spartanburg
Curry, I. E. ....................................... Laurens
Daniel, A. C., Jr ................................ Spartanburg
Fair, W. M. ....................................... Orangeburg
Goodlett, C. B. .................................. Greenville
Hardin, E. K., Jr ................................ Lexington
Herbert, W. C. ................................. Newberry
Lane, J. P. ......................................... Marion
Lawton, T. O. ..................................... Barnwell
McWhirter, E. F. ............................... Union
Oliver, L. M. ..................................... Marion
Smith, C. L. ....................................... Anderson
Tarboux, (Miss) M. V ............................ Spartanburg

Junior Class.

Ariail, J. M. ....................................... Marlboro
Betts, A. D. ....................................... Greenville
Boyd, J. W. ......................................... Laurens
Brabham, M. W. .................................. Bamberg
Cantey, J. B. ...................................... Clarendon
Carnes, W. B. ..................................... Lancaster

Catalogue

Cleveland, V ..................................... Spartanburg
Connolly, M. A .................................. Lancaster
Duncan, L. A. .................................. Lancaster
Dye, E. C. ......................................... Charleston
Glaze, W. L., Jr ................................ Orangeburg
Hamel, J. H. ...................................... Lancaster
Kilgo, J. P. ......................................... Spartanburg
Lancaster, W. B. ................................ Spartanburg
Manning, C. S. .................................. Spartanburg
Manning, L. A. .................................. Marion
McCullough, J. W., Jr .......................... Greenville
Meadors, M. K. .................................. York
Oliver, R. C. ...................................... Spartanburg
Robbins, C. C. .................................. Spartanburg
Robbins, H. M. .................................. Spartanburg
Roberts, W. D. .................................. Richland
Robertson, H. C., Jr ............................ Spartanburg
Roland, J. A. ..................................... Laurens
Smith, W. H. ...................................... Marion
Stabler, J. G. ...................................... Orangeburg
Stockman, J. P. .................................. Greenwood
Tatum, F. P. ....................................... Marlboro
Walker, L. P., Jr ................................ Spartanburg
Wofford, C. P. .................................. Spartanburg

Sophomore Class.

Adden, F. H. ....................................... Orangeburg
Anderson, J. C. .................................. Laurens
Brown, P. .......................................... Spartanburg
Candler, J. C. .................................. Fulton, Ga.
Carson, W. W. ...................................... Spartanburg
Crouch, B. F. ...................................... Saluda
Cunningham, J. W. ................................ Spartanburg
Dukes, B. M. ........................ Orangeburg
Galloway, C. B. ......................... Marlboro
Garlington, J. D. ......................... Spartanburg
Guild, J. C., Jr. ........................ Berkele
Hartzog, L. A. ........................... Bamberg
Holler, J. D. ............................. York
Jones, F. I. .............................. Anderson
Lyles, J. R. .............................. Oconee
Mason, E. R. ............................. Greenwood
McLeod, F. A. ........................... Lee
Mitchell, O. M. .......................... Saluda
Morris, E. ............................... Marlboro
Nicholls, G. W., Jr. ...................... Spartanburg
Ouzts, W. B. .............................. Edgefield
Patrick, J. K. ............................ Dorchester
Puckett, S. W. ............................ Laurens
Richardson, H. ........................... Anderson
Rogers, R. H. .............................. Spartanburg
Rogers, S. J. .............................. Marion
Skinner, J. O., Jr. ....................... Duval, Fl.
Stallworth, W. C. ....................... Spartanburg
Stanton, N. .............................. Marlboro
Tolleson, L. H. ........................... Spartanburg
Townsend, J. C. .......................... Marlboro
Usher, J. B. .............................. Marlboro
Watson, H. F. ............................ Saluda
Webster, R. ............................. Cherokee
Wharton, M. T. .......................... Richland

Freshman Class.

Bethea, C. S. .......................... Marion
Blair, J. M. .............................. Spartanburg
Calhoun, O. G. .......................... Abbeville

Carson, R. P. ............................ Spartanburg
Carver, C. L. ............................ Spartanburg
Coleman, J. I. ............................ Greenwood
Compton, W. B. .......................... Greenwood
Creighton, H. D. ........................ Greenwood
Dukes, P. E. ............................. Orangeburg
Dukes, T. E. ............................. Orangeburg
DuRant, C. R. ............................ Lee
Floyd, W. S. ............................. Marion
Fookse, C. R. ............................ Greenwood
Foster, M. C. ............................. Spartanburg
Frierson, W. D. ........................... Spartanburg
Fripp, E. M. .............................. Beaufort
Gee, R. T. ............................... Union
Hammett, H. P. ........................... Greenville
Harris, J. T. .............................. Spartanburg
Holcombe, D. E. ........................ Spartanburg
Holroyd, R. E. ........................... Charleston
Jordan, J. C. ............................. Oconee
Knight, D. E. ............................. Orangeburg
Koon, J. B. .............................. Lexington
Latimer, J. M. ........................... Abbeville
Ligon, A. T. .............................. Anderson
Littlejohn, F. N. ........................ Cherokee
Mangus, I. B. ............................. Cherokee
McKelvey, W. A., Jr. .................... Greenville
Muldrow, C. .............................. Darlington
Nash, E. B. .............................. Laurens
Nicholson, A. R., Jr. .................... Edgefield
Parrott, W. V. ............................ Darlington
Polk, W. H. .............................. Hampton
Prince, S. L. ............................. Anderson
Query, A. J.                           Spartanburg
Sapp, C. N.                            Lancaster
Shockley, J. L.                         Spartanburg
Sparks, J. S.                           Spartanburg
Spigner, R. N.                         Florence
Sullivan, J. D., Jr.                    Laurens
Switzer, P. K.                          Spartanburg
Taylor, S. W.                           Orangeburg
Tolleson, R. H.                         Spartanburg
Turberville, J. F.                     Clarendon
Walden, A. R.                           Spartanburg
Watson, J. C.                           Saluda
Watson, M. B.                           Saluda
Willis, R. B.                           Aiken
Wilson, J. I.                           Clarendon
White, W. E.                            Greenville
Woodley, A. J.                          Marlboro
Woodley, H. C.                         Sumter

Special and Irregular Students.

Allen, S. L.                            Spartanburg
Anderson, D. C.                         Chester
Berry, C. C.                             Orangeburg
Boozer, J. G.                           Bamberg
Bradley, T. A.                          Sumter
Brigham, E. F.                           Richmond, Ga.
Cannon, A. E.                           Spartanburg
Carlisle, A.                             Chickasaw, Me.
Carlisle, J. A.                         Spartanburg
Cash, J. B.                              Spartanburg
Cleveland, W. C.                        Greenville
Coffin, D. P.                           Spartanburg
Covington, H. K.                       Marlboro

Covington, T. C.                       Marlboro
Epsting, J. C.                          Spartanburg
Felder, C. S.                           Clarendon
Guess, J. B. Jr.                        Bamberg
Hames, W. W.                            Union
Hilton, H. H.                           Spartanburg
Hood, Q. D.                             Lancaster
Isom, W. L.                             Cherokee
Jennings, J. O.                         Spartanburg
Jones, M.                                Saluda
Jones, W. T. Jr.                        Greenwood
Josey, J. S.                             Darlington
Lowson, J. R.                           Abbeville
Lawton R. O.                            Hampton
Leonard, R. E.                         Spartanburg
Maclay, H. A.                           Chester
McGaha, J. W.                           Abbeville
McFadden, C. L.                         York
McIntyre, D. Jr.                        Marion
McIntyre J. A.                          Marlboro
McKelvey, W. B.                         Greenville
Montgomery, J. H.                      Spartanburg
Moore, F. B.                             Marlboro
Moore, S. B.                             Spartanburg
Pierce, M. B.                           Hancock, Ga.
Priester, N. E.                         Barnwell
Reed, T. C.                             Bamberg
Reynolds, M. L.                       Darlington
Rogers, A. E.                            Marlboro
Rollings, J. D.                         Sumter
Sanderson, E. L.                         Marion
Scheckley, B. F. Jr.                   Spartanburg
Shores, R. A.                            Spartanburg
Wofford College

Smith, L. H ................................................ Chester
Still, I. F .................................................. Barnwell
Taylor, W. W. Jr ......................................... Georgetown
Toney, H. S .................................................. Edgefield
Traxler, J. E ................................................ Florence
Turner, T. C. Jr ........................................... Greenwood
Wannamaker, T. M ........................................ Orangeburg
Wienges, F. L .............................................. Orangeburg
Zimmerman .................................................. Spartanburg

Alumni.

1856.
Samuel Dibble.

1857.
Robt. E. Bowie,*
Geo. Coffield,*
J. N. Carlisle,*
H. Bear,*
T. F. Barton,
W. M. Cummings,
Rev. W. W. Duncan,
J. O. Hardin,
J. C. Hardin,*
H. S. Beatty,*
J. D. Dunlap,
J. W. Holmes,
Rev. J. W. Humbert,
R. R. King,*
S. E. A. Lewis,
J. H. McCullum,
J. W. Ainger,*
T. B. Anderson,
T. L. Capers,*
E. W. Davis,*
T. E. Dawkins,*
H. C. Dickson,
T. C. Duncan,*
C. J. Dunlap,
S. M. Dawkins,*
W. M. Martin,*
Charles Petty,
E. H. Holman,
J. B. Jordan,*
Rev. A. W. Moore,*
Jas. A. Moore,*
J. F. Shackleford,
Rev. R. B. Tarrant,
E. H. Miller,*
M. H. Sellers,*
Rev. A. J. Stafford,
Rev. A. J. Stokes,
J. A. Townsend,
Rev. L. C. Weaver,*
Rev. S. A. Weber,
J. J. Durant,
A. A. McP. Hamby,*
J. B. Humbert,
F. N. Littlejohn,
T. S. Moorman,*
J. J. Palmer,*
E. V. Steadman,
J. H. Sturtevant.*
Wofford College

1861.

1864.

1867.
J. A. Foster,* J. W. Shipp.*

1868.
E. B. Cannon,* W. C. Kirkland,* B. W. Foster, Rev. R. D. Smart.

1869.

1870.

1871.


1872.


1873.

<table>
<thead>
<tr>
<th>Wofford College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1874</strong></td>
</tr>
<tr>
<td>J. T. Brown,</td>
</tr>
<tr>
<td>W. A. Brown,</td>
</tr>
<tr>
<td>R. K. Carson,</td>
</tr>
<tr>
<td>S. C. Doar,</td>
</tr>
<tr>
<td>J. H. Forney,</td>
</tr>
<tr>
<td>W. C. Gilliam,*</td>
</tr>
<tr>
<td>G. C. Hodges,</td>
</tr>
<tr>
<td>J. B. Jones,</td>
</tr>
<tr>
<td>E. H. Oliver,</td>
</tr>
<tr>
<td>W. F. Smith,</td>
</tr>
<tr>
<td>Rev. J. P. Pritchard,*</td>
</tr>
<tr>
<td>C. B. Sessions.</td>
</tr>
<tr>
<td><strong>1875</strong></td>
</tr>
<tr>
<td>O. M. Buzhardt,</td>
</tr>
<tr>
<td>C. G. Dantzler,</td>
</tr>
<tr>
<td>S. B. Ezell,</td>
</tr>
<tr>
<td>A. R. Fuller,</td>
</tr>
<tr>
<td>G. W. Gage,</td>
</tr>
<tr>
<td>R. D. Gage,*</td>
</tr>
<tr>
<td>D. C. Lake,</td>
</tr>
<tr>
<td>E. W. Martin,</td>
</tr>
<tr>
<td>Rev. W. S. Martin,</td>
</tr>
<tr>
<td>W. J. Montgomery,</td>
</tr>
<tr>
<td>J. A. Mood,</td>
</tr>
<tr>
<td>W. S. Morrison,</td>
</tr>
<tr>
<td>L. W. Nettles,</td>
</tr>
<tr>
<td>D. T. Outts,</td>
</tr>
<tr>
<td>C. T. Rawls,</td>
</tr>
<tr>
<td>H. G. Reed,</td>
</tr>
<tr>
<td>L. F. Smith,</td>
</tr>
<tr>
<td>Rev. A. C. Walker.</td>
</tr>
<tr>
<td><strong>1876</strong></td>
</tr>
<tr>
<td>S. M. Bagwell,</td>
</tr>
<tr>
<td>G. W. Brown,</td>
</tr>
<tr>
<td>J. F. Brown,</td>
</tr>
<tr>
<td>W. E. Burnett,</td>
</tr>
<tr>
<td>J. G. Clinkscales,</td>
</tr>
<tr>
<td>M. W. Craton,</td>
</tr>
<tr>
<td>J. A. Finger,</td>
</tr>
<tr>
<td>J. B. Franks,</td>
</tr>
<tr>
<td>W. L. Glaze,</td>
</tr>
<tr>
<td>W. L. Gray,</td>
</tr>
<tr>
<td>Rev. Samuel Keener,</td>
</tr>
<tr>
<td>P. B. Langston,</td>
</tr>
<tr>
<td>A. W. Lynch ('32),</td>
</tr>
<tr>
<td>E. A. McBee,</td>
</tr>
<tr>
<td>G. E. Prince,</td>
</tr>
<tr>
<td>T. C. Robinson,</td>
</tr>
<tr>
<td>C. N. Rogers,</td>
</tr>
<tr>
<td>J. L. Sheridan,</td>
</tr>
<tr>
<td>F. A. Sondley,</td>
</tr>
<tr>
<td>C. C. Twitty,</td>
</tr>
<tr>
<td>R. B. R. C. Wallace.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1877</td>
</tr>
<tr>
<td>T. A. Graham,</td>
</tr>
<tr>
<td>J. H. Kirkland,</td>
</tr>
<tr>
<td>J. C. Klugh,</td>
</tr>
<tr>
<td>J. C. Lanham,</td>
</tr>
<tr>
<td>Rev. W. R. Richardson,</td>
</tr>
<tr>
<td>Rev. J. E. Rushton,</td>
</tr>
<tr>
<td>J. R. Sessions,</td>
</tr>
<tr>
<td>E. B. Smith,</td>
</tr>
<tr>
<td>A. B. Stucky,</td>
</tr>
<tr>
<td>Rev. T. W. Tarbourx</td>
</tr>
<tr>
<td>A. S. Whiteside,</td>
</tr>
<tr>
<td>Rev. Z. T. Whiteside.</td>
</tr>
<tr>
<td>1878</td>
</tr>
<tr>
<td>L. J. Breeden,</td>
</tr>
<tr>
<td>J. F. Browning,*</td>
</tr>
<tr>
<td>W. C. Browning,*</td>
</tr>
<tr>
<td>L. E. Caston,</td>
</tr>
<tr>
<td>L. G. Corbett,</td>
</tr>
<tr>
<td>W. DuPre,</td>
</tr>
<tr>
<td>D. O. Herbert,</td>
</tr>
<tr>
<td>W. M. Jones,</td>
</tr>
<tr>
<td>Rev. J. W. Koger,*</td>
</tr>
<tr>
<td>W. W. Lee,</td>
</tr>
<tr>
<td>P. D. Mood,*</td>
</tr>
<tr>
<td>T. M. Raynor,</td>
</tr>
<tr>
<td>R. D. Smith,</td>
</tr>
<tr>
<td>H. A. Varn.</td>
</tr>
<tr>
<td>1879</td>
</tr>
<tr>
<td>W. R. Bearden,</td>
</tr>
<tr>
<td>Rev. E. E. Bomer,</td>
</tr>
<tr>
<td>I. W. Bowman,</td>
</tr>
<tr>
<td>D. C. DuPre,</td>
</tr>
<tr>
<td>Rev. J. M. Friday,</td>
</tr>
<tr>
<td>J. L. Glenn,</td>
</tr>
<tr>
<td>Rev. J. R. King,</td>
</tr>
<tr>
<td>Rev. J. M'P. Lander,</td>
</tr>
<tr>
<td>A. G. Means, Jr.,</td>
</tr>
<tr>
<td>B. G. Rawls,*</td>
</tr>
<tr>
<td>J. G. Rice,</td>
</tr>
<tr>
<td>A. C. Wightman.</td>
</tr>
<tr>
<td>1880</td>
</tr>
<tr>
<td>A. B. Calvert,</td>
</tr>
<tr>
<td>Rev. J. C. Chandler,</td>
</tr>
<tr>
<td>H. C. Folk,</td>
</tr>
<tr>
<td>W. T. Hutto,</td>
</tr>
<tr>
<td>W. T. Lander,</td>
</tr>
<tr>
<td>A. B. Calvert,</td>
</tr>
<tr>
<td>H. W. Pemberton,*</td>
</tr>
<tr>
<td>T. I. Rogers,</td>
</tr>
<tr>
<td>T. B. Stackhouse,</td>
</tr>
<tr>
<td>T. B. Thackston,</td>
</tr>
<tr>
<td>H. M. Wilcox.</td>
</tr>
<tr>
<td>1881</td>
</tr>
<tr>
<td>T. C. Duncan,</td>
</tr>
<tr>
<td>Rev. J. W. Kilgo.</td>
</tr>
</tbody>
</table>
1882.

Rev. P. V. Bomar,
Jas. Cofield,
T. M. Dickey,*
B. B. Gramling,*
J. T. Green,
P. B. Hamer,
W. H. Lawton,
Rev. S. A. Nettles,
Rev. R. Riddick,
P. B. Sellers,

1883.

W. G. Blake,
Rev. M. L. Carlisle,
J. A. Chapman,
W. A. Law,
W. A. Parrott,
S. M. Rice, Jr.,
E. O. Woods.

1884.

L. J. Blake,
J. J. Burnett,
S. B. Craton,
W. M. Lester,
Rev. R. E. Mood,
A. E. Moore,
M. H. Moore,
M. Pegues,
A. G. Rembert,
J. P. Smith,
Rev. H. S. Wannamaker.

1885.

Rev. A. W. Attaway,
H. B. Carlisle,
J. H. Carlisle, Jr.,
W. H. Harden, Jr.,
C. A. Jefferies,
Rev. W. I. Herbert,
P. Petty.

1886.

Rev. J. A. Campbell,
S. B. Jones, Jr.,
J. E. Ellerbe,
Rev. A. B. Earle,
J. L. Jefferies,
M. H. Daniel,
J. A. Law,
Rev. J. M. Rogers.

1887.

James O'Hear,
W. L. Weber.

1888.

J. Le G. Easterling,*
J. C. Evins,
J. J. Gentry,
Rev. P. F. Kilgo,
Rev. E. P. Taylor,
G. L. Wilson.

1889.

Rev. R. A. Few,*
W. P. Few,
C. M. Freeman,
Rev. J. Rush Goodloe,
Rev. G. G. Harley,
Rev. W. H. Hodges,
B. F. Keller,
Rev. W. A. Massabau,
J. M. Workman,
J. T. Wrightson.

1890.

J. G. Baker,
Rev. C. H. Clyde,
Jones Fuller,
Rev. T. G. Herbert, Jr.,
M. M. Landor,
Rev. D. M. McLeod,
J. W. Nash,
W. C. Pickens,
R. L. Shuler,
C. W. Stoll,
R. E. Ware.

1891.

W. W. Bruce,
Rev. A. J. Cauthen, Jr.,
Rev. G. F. Clarkson,
Rev. J. D. Crout,
J. L. Daniel,
J. L. Fleming,
G. S. Goodgion,
W. S. Hall, Jr.,
C. P. Hammond,
H. F. Jennings,
Rev. M. O. Ligon,*
Rev. A. Lyon,
W. M. Melton,
J. K. S. Ray,
G. Rouquie,
K. D. Senn,
J. C. Spann,
Rev. Peter Stokes,
74

WOFFORD COLLEGE

1892.


1893.

H. W. Ackermann, R. W. Allen, C. R. Calhoun, J. D. Craighead, Thornwell Haynes, Rev. W. C. Kirkland,


1894.


C. H. Barber, T. C. Blake, C. E. Boyd, W. A. Cannon, E. G. Clinkscales, F. C. Cummings, Gist Gee, J. F. Grant, Paul Hardin,

W. Wm. Watson, P. B. Wells.

1895.


1896.

WOFFORD COLLEGE

Rev. J. C. Roper,
W. K. Smith,
Marion Tucker,
J. E. Walker,
O. D. Wannamaker,
E. E. Williamson,
J. J. Wolfe.

W. M. Connor, Jr.,
E. L. Culler,
T. O. Epps,
W. Boyd Evans,
W. A. Hudgins,
J. P. Inabinit,
T. L. Manning,
W. A. Medlock,
R. C. Newton,
G. T. Pugh,
T. M. Raynor,
N. M. Salley,
M. L. Smith,
J. C. Smith,
P. H. Stoll,
R. S. Truesdale,
H. A. C. Walker,
W. G. Ward.

J. C. Allen,
M. V. Bennett,
Gabriel Cannon,
J. W. W. Daniel,
L. L. Dantzler,
C. E. Dobson,
R. R. Goodwin,
I. W. Gray,
R. A. Hammon,
D. T. Kinard,
R. A. Law,
C. H. Leitner,
O. W. Leonard,
J. R. T. Major,
J. C. Moore,
J. P. McCreary,
J. K. Owens,
W. M. Owings,
J. C. Rogers,
J. R. Walker.

H. J. Brabham, Jr.,
W. R. Crum,
G. E. Edwards,
R. J. Geddes,
J. P. Gray,
W. T. Magness,
H. S. Parnell,
H. V. Stribling,
Ernest Wiggins.

CATALOGUE

1900.
B. H. Boyd,
C. B. Burnett,
J. E. Edwards,
J. C. Fairly,
P. C. Garris,
E. H. Hall,
L. L. Hardin,
E. M. Lander,
C. D. Lee,
E. C. Major,
W. C. Martin,
E. P. Miller,
W. H. Phillips,
C. P. Rogers,
H. T. Shockley,
L. E. Wiggins.

1901.
M. S. Asbelle,
M. Asul,
G. C. Bates,
V. W. Brabham,
H. M. Brown,
J. B. Crews,
T. H. Daniel,
A. E. Driggers,
H. G. Eisdon,
J. S. Fair,
F. W. Fairy,
J. B. Gibson,
D. L. Guy,
R. K. Hayes,
T. C. Austin,
B. A. Bennett,
B. H. Brown,
J. S. Calhoun,
H. B. Chapman,
W. H. Chapman,
W. Z. Dantzler,
F. S. DuPre,
T. C. Easterling,

1902.
D. D. Jones,
F. K. Lake,
B. B. Lancaster,
Puelle M. Littlejohn,
K. W. Littlejohn,
A. A. Manning,
C. E. Pettee,
E. M. Salley,
D. D. Wannamaker,
May D. Wannamaker,
C. G. Watson,
J. R. Williams,
V. C. Wilson.*

1903.
H. R. Harris,
A. T. Helm,
M. Hoke,
F. H. Hudgens,
S. T. Lanham,
Jone Littlejohn,
Richard I. Manning,
T. Frank Watkins,
E. A. Montgomery,

*
D. S. Murph,  
Carrie A. Nabors,  
Paul H. Nash,  
Norman L. Prince,

Robt. E. Sharp,  
Dave C. Strother,  
Carroll H. Varner.

J. G. Bailie,  
W. W. Boyd,  
A. McK. Brabham,  
F. E. Bradham,  
D. E. Camak,  
L. M. Cantrell,  
L. Q. Crum,  
S. M. Dawkins,  
B. F. Dent,  
G. B. Dukes,  
J. F. Golightly,  
W. K. Greene,  
G. W. Grier,

1903.

G. C. Hodges, Jr.,  
L. T. Leitner,  
Mary C. Ligon,  
D. H. Marchant, Jr.,  
T. C. Moss,  
W. C. Owen,  
J. C. Redmon,  
F. C. Rodgers,  
M. W. Sloan,  
M. B. Stokes,  
A. E. Taylor,  
L. D. Thompson,  
W. P. Way.

*Dead.
WOFFORD COLLEGE FITTING SCHOOL

SPARTANBURG, S. C.

1903-1904.

FALL SESSION BEGINS
SEPTEMBER 21, 1904

SPRING SESSION BEGINS
FEBRUARY 1, 1905
TEACHERS AND OFFICERS.
1903-1904.

HENRY N. SNYDER, M. A., Litt. D.,
President.

A. MASON DePRÉ, A. M., Head Master,
Instructor in Latin and Mathematics.

JAMES H. CARLISLE, LL. D.,
Instructor in Bible.

T. C. EASTERLING, A. B.,
Instructor in English.

A. G. REMBERT, A. M.,
Instructor in Greek.

L. Q. CRUM, A. B.,
Instructor in History and Mathematics.

Origin and Object.
The lack of a sufficient number of preparatory
schools in which the course of study leads up to the
curricula of our colleges, has compelled most of the
colleges in the South to provide for sub-collegiate
classes.

This extension of the college curriculum to include
one or more sub-Freshman classes necessarily subjects
to the same discipline and, with slight modifications, to
the same training, two distinct classes of students—
collegiate and preparatory, the difference between
whose ages and mental training should and does re-
quire a corresponding difference in method and train-
ing and in kind of discipline.

Location and Buildings.
The school now occupies two buildings on the Col-
lege Campus. One is the Archer Hall, containing
twelve rooms. This is used exclusively as a dormi-
tory. The other building is an entirely new one. It
contains twenty-two bed-rooms, three class-rooms,
an assembly hall, a dining hall, a society hall—all
under one roof. It is heated with steam and lighted
with electricity. The teachers and the matron live
in the building. By being on the College Campus,
we have certain advantages:

1. The College Professors have a close supervision
of their respective departments.

2. The school rooms, dining hall and dormitories
are all under the same roof, and the accomodations
are comfortable and attractive.
3. The location is convenient to church and town.

4. The students of the Fitting School have access to the College Gymnasium, and are required to take a regular course of training under the Director.

5. They have access also to the College Library and the Reading Room.

**Boarding Department.**

This department is under the control of the Head Master, assisted by the Matron.

In the management every effort is made to supply the table with nourishing and well-prepared food, and with as great variety as the price will allow.

**Expenses.**

It has been the object to reduce the expenses to the lowest possible figure, consistent with health, and a proper degree of comfort.

The expenses for the year are as follows for the Senior and Intermediate classes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$30 00</td>
</tr>
<tr>
<td>Contingent Fee</td>
<td>$7 00</td>
</tr>
<tr>
<td>Fuel and Light (boarders)</td>
<td>$4 00</td>
</tr>
<tr>
<td>Board</td>
<td>$69 00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$110 00</td>
</tr>
</tbody>
</table>

**Junior Class:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$20 00</td>
</tr>
<tr>
<td>Contingent Fee</td>
<td>$5 00</td>
</tr>
<tr>
<td>Fuel and Light (boarders)</td>
<td>$4 00</td>
</tr>
<tr>
<td>Board</td>
<td>$69 00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$98 00</td>
</tr>
</tbody>
</table>

**Rules Governing Payment of Dues.**

Tuition, Contingent Fee and Fees for Fuel and Light must be paid by the session in advance; board promptly at the beginning of each month. In case of late entrance, charges for board will include week of entrance. No deduction will be made for leaving school for any reason other than absolute necessity or sickness. In no case will deduction be made from Contingent Fee or Fuel and Light Fee.

**Further Notes on Expenses.**

Each student is required to furnish his own towels, pillows, toilet articles, and bed clothing for double bed.

Each student on entrance will be required to deposit with the Treasurer $3.00, from which will be deducted the cost of repairing any injury done by him to the furniture or premises.

Whatever remains after these deductions are made, will be returned at the end of the year.

If as many as thirty students desire to pay a medical fee of $2.00 per session an arrangement can be made by which no further charge will be made for medical attention. This does not include the cost of medicine, or of consultation, should it become necessary.

**Management.**

In dealing with the students placed under our care, we try to adapt our method of teaching and discipline to their mental, moral and physical requirements, and to this end encourage among them a high moral tone.
diligence, perseverance and accuracy, and a proper participation in healthy exercises.

The discipline of the school is kind, but firm, and each student is given as much work as he can accomplish consistently with thoroughness and good health.

The following are the more important rules for the government of boarders, obedience to which is firmly enforced. Others are made as the occasion demands:

I. Students must not leave the grounds without permission.

II. No profane or obscene language is allowed.

III. Scribbling on the walls and soiling the floors by the use of tobacco are prohibited.

IV. Rooms must be kept neat and clean, and at time are scuffling and disorder allowed therein.

V. The reading of trashy books is prohibited.

VI. Hours appointed for study must be strictly observed. During these hours there must be no visiting or wasting of time.

VII. Borrowing or lending money is prohibited.

VIII. Punctuality at meals is required.

IX. Students are positively forbidden to own or have in their possession firearms, or other forbidden weapons, anywhere on the premises. Any violation of this rule is visited with expulsion.

X. Cigarette smoking is forbidden.

Demerits are given for every violation of the above rules, and in proportion to the degree of offence, on subjecting the student to expulsion.

Students coming from a distance who have no near relatives in town are required to board in the school. The reasons for this requirement are obvious. Pupils look to the school authorities for the good behavior and diligence of their sons. The oversight and control necessary to assure these cannot be exercised over students who pass more than two-thirds of their time away from the school.

In case parents wish to withdraw their sons from school, they must give the Head Master one week's notice; if not, the withdrawal shall be equivalent to expulsion.

**Religious Advantages.**

The students have organized a Y. M. C. A., which holds weekly meetings.

On Sunday students are required to attend Sunday School and at least one service at the church that their parents designate.

**Literary Society.**

The Legare Literary Society offers to the students advantages that must prove a useful auxiliary to their mental training. In view of these advantages the authorities feel justified in requiring all students to join. The fee is $1.50.

**Sessions—Examinations.**

The Scholastic Year is divided into two sessions, beginning September 21, and February 1st, respectively, and is co-extensive with that of Wofford College.

At the close of each session the student will be required to pass a written examination on the work accomplished during the session. This, with the class rank, will determine his fitness to advance with his class.
There is a tendency among parents to withdraw their sons just before or in midst of June examinations. This results in loss to the student. Examinations are more than a test of knowledge. They are an educational instrument for teaching method, promptitude, self-reliance; for training in accuracy, and for developing in the student the power of concentration of attention, and readiness in the shaping and arrangement of thought.

Except in exceptional cases, and then only when the class-stand is above the average, all students falling to stand their June examinations will be required, on their return in September, to stand the regular entrance examination.

I. Preparatory Course.

In this course the pupil is prepared for the Freshman Class in College. The requirements for admission into Wofford College are taken as the standard.

Reading Course.—In order to form in the student the habit of systematic and thoughtful reading, and to awaken a taste for pure and elevating literature, a three years' course in reading, graded to suit the age and advancement of the students, is conducted by one of the teachers.

The course will cover three years.

Junior Class.—For entrance into this class pupils must have some knowledge of the rudiments of English Grammar and of Geography, and must be well grounded in Addition, Subtraction, Multiplication, and Division.

Frequent dictation exercises will be given, to drill the pupils in Spelling, in the simpler rules of Punctuation, and in the grammatical usages of the language.

English.—Text books: Introductory Lessons in English Grammar; Practical Speller; Daily Exercises in Sentence Building and in Composition Work. (See Reading Course.)

Latin.—Foundations of Latin (Bennet).


Geography.—Frye's Geography.

History.—Text Books: Eggleston's United States History; Brief Biographies.

Bible.—The study of the Bible is continued through three years.

Intermediate Class.—For entrance into this class, the pupil must pass a satisfactory examination on the work accomplished by the Junior Class, or its equivalent.

English.—Thorough drill in Parsing; Analysis of simple Sentence; Synthesis of Compound Sentence. In Composition short and simple stories will be read to class for reproduction. Text Books: Maxwell's English Grammar; Speller and Definer. (See Reading Course.)

History.—Eggleston's History of the United States.

Mathematics.—Arithmetic completed and reviewed; Algebra continued. Text Books: Robinson's New Practical Arithmetic; Intellectual Arithmetic; Milne's High School Algebra.
Latin.—Thorough Drill in Accidence. Text Books; First Year Latin (Collar & Daniell), Gradatim (Collar & Daniell).
Bible.

Senior Class.—For entrance into this class the applicant will be required to pass a satisfactory examination on the studies of the Intermediate Class, or their equivalent.

English.—The work of this year will, for the most part, be devoted to Analysis and Composition. Speller and Definer (Benson). (See Reading Course.) Grammatical Analysis (Dalgleish). Elementary Composition.

History.—Montgomery's English History.


Latin.—Continued study of Accidence, with the study of the simple rules of Syntax, in connection with frequent exercises in the translation of English into Latin, as practice in forms and in the application of rules. Text Books: Allen and Greenough's Latin Grammar; Caesar, Books I and IV; Sallust's Catiline, Virgil's Aeneid, Book I. Exercises based on the text.

Physical Geography.—Those who do not take Latin in the Senior year, take Physical Geography. Text Book: Davis' Physical Geography.

Greek.—Study of Accidence, and the study of simple rules of Syntax, in connection with exercises illustrative thereof. Text Books: Gleason and Atherton's First Greek Book; 3,000 Classic Greek Words; Xenophon's Anabasis.
Bible.
### Senior Class.

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abererombie, R</td>
<td>Greenville</td>
</tr>
<tr>
<td>Baker, C</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Bickley, C</td>
<td>Lexington</td>
</tr>
<tr>
<td>Bemar, B</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Boulware, W</td>
<td>Greenwood</td>
</tr>
<tr>
<td>Brown, A</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Burnett, C</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Burnett, M</td>
<td></td>
</tr>
<tr>
<td>Calvert, C</td>
<td>Abbeville</td>
</tr>
<tr>
<td>Carroll, C</td>
<td>Williamsburg</td>
</tr>
<tr>
<td>Carter, L</td>
<td></td>
</tr>
<tr>
<td>Cockfield, R</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Coffin, G</td>
<td></td>
</tr>
<tr>
<td>Cox, H</td>
<td>Columbia</td>
</tr>
<tr>
<td>Duncan, W</td>
<td>Laurens</td>
</tr>
<tr>
<td>DuPre, J. H. Jr</td>
<td></td>
</tr>
<tr>
<td>Ellkins, I. W. Jr</td>
<td></td>
</tr>
<tr>
<td>Groce, H</td>
<td></td>
</tr>
<tr>
<td>Halford, C</td>
<td>Charleston</td>
</tr>
<tr>
<td>Harley, E</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Heldman, G</td>
<td></td>
</tr>
<tr>
<td>Irwin, P</td>
<td></td>
</tr>
<tr>
<td>Johnson, C</td>
<td>Cherokee</td>
</tr>
<tr>
<td>Johnson, E</td>
<td>Abbeville</td>
</tr>
<tr>
<td>Keaton, L</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Layton, J</td>
<td>Hampton</td>
</tr>
<tr>
<td>Loyal, J</td>
<td></td>
</tr>
<tr>
<td>Maun, C</td>
<td>Abbeville</td>
</tr>
<tr>
<td>Munnerlyn, H</td>
<td>Georgetown</td>
</tr>
<tr>
<td>Nesbitt, J</td>
<td>Spartanburg</td>
</tr>
</tbody>
</table>

### Intermediate Class.

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, F</td>
<td>Marion</td>
</tr>
<tr>
<td>Aman, H</td>
<td>Lee</td>
</tr>
<tr>
<td>Amos, J.</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Anderson, J.</td>
<td></td>
</tr>
<tr>
<td>Bels, T.</td>
<td></td>
</tr>
<tr>
<td>Blanks, A.</td>
<td>York</td>
</tr>
<tr>
<td>Boyd, G.</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Brazel, E.</td>
<td>Pickens</td>
</tr>
<tr>
<td>Brown, J.</td>
<td>Williamsburg</td>
</tr>
<tr>
<td>Buck, W</td>
<td>Marion</td>
</tr>
<tr>
<td>Chapman, G.</td>
<td>Pickens</td>
</tr>
<tr>
<td>Cleveland, B. F.</td>
<td>Greenville</td>
</tr>
<tr>
<td>Cleveland, B.</td>
<td></td>
</tr>
<tr>
<td>Cleveland, C.</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Cochran, J. W.</td>
<td>Iredell</td>
</tr>
<tr>
<td>Derley, S.</td>
<td>Edgefield</td>
</tr>
</tbody>
</table>

### Catalogue

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monroe, W. M</td>
<td>Marion</td>
</tr>
<tr>
<td>Patterson, L</td>
<td>Laurens</td>
</tr>
<tr>
<td>Reed, H.</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Rigby, S.</td>
<td></td>
</tr>
<tr>
<td>Rudisill, C.</td>
<td>Williamsburg</td>
</tr>
<tr>
<td>Rushton, C.</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Shippey, W.</td>
<td></td>
</tr>
<tr>
<td>Simpson, M.</td>
<td></td>
</tr>
<tr>
<td>Skinner, F.</td>
<td>Lee</td>
</tr>
<tr>
<td>Smith, C.</td>
<td>Clarendon</td>
</tr>
<tr>
<td>Thompson, P.</td>
<td>Spartanburg</td>
</tr>
<tr>
<td>Vogel, H.</td>
<td></td>
</tr>
<tr>
<td>Wheat, H. C.</td>
<td>Cherokee</td>
</tr>
<tr>
<td>Whiteside, J. W</td>
<td>Rutherford</td>
</tr>
<tr>
<td>Wood, J. B.</td>
<td>Cherokee</td>
</tr>
</tbody>
</table>

*Note: The text appears to be a list of names and locations, possibly indicating a catalog or directory entries.*
Correll, H. ............................................. Spartanburg S. C.
Dawsey, C. B. ........................................ Horry
Des Champs, W. G. .................................. Lee
Dreyer, H. .............................................. Spartanburg
DuPre, W. ............................................. Spartanburg
DuPre, W. S. ........................................... Abbeville
Easterling, G. ......................................... Abbeville
Ezell, B. .................................................. Spartanburg
Few, V. .................................................... Greenville
Fluch, P. .................................................. Spartanburg
Fulton, D. ............................................... Spartanburg
Gaddy, W. M. .......................................... Marion
Grier, J. .................................................. Spartanburg
Griffin, F. M. .......................................... Lee
Haskin, J. ............................................... Spartanburg
Hearon, W. ............................................. Lee
Herring, O. ............................................. Spartanburg
Hill, J. .................................................... Cherokee
Huggins, D. ............................................. Georgetown
Lachicotte, G. B. ...................................... Spartanburg
Ligon, A. .................................................. Spartanburg
Martin, W. ............................................. Spartanburg
McCarty, C. F. ........................................... Saluda
McDonald, E. B. ...................................... Marion
McLeod, C. .............................................. Lee
Moore, D. .............................................. Spartanburg
Monroe, S. W. ............................................ Marion
Morgan, C. .............................................. Spartanburg
Munnerlyn, J. .......................................... Georgetown
Munnerlyn, O. ......................................... Lee
O'Shields, J. ............................................. Spartanburg
O'Shields, O. ............................................. Spartanburg
Penland, N. ............................................. Spartanburg

Pickett, H. ............................................. Kershaw S. C.
Pitman, J. W. ........................................... Horry
Powell, W. ............................................. Spartanburg
Query, N. ............................................... Spartanburg
Reynolds, J. .......................................... Anderson
Richardson, T. ....................................... Spartanburg
Rogers, A. .............................................. Spartanburg
Scott, L. .................................................. Lee
Skinner, J. C. .......................................... Lee
Shbler, E. P. ............................................ Orangeburg
Tinsley, A. .............................................. Spartanburg
Tunnier, J. ............................................. Spartanburg
Trundle, S. .............................................. Kershaw
Waldrop, J. ............................................ Newberry
West, C. ............................................... Spartanburg
Wilkins, P. ............................................. Spartanburg
Worsham, G. .......................................... Clarendon
Wyatt, R. P. ............................................ Spartanburg

Junior Class.
Aldrich, A. ............................................. Spartanburg S. C.
Averill, K. .............................................. Polk N. C.
Broerton, A ............................................ Georgetown S. C.
Burwell, J. ............................................. Spartanburg
Calhoun, M. ............................................. "
Carson, R. ............................................... "
Crocker, H. ............................................. "
Dillard, J. ............................................... "
Dillard, S. ............................................... "
Derrell, H. ............................................. Georgetown "
Dicks, M. B. ............................................. Spartanburg "
elliott, N. P. ............................................ "
Hill, I. .................................................... Fairfield "

CATALOGUE 93
CARLISLE FITTING SCHOOL
OF WOFFORD COLLEGE
Bamberg, S. C.
1903-1904

Fall Session begins September 24, 1904.
Spring Session begins February 1, 1905.

TEACHERS AND OFFICERS.
1903-1904.
HENRY N. SNYDER, M. A., Litt. D.,
President.
HUGO G. SHERIDAN, Head Master,
Instructor in Mathematics and Science.
WILLIAM C. OWEN, A. B.,
Instructor in English and History.
J. CLIFTON REDMON, A. B.
Instructor in Latin and Greek.
MISS PET STEPHENS,
Assistant in Mathematics and Science.
MISS E. SIDELLE WATSON,
Instructor in Music.

LOCAL BOARD CONTROL.
Rev. Marion Dargan, Chairman, Orangeburg, S. C.
H. J. Brabham, Secretary, Bamberg, S. C.
CARLISLE FITTING SCHOOL.

This institution, built and partly endowed by the friends of education at Bamberg, and presented to the trustees of Wofford College for preparatory work for boys and girls, is a part of the educational system of Wofford, under the care of her President and Board of Trustees. The local affairs are directed by a Board of Control, of which Rev. Marion Dargan is Chairman. Students from this institution are admitted into Wofford on the certificate of the Head Master.

THE PLANT.

On a campus of seven acres are located the Fitting School building, Boys' Hall, Girls' Hall, and the Head Master's residence, and an artesian well, five hundred feet deep, supplying thirty-five gallons of pure water per minute.

LIBRARY AND LITERARY SOCIETIES.

By the liberality of Gen. F. M. Bamberg, a splendid library has been provided. The Kilgo and Sanford Literary Societies have finely furnished it, affording practice in debate, declamation and essay writing. Every boarding student is required to join one of these Societies. A teacher is the presiding officer in each society.

BOARDING HALLS.

Both boarding departments are under competent teachers assisted by competent matrons. Each student is required to furnish his own bed clothes, pillows, towels and toilet articles. All out-of-town students are required to board in the hall unless by special permit of Head Master.

COURSE OF STUDY.

A course of study for four years is provided. A student may enter either of the advanced classes by passing successfully an examination in studies of the next lower classes. The curriculum embraces English, History, Mathematics, Science, Latin and Greek.

RELIGIOUS ADVANTAGES.

There is organized a Y. M. C. A., officered and conducted by the young men. There is a Young People's Sunday Morning Prayer Meeting, conducted by faculty and students. These organizations are helpful in development of the spiritual life of the students.

EXPENSES.

The school year is divided into two equal sessions.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per Session</td>
<td>$16.00</td>
</tr>
<tr>
<td>Tuition in Music Department</td>
<td>$12.00</td>
</tr>
<tr>
<td>Contingent Fee</td>
<td>$1.50</td>
</tr>
<tr>
<td>Board</td>
<td>$36.00</td>
</tr>
</tbody>
</table>
INDEX (College.)

Admission, Terms of ........................................ 14
Astronomy ................................................................ 17
Auditorium ................................................................ 43
Baer, Dr. H., Gift of books from ............................ 42
Bamberg; Fitting School at (See Fitting Schools) .... 28
Biology ....................................................................... 29
Board ......................................................................... 43 45
Calendar ...................................................................... 13
Carlisle Fitting School. (See Fitting Schools) ............ 28
Chemistry ..................................................................... 3
Commencement Programme 1903 .............................. 48
Committees of the Faculty ....................................... 12
Composition ................................................................ 21
Courses of study ....................................................... 16 30
Debating Societies .................................................. 31
Degrees ........................................................................ 35 38
Distinction List ........................................................ 54 56
DuBose, Dr. H. M., Gift of books from .................. 41
Economics .................................................................... 23
English Language and Literature ............................. 21
Entrance
  Requirements ......................................................... 14
  Time of ................................................................. 31
Ethics .......................................................................... 17
Examinations
  Entrance ................................................................. 14
  Rules Governing ..................................................... 37
Expenses ...................................................................... 46
Faculty ........................................................................ 11
Fitting Schools; Admission to College of Students from . 1 7 9
French ......................................................................... 26
Geology ........................................................................ 18
German ....................................................................... 25
Gifts to Library .......................................................... 42
Greek
  Classical ................................................................. 23, 24
  New Testament ....................................................... 25
Gymnasium ............................................................... 39
Hall, Boarding ........................................................... 43, 45
History —
  Courses in .............................................................. 26
  Sketch of College .................................................... 3
  Holidays ................................................................. 14
  Honors ....................................................................... 54 57
Journal, The Wofford College ................................ 39
Latin ............................................................................. 19
Lectures (See Lyceum)
  Library ....................................................................... 41
  Literary Societies .................................................... 38
  Loan Funds .............................................................. 43
  Lodging ...................................................................... 43 45
  Lyceum Lectures ..................................................... 50
  Medals and Prizes .................................................... 57
  Methods and Teaching, Department of .................. 16
  Ministers; Privileges of sons of ............................... 45
  Mission of the College ............................................. 5
  Mission Study Classes ............................................. 44
  New Testament Greek ............................................. 25
  Organization of Classes ......................................... 31
  Pate, Dr. J. T., Gift of books from .......................... 42
  Pearson, Mr. J. L., Gift of books from .................... 42
  Physics ....................................................................... 18
  Preparation required ................................................. 7
  Railroads Leading to Spartanburg ......................... 45
  Reading Room .......................................................... 40

Atlanta
INDEX (Fitting School).

Advantages and Location ........................................ 81
Building ...................................................................... 81
Boarding Department .................................................. 82
Deposit Fee ................................................................... 82
Discipline, Rules Relating to ........................................ 83
Dues, Rules Governing ................................................. 83
Expenses ........................................................................ 82
Furnishing Rooms .......................................................... 83
Intermediate Class ....................................................... 87
Junior Class ................................................................... 86
Literary Society ............................................................. 85
Location ......................................................................... 82
Management .................................................................... 83
Origin ............................................................................ 81
Religious Advantages ...................................................... 85
Roll of Students ............................................................. 90
Senior Class .................................................................. 88
Sessions ......................................................................... 85
Society ........................................................................... 85
Y. M. C. A. ..................................................................... 85

Wofford Fitting School (See Fitting Schools)
Wofford, Rev. Benjamin, ................................................. 3
Young Men's Christian Association .................................. 43
ADDRESS
(Lay Sermon).

BY

PROF. JAS. H. CARLISLE, LL. D.
Emeritus President Wofford College.

DELIVERED BEFORE THE GRADUATING CLASS,
WOFFORD COLLEGE,
SPARTANBURG, S. C., JUNE 5, 1904.
ADDRESS—LAY SERMON.

Delivered Before the Graduating Class, Wofford College, Spartanburg, S. C., June 5, 1904.

Text; Mark XV. 1-15.

Millions of readers have had the words of this Sunday-school lesson to pass through their minds today. It is touching to read the story, as told in parts by the four gospels. The efforts of the unhappy judge to avoid the desperate step which he did take at last, are pathetic. Four times at different stages in the trial the prisoner was pronounced innocent. Pilate sent him to Herod, hoping that officer might finally decide the case. Failing in this, he agreed to scourge the friendless one, if that would satisfy their thirst for his blood. He then offered to the crowd, the choice between the innocent sufferer, and a notorious robber and murderer. After that, he publicly washed his hands, to show by a striking act, that he wished to be free from blood. Then, calling the prisoner with the crown of thorns on his head, when the merciless Roman scourgers had done their work, to stand by his side, he asked the maddened crowd to look at the man, hoping the sight might move them to pity. At last, he made the men clamoring for their victim, say that the blood might rest on them and on their children. It is painfully clear, that Pilate did not wish Jesus put to death. He really wished to release Him. Yet the record reads, “And so, Pilate willing to content the people, released Barabbas unto them, and delivered Jesus, when he had scourged Him, to be crucified.” The word willing here may mislead the reader. It has undergone an unfortunate change of meaning. "I will
to do that.” These words, with emphasis on the first verb, have an energy of purpose in them. But we put the two verbs together, sinking the first into a helper to the other, throwing the act into the future. “I will do that,” and softening that into “I’ll do that.” John says “Pilate sought to release Jesus.” A few weeks later, Peter told the murderers to their faces, “Ye denied Him in the presence of Pilate, when he was determined to let Him go.” Pilate sought to release Him, determined to let Him go, with a condition. If this could be done without loss or risk to the judge, it would have been done gladly. The record really means more than that Pilate was passively willing to please the people. He willed to please them, he made up his mind to please them, he determined in any event, to make it all right with the people—this being the real meaning of the words. Perhaps this incident may furnish some thoughts, to fill up the last Sunday hour in the college life, of the young people now before us, under circumstances of peculiar interest. The chief moral of the incident for us, lies on the surface. It is dangerous to let lower motives have place where great issues are involved. Second and third rate appeals should not be considered when first rate questions are discussed.

Several questions usually meet young people as they leave college. Students often ask each other, in lighter or more serious words, “Well, what do you expect to do when you leave here?” Or, with that directness, that they use when in earnest, the question may be, “What do you expect to be?” Even the young know that being is more than doing, and must go before it. And yet to others, it is only by doing that we can show our being. What we are, is known by what we do, conduct shows character. What then is to be your calling, your business, your life work? That question can not be put off any longer. It is possible that the friends of education in their zeal, have sometimes struck a false or exaggerated note in their warnings against a money standard of life. We are told that it is better to make a life, than to make a living. This is a valuable half-truth, like most maxims, if it is not torn from its other half. In many cases, it is not possible for a young man to make a worthy life, unless he is making a living. The late Dr. Joseph Cook was thirty-five years of age before he had to think of the money side of his life. His good father was able and willing to relieve him entirely of this charge. He could go through his Academic College, Seminary courses here, and then spend several years in the old world, making a noble life which was to enable other lives later, while his father met all his wants. Perhaps it is well that most young men have to meet the prosaic question of making a living, at an earlier age than thirty-five. Unless the demands of shelter, food, clothing, books, and the conveniences of life, are met for you, in a way that you can accept with self-respect, you must meet them at once. You will not be so weak, so unwise, as to neglect them, leaving board bills unpaid, “taking up goods without the probability of paying for them,” yet all the while flattering yourself, that you are making a life. The occupations open to young men and young women are multiplying rapidly. You have a wide circle from which to make a choice. Let the one selected touch directly some of the wants and interests of your fellowmen. Let it involve some round of daily duties, which will help to build up your own character, and to express that character to others. Do not let it be a mask to hide, or a casket to bury, your inner, real self. Never consent to be only a business man, or only a professional man. The man is more than the tradesman. The called is more than the calling. Paul was more than the tent-maker, as Luke was more than the physician. Victoria, the Christian wife and mother, was more than the queen. Robert E. Lee parted with none of his greatness when he laid aside the starred uniform of a general. To succeed in any calling is only a means to a higher end. That end is to upbuild, to enlarge, to enrich, a pure, strong character.
points. The keen competition, the restless spirit, the brilliant prizes that seem in reach of the daring, and unscrupulous, try the souls of those in the current of strenuous life. Walk in your integrity, in the numerical, as well as in the moral sense of that word. Do not be contented to be a part of a man, even a brilliant fraction, a sparkling fragment of a man. Walk erect in your integrity, in all the full sweep and scope of a complete manhood. Coleridge says there are two Bibles in reach of every man, the written volume, and his own daily work. "The trivial round, the common task," of your calling, may be to you a fresh volume every day.

Another question closely connected with that of your life work is, "Where shall I pursue my chosen calling?" That question has far-reaching results. You will be influenced by your surroundings. And the community will be influenced by you. You will be a stronger or a weaker man, because you live in a place, and that place will be richer or poorer, in several meanings of these words, because your home is there. If you choose a city life, you must become used to care-encumbered men passing you on the pavement, with as little recognition or sympathy, as is shown by the heavily laden dry horses, as they pass each other in the streets. Town life, village life, country life, all have their own peculiar features of helps and hindrances. In any case, you will be affected by your environments. "And Lot lifted up his eyes, and beheld the plain of Jordan, that it was well watered everywhere." These words of the sacred historian, taken in connection with the after-history of Lot's family, have been the text of many a warning against the hasty choice of a home because of some alluring features.

Your place being chosen, you will find yourself surrounded by many circles of different sizes, beginning with a small one of special friends, wider ones, for other friends, well-wishers, acquaintances, strangers, and the great world around. In every complete life there is in the center a very small circle, consisting of two persons, holding for life the tenderest, the most sacred, the most influential relation, which two human beings can possibly hold from choice. This subject is too often referred to in the spirit of jesting and banter. In no such mood is it approached tonight. The decision of that question will be a distinct crisis in your life. It will be more than that. It will be a crisis in the lives of two persons, and of two families. A happy selection here may outweigh some mistakes in settling other questions. But, if through haste, ignorance, or folly, you err at this point, no possible success in other fields can give you the happy home for which you long. Tupper, in his "Proverbial Philosophy," has these lines worth quoting:

"If thou art to have a wife of thy youth, She is now living on the earth; Therefore, think of her, and pray for her weal, Yea, though thou hast not seen her."

This is not cant or barren sentiment. It is sober, religious common sense and wisdom. Let one appeal be made with all possible emphasis. She has a right to demand from you the same uprightness, honor, integrity of character and life that you expect to find in her. Let no inferior motives enter into your decision of any one of these three pressing questions. A great American preacher has a sermon on "Help from the Hills," from the text, "I will look to the hills whence cometh my help." You may think this rather a poetical or picturesque treatment of the verse, but it is reverent and suggestive. Draw your motives, comforts and helps of all kinds, from the highest sources. Keep all the upper windows open to let in the purer light. The lower motives, like the lower appetites, are clamorous, but they must be kept in their right places. These may be divided into two classes, the one craving wealth, and the other fame. The difficulty here is that neither of these spring from a feeling that is wrong or sinful in itself. To wish for a competency is not a weakness or a fault. It is a healthy feature, in any good man or
woman. The great danger lies in the abuse of this proper feeling. Here we may find in our New Testament another instance of the wrong use of the word. Paul speaks of those “who will be rich.” He does not mean those who may come to be rich hereafter. He means those now willing to be rich, planning, resolving, determining to be rich, believing their lives will be failures if they do not become rich. Paul says, these men “fall into temptations, and a snare, and into many foolish and hurtful lusts, which drown men in destruction and perdition.” As you go through life, with ears and eyes open, reading the newspapers, you will find Paul’s terrible prophecy amply fulfilled. Drowning men are today struggling and sinking in “the loud stunning tide of human care and crime,” that is deluging this money-loving land of ours. Long ago, the wise men said, “He that hasteth to be rich, hath an evil eye.” Today, there are scores of private citizens who are richer than any of the Caesars ever were. And there are millions of tempted men today who need Paul’s warning, as much as did any of the dwellers in Corinth or Rome. An old father is quoted as saying, there are two things with which a man should be chary and tender, his conscience and his credit.

A like danger threatens the man who hasteth to be popular, or is greedy for fame. The men, unhappy if the newspapers do not keep their names and deeds before the public, and if they can not continually “bat their names on the drum of the world’s ear”—these men have fallen into Paul’s snare and temptations. Here again it is the abuse of a natural feeling that is dangerous. Inspired men praise a good name, but not a great name. The confidence of those immediately around you is not to be despised. It is to be highly esteemed. Many a worthy man is known only in a small circle. His name may never be in print, until, perhaps, the county newspaper may give him a few lines in an obituary. But he has a good name, better than great riches. Our language seems to make little provision for such men.

We speak of some men as famous. There should be a word for all others, but the word in-famous becomes infamous, as if all men must be famous in a good or bad sense. It is well that few of our race earn either of these adjectives.

We turn at once to the sacred pages for examples of character. Let us see how Paul touched these two strong impulses of our nature, love of money, and of fame. He could say, “I know both, how to be abased, and I know how to abound, everywhere, and in all things, I am instructed both to be full and to be hungry, both to abound and to suffer need.” As to popularity, we know from his history, that he might have said, “I know what it is to be cheered, and to be hissed. I know what it is to be popular and unpopular. I have been welcomed into a town, and I have been driven out of the town, as a wild beast. I have had admirers around me, fawning on me, ready to worship me as a superior being, and in a few hours I was left for dead on the ground, with a shower of stones all around me.” At one time, where the highest ranges of duty in perilous times were involved, Paul could boldly declare, “But with me, it is a very small thing, that I should be judged of you, or of man’s judgment.” Yet again, when the question of reporting a collection, with which he had been entrusted, came up, he takes care “That no man should blame us in this abundance which is administered by us.” And again he writes, “I rejoice that I have confidence in you in all things.” He valued a good name more than fame. Let no unworthy motive urge you to covet the public ear or eye. The best way to gain confidence or consideration is to deserve it. This you can do. This you must do, or your character and life are failures. Take great care of character. Reputation will then take care of itself. There are rare times in which reputation must be endangered, or given up entirely, to save character. Character is never to be given up to save reputation, or even life itself. The lives of life are higher than life, is a good maxim.
Both of these clamorous desires for wealth and fame come from one source, the pride of life, which the Apostle John dreaded. Or, using the speech of common life, we may say that both come from selfishness. In our own language, there are more than four hundred compound words, each beginning with self. You may recall Faber's fine lines:

"O, I could go through all life's troubles singing,
Turning earth's night into day,
If self was not so fast around me, clinging,
To all I do or say."

Depend only on the highest motives, when you contend against selfishness. Let not self "shake the wavering balance" in a critical moment, and any common moment may be critical. In all deliberative bodies, there are some questions that must be decided without argument. It is so in the life of every deliberative person. Often in common life there may suddenly spring up from within, or from without, suggestions that must be laid on the table without debate. Many have read the popular story, in which a Scotch physician is called to see a patient, when a dreaded disease is striking at his vitals. "He has not sinned against nature, and she will stand by him now in his hour of distress," were the brave and hopeful words with which the good doctor began his weary, anxious, successful night watch with the sufferer. He who has not abused his nature will come with great advantage to a stern crisis in his life.

There is another question, still more important, where unworthy motives are dangerous. In a few days you will receive your diploma. The date which it bears will place you in proper connection with our Lord's birth. Whenever you write, however hurriedly, the figures 1904, you take your distinct relation to Him, in the strange world of time, the ceaseless flow of minutes, and centuries. You link your life with His earthly life. At the moment when that diploma is handed to you, your attitude towards Him, in your affections, heart and will, places you in your true relation to Him, in the stranger world of character. You link your moral being with Him, or you are arrayed against Him. No human being we suppose can ever hold exactly the same relation which the unhappy Roman officer bore to our Lord. But every intelligent being must hold a critical position in this respect. In this supreme question of fidelity to Him, let no smaller motives have any place. Ignorant men misrepresent the great interest of religion. Unfair men treat it very unfairly. Narrow men dwarf and distort it. Even sincere believers do not always embody it worthily, or attractively, in their characters and lives. Let none of these painful facts as they meet you in life, turn you away from the greatest subject that can claim your attention. To accept the offer of Infinite love, for the purification and perfection of our nature—this is the great end of life to be kept in view. Let that decide your creed, your Church relations, your standards of daily living. Enter into no Church membership from unworthy motives. Let no unworthy motives keep you without.

Pilate had no prejudice against Jesus. He knew that for envy the Jews had arrested him. He was anxious to rescue Him, if it could be done with safety to his own office and salary. His feelings really were, "I will dismiss the prisoner at once, if you will let me." Think of a judge in our day, with a question fairly within his discretion, where the rights, even the life of an innocent one are involved. Instead of consulting his law books and his conscience, he leaves it to the votes of the crowd gathered around the court house at an exciting trial!

To add to the tragedy of this trial, a person who knew far more of the prisoner than the judge did, took a shameful part. The heathen judge timidly said, "I find no cause of death in Him, I will therefore chastise Him and let Him go." A few hours before, a Jew, one of the inner circle of his family, went to his enemies who
power is so often lodged in unsafe hands, as we reckon them. Are we surprised, that in the troubled times of Roman history, a court officer had power to utter these strange words? Look at something stranger still today. A private man, standing in the blaze of Christian civilization, when two thousand years have done homage to our Lord, can say with fearful emphasis by his daily life, "I have power to defy Thee openly before men, to take Thy holiest names and attributes and scatter them through my common talk. I can challenge Thee every hour in the day, to show Thy might, by crushing me. I can, for my amusement, crucify Thee afresh and put Thee to an open shame. And this strange power, I will use to the utmost, wherever I wish." This painful feature of the trial may be repeated in the lives of thoughtless men. We may feel like repeating a question, which Pilate asked, when he saw the strange, causeless rage against the blameless one, "Why, what evil hath he done?" Profane men, young and old! What has the Divine Son, or the Divine Father, done, to receive such treatment at your hands?

You have perhaps seen a young man give up one safeguard of character after another, to please the little college crowd. It was as if you could hear him say to his associates, "I bring from my home some respect for the Bible, the Sabbath, and the Church. What will you give me to deliver them up to you? I think you ought to pay me well, for it costs me something to do this. I must crush all the impulses and instincts of my better nature, and it will pain my good parents, if you let them know the bargain we make. What will you pay me, by your votes and your applause, to give up all these ties, and come down to your level?" Have you ever known that young man to gain the respect and confidence of the men who could not buy him? You never have. You will not readily find a community where solid, consistent character is more respected than on a college campus. Yet, young men there are sometimes weak and make sad mistakes. A student once said frankly, "I thought I could let the Christian side of my character go down without injury to the other part, but I now see my mistake."

This fear of men, of crowds, works in different directions, keeping men from following their higher impulses and again from following their lower. The shrewd men who were sent to meet Jesus were afraid to say that John's baptism was of men, "We fear the people, for all hold John a prophet." At one time the chief rulers were impressed, and felt like following Jesus, "but they loved the praise of men, more than the praise of God." The parents of the man born blind, were afraid of being put out of Synagogue, if they said much about the wonderful healer. His enemies were afraid to seize their victim openly on the feast day, for fear of an uproar among the people.

Pilate's difficulty recurs in the life of a man today. I will enter the Church circle, if my companions will let me. I do want to be a Christian, but I want, still more, to be popular with those who are not Christians." To please them, the double minded, unstable man, goes his devious, downward way, unsatisfactory to both parties, and more unsatisfactory to himself. The word Pluralism has been used to represent that exact type of man. He never reaches the point where he can say, "My heart is fixed." Some Caesar is his master, his tyrant. He lives in fear of the threat, "If you do this, or do not that, thou art not our Caesar's friend."

There is a great clamor, wise or unwise, just now, about education. Public and private beneficence, Church and State, are pouring out their treasures in its behalf. At such a time, those young people who have had special privileges should be object lessons, arguments imminent, for education. It will be unfortunate if now
the schools and colleges send out streams of young people who "transgress their education," proving it to be useless, perhaps even hurtful. They should show that their training has freed them from the rule of lower motives, and lifted them up into the higher liberty of being the bondsmen of duty for life. They escape from the occasional, incidental, "you must" of children and pupils, to come under the ceaseless, ever-present, "you ought," of intelligent, responsible beings.

Those now passing from the stage, look with interest on the young who are girding themselves for the work of active life. A young man passes through his academic and college life with a fixed purpose. His means have been limited. He has had to stop for a year, at intervals, to raise supplies. At last, he graduates, with a debt over him, which is to be paid from his first earnings. With his eye on other fields to be won, he pursues his studies and his work, making a living while making his life broader and higher. With noble self-repression, he denies himself many social outlets which he would enjoy, and pushes his way onward and upward to his desired end. On such a young man, older men look, not with interest only, but with admiration. When the student, neither over-rating nor under-rating his abilities, with humble trust, throws himself for the future confidently on the beneficent laws that guard society in its best estate, believing that some appropriate harvest will follow this prolonged, faithful sowing—this is a heroic type of character and faith. Let him throw himself more confidently, farther into the future, relying on the sure laws that prevail in the higher realms. Will not his character take on a still nobler, higher, pure type?

The bodies of Caesar and Pilate are turned to common dust. Their names are used chiefly to point a moral. The prisoner at Pilate's bar died, and rose again, to die no more. Of His kingdom there shall be no end. His name is most honored in the best nations, and by the best men and women living today. He rules the world on a plan far beyond our knowledge or our thought. He will guide the young man or woman, entering life, and asking for guidance and light. It often happens that graduates who have finished their course, without surrendering to the highest demands of duty, take that critical step in a few years after leaving college. The shock, when they strike the hard problems of manly life, soberly, humbles them, strengthens them, and they become as little children. Their proper education, in the highest sense, then begins, as they go humbly yet hopefully, to meet the great unending future.

A thousand years before Pilate, a saintly, though not a faultless man, in a meditative mood, dared to express a great hope, "The Lord will perfect that which concerneth me." Yet he seems to be startled at the thought of connecting perfection with his felt wants and limitations. He then recalled a ground for great thanksgiving, "Thy mercy, O Lord, endureth forever." Nothing less than forever enduring mercy could meet his forever enduring needs. He was on the border of a great conception, which human language can not try to express without the words breaking down in contradictions; a finite creature forever approaching the forever unapproachable Father of spirits, and lover of souls. His baffled and anxious heart found outlet in a great prayer, "Forsake not the work of thine own hands." We may think of the good man as saying, "I can not bear to think of being left forever a useless, unfinished piece of Divine workmanship, with the Divine signature becoming fainter; or, to be thrown aside in the rubbish of the universe, a forsaken work of His own hands."

Pilate asked, "What is truth," and would not wait for an answer. Let us learn the lessons of his fall. His mysterious prisoner was, and is, the Way, the Truth, and the Life.

Young friends of the graduating class: To recall this hour in your lives, and to move your thoughts to hope, to thanksgiving, and to prayer, take with you, to be
repeated frequently, daily, if you will, these inspiring words of David in the last verse of the 138th Psalm:

The Lord will perfect that which concerneth me,
Thy mercy, O Lord, endureth forever;
Forsake not the work of thine own hands.