Western Maryland College

1967 - 1968

The Centennial Year
The Western Maryland College Catalogue

1967 — 1968

One Hundredth Annual Edition

WESTMINSTER, MARYLAND

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College Objectives

The objectives of the College, as formulated by its faculty, follow:

I. To give its students a liberal education so that they may have an appreciative understanding of the cultural heritage of mankind; and to develop in them the ability to relate this heritage to present-day living.

II. Consistent with this groundwork of liberal education, to prepare students for special objectives, which include:

1. Graduate School.
2. Professional Schools particularly medicine, dentistry, theology, law, social work.
3. Vocations—particularly secondary school teaching, business, and professional or technical pursuits based on a foundation of liberal education.
4. Service as Reserve Officers in the Army.

III. To encourage in its students:

1. Allegiance to a Supreme Being.
2. Recognition of the reality of moral and spiritual values.
3. Recognition of the worth and dignity of human personality as the basis for democratic living.
4. Awareness of material and human resources as a trust to be developed and used for the welfare of mankind.

IV. To prepare men and women to be healthy, well-adjusted members of society.

V. To develop men and women of reason, taste, and vision who will assume positions of leadership in their local communities, the nation, and the world.
The College

Background

The dream of one man and the selfless labor of another account for the beginnings of Western Maryland College. Fayette R. Buell, operator of a Westminster private school, had a dream which he followed until construction actually started in 1866 on the first College building. The Rev. J. T. Ward, who became associated with Mr. Buell while his plan was being formulated, went on to see the College through a difficult beginning period, serving as its president for 19 years.

Western Maryland opened in 1867 and was chartered in 1868 under the auspices of the former Methodist Protestant Church. It is now one of the church-related colleges of the Methodist Church. The College is coeducational; in fact it was the first institution south of the Mason and Dixon line to open its doors to both young men and young women.

At the retirement of J. T. Ward from the presidency of the College, Thomas Hamilton Lewis became Western Maryland’s second president. During his administration, the College developed financial stability and intellectual firmness. Promotion of its physical growth and a vision for the future were the College’s inheritance from the presidency of Albert Norman Ward. President Fred G. Holloway brought Western Maryland safely through the depression and the difficult times of World War II. Under the present incumbent, Lowell S. Ensor, the College has become an up-to-date and outstandingly effective institution.

That first building, started by Mr. Buell with borrowed money, was located at the western end of Westminster on a hill which had been used at times for public meetings and as a federal artillery emplacement during the Civil War. There were just six acres and one building in the original campus. Since that time the College has acquired surrounding farm lands and other properties to achieve a campus of more than 160 acres with facilities valued at 10 million dollars. There were 70 students enrolled when the College began; now enrollment tops 800. The curricular approach has broadened, also, from a narrow classicism to the full scope of liberal arts.

In those early days, Western Maryland, one College historian has remarked, had both “the ultra-Victorian provincialism of the environment and the conservative influence of denominational sponsorship”—this, de-
spite its radical adoption of coeducation. Both the nation's and the College's approach to higher education have progressed from that era.

**Educational Program**

As a liberal arts college, Western Maryland presents an educational program which equips graduates with qualities of leadership and a sense of responsibility for personal development and the advancement of society.

Students at a liberal arts college receive an education which enables them to meet the vagaries of life with discrimination, understanding, and a fund of useful knowledge. Students can acquire a comprehension of humanity in terms of social environment and natural law. They are taught to search for the basic issues of any specific problem or conflict and discover what human values are involved. Liberal education attempts to inspire that range of interest, depth of appreciation, and facility of thought and action needed for effective living in a democratic society.

Western Maryland, along with many distinguished undergraduate institutions, is interested in a well-stocked and well-disciplined mind, but educates for more: insight, which goes beyond facts and skills. The program at Western Maryland is aimed at fostering an enlightened and responsible citizen—enlightened in the sense of understanding rather than merely possessing a fund of facts, and responsible to the degree of being involved personally in what engages the mind. At the same time, the College encourages students to develop a sense of aesthetic and spiritual values and to feel inspired to create. Such interests are not merely supplementary to the business of life; by adding value to leisure hours, they make it full. Western Maryland also realizes that professional proficiency is essential. Certain career choices require special abilities which the student is helped to acquire. The College provides an education which is basic to nearly all professions as well as specialization in some areas. Typical of this chance to specialize is the opportunity for language students to take their third year of study abroad. Opportunity is afforded to a limited number of students to participate in the Drew University Semester at the United Nations.

Western Maryland is accredited by the Middle States Association of Colleges and Secondary Schools and by the University Senate of the Methodist Church. It holds membership in The American Association of Colleges for Teacher Education and the National Association of Schools of Music with the approval of that Association for a Bachelor of Arts degree in applied music and in music history and literature. The College is on the approved list of the American Association of University Women.

Education is self-enrichment. The liberal arts philosophy concentrates on informed individualism, and Western Maryland offers a program which enhances development toward individual breadth and maturity.

**Campus and Facilities**

Western Maryland is located in one of the finer rural areas of Maryland. Situated on the crest of a hill, the 160 acre campus is noted for its pleasant
aspect. The College is at the edge of Westminster, county seat of Carroll County, with which it maintains an unusually cordial town-and-gown relationship. While enjoying the benefits of a rural location, Western Maryland is fortunate in its proximity to Baltimore and Washington, D.C. Both cities are within convenient distance to take advantage of the cultural and educational opportunities offered. The surrounding area, which contains some of the nation's major historical landmarks, is among the most scenic in the country.

Central on the Hill is Baker Memorial Chapel (1958) dedicated to the memory of William G. Baker, Sr., Daniel Baker, Joseph D. Baker, and Sarah Baker Thomas. The chapel, which seats approximately nine hundred persons, is the setting for a weekly Sunday evening chapel service. It contains a three-manual Aeolian-Skinner pipe organ, provided by Dr. Roger J. Whiteford, with carillonic bells which chime the hours and play the Alma Mater each day at noon. At the entrance to the campus is Ward Memorial Arch (1898) in honor of the first president, Dr. J.T. Ward. Along the ridge and continuing over the rolling campus are buildings, blending several periods, for education, residence, health and physical welfare, and general uses.

EDUCATIONAL. Levine Hall of Music (1891) is named in memory of James Levine Billingslea. After extensive alterations in 1939, it houses the department of music and provides studios and classrooms, practice rooms, a recital hall and the Doria Music Library. The Library (1962) is a modern, air conditioned building with a capacity of more than 100,000 volumes, allowing for growth from the present 74,000 volumes. On a lower level, and with a private entrance, are the language laboratory, audio-visual facilities, and classrooms. The older library (1908) has been remodeled into the Fine Art Building for the art department. Lewis Recitation Hall (1914), named for the College’s second president, contains classrooms and laboratories for the departments of mathematics, physics, biology, and chemistry. An astronomical observatory tops the building which was extensively renovated in 1966. Lewis Hall of Science, containing an auditorium, classrooms, and laboratories, was added to the building in 1966. Memorial Hall (1929) contains nineteen classrooms and various departmental offices. On the lower floor of Baker Memorial Chapel are facilities for the department of philosophy and religion and for other educational purposes. The Computer Center (1966) located on the ground floor of Thompson Infirmary, contains a small-scale scientific computer available to all academic departments for a wide variety of activities. Faculty and students are encouraged to apply the computer to all areas of discipline. Special workshops, seminars, and courses are offered both formally and informally to meet the requirements of the user.

RESIDENTIAL. The President’s House (1899) located just near the main entrance, was the gift of Daniel Baker’s sons. McDaniel Hall (1922) named for William Roberts McDaniel, many years vice-president of the
College, is a dormitory for women and contains a large lounge as well as rooms for the four local sororities. Housing for 165 women and several auxiliary rooms are in Blanche Ward Hall (1935), named for Blanche Murchison Ward, wife of Albert Norman Ward. The third president's name was given to Albert Norman Ward Hall (1939), a composition of four distinct units providing dormitory space and social and fraternity rooms for male students. Daniel MacLea Hall (1955), named for the chairman of the Buildings and Grounds Committee from 1928-1950, is a men's dormitory of similar design. These dormitories, facing each other across a grassed area, form two sides of the men's quadrangle. Several houses on the campus are used for student and faculty residences. The dining hall, with a capacity of six hundred, is currently located in Memorial Hall. A new dining hall and new dormitories are under construction.

HEALTH AND PHYSICAL WELFARE. The Thompson Infirmary (1950) was erected in memory of Dr. William J. Thompson, a former trustee. It provides wards for both men and women in addition to isolation rooms for emergency cases. A competent nursing staff is available at all times.

Physical education facilities for women are in Blanche Ward gymnasium. The Gill Gymnasium (1939), named for Brigadier General Robert J. Gill ('10) has a main playing floor eighty by one hundred fifteen feet with folding bleachers seating one thousand. Lockers and shower rooms are provided as well as rooms for intercollegiate athletics and the department of physical education. This building forms a third side of the men's quadrangle. Hoffa Athletic Field is the setting for intercollegiate sports. While there are concrete and wooden bleachers, it is a Western Maryland custom for alumni to view games from their automobiles parked on the hillside overlooking the field. Harvey Stone Park is a tract of five acres with an amphitheater and a covered pavilion. Numerous student picnics are held in Harvey Stone. The amphitheater is the scene of May Day festivals. A nine hole golf course, four playing fields, and ten tennis courts are available on the campus for student use.

GENERAL. The Winslow Student Center (1959) named in honor of Trustee W. R. Winslow, provides quarters for student activity offices, student and faculty lounges, recreation rooms, the college bookstore, soda fountain and grille. Alumni Hall (1899) contains an auditorium capable of seating twelve hundred persons. It is used for assemblies, lectures, and musical programs as well as for presentations of the dramatic art department. Alumni Hall contains a three-manual pipe organ by Moller. Eldredge Hall, erected by the Wesley Theological Seminary in 1921 and acquired in 1958, houses the offices of administration. Baker Chapel (1895), gift of William G. Baker of Buckeystown, Maryland, “to the glory of God and in grateful recognition of the mercy that spared the life of a beloved son,” is used for some religious exercises and meetings. It contains a two-manual pipe organ by Moller. Baker Chapel is the scene of many alumni
weddings whose participants often bring their children back for baptism in the charming building.

**College Community**

A residential college, Western Maryland naturally is a rather complete community. The student body, immersed in studies and various extracurricular activities, is very close but never exclusive. Because of the carefully preserved student-faculty ratio of 10 or 12 to one there is also a comradeship between student and teacher. Whether looking for program advice, help with a difficult problem, or just someone to talk to over coffee, students seek out the faculty, sure of their welcome and confident of the teacher's abilities. Members of the faculty are chosen not only for their scholarship but for character, ability to teach, and willingness to counsel with students.

While open to students of all faiths and making no religious tests of any, the College is concerned about the moral and religious development of its students. They are urged to attend the local churches of their choice, and attendance is required at one-half of the Sunday evening services at the College Chapel.

*Mr. Raymond E. Albert, director of the Computer Center, on the far right, works with two faculty members in the Center.*
Those enrolled at the College live in college housing unless residing with parents or immediate relatives. This provides a more unified campus community and makes possible an environment where education is not pursued in isolation but in those natural relationships which typify the democratic atmosphere of American life.

Realizing the opportunity given during four years in college to develop qualities of leadership and good citizenship, the College encourages student participation in administration of activities with which they are closely concerned. Part of this emphasis upon character development is seen in the Student Government Association. Prominent in student government is the Honor System. The spirit of the system, as described in the code prepared by the students themselves is: The students of Western Maryland College believe in the honor code as a self-imposed body of principles establishing a college community of high moral character; it is founded on the belief that a code of honor is an integral part of higher education and that no individual privileged to seek this goal would conduct himself dishonorably.

Representatives of the student government and faculty compose a Student Life Committee which directs the varied social program of the college year. This includes a number of formal dances, such traditional events as Homecoming and May Day, and a variety of meetings and parties. Closely allied to the purely social aspects of life outside the classroom at Western Maryland are the concert and lecture series. Various artists and persons knowledgeable in their fields are brought to campus throughout the school year in order to supplement curriculum. Professional concerts and plays are offered in addition to those presented by the music and dramatic art departments. The 1966-67 calendar following indicates the breadth of this program.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 28</td>
<td>John Akar, author, lecturer</td>
</tr>
<tr>
<td>October 16</td>
<td>Chapel speaker, Dr. Will Herberg</td>
</tr>
<tr>
<td>October 17</td>
<td>Dr. Will Herberg, educator, philosopher</td>
</tr>
<tr>
<td>October 28</td>
<td>John Miles, tenor</td>
</tr>
<tr>
<td>October 30</td>
<td>Chapel speaker, Chaplain Alvord M. Beardslee</td>
</tr>
<tr>
<td>November 13</td>
<td>Chapel speaker, Raymond Berry</td>
</tr>
<tr>
<td>November 20</td>
<td>Chapel speaker, Rabbi Stanley Rabinowitz</td>
</tr>
<tr>
<td>January 8</td>
<td>Virgil Fox, organist</td>
</tr>
<tr>
<td>January 11</td>
<td>Dr. Arthur Schlesinger, historian</td>
</tr>
<tr>
<td>February 17</td>
<td>The National Symphony Orchestra</td>
</tr>
<tr>
<td>February 19</td>
<td>Chapel speaker, The Rev. David H. Eaton</td>
</tr>
<tr>
<td>February 26</td>
<td>Chapel speaker, Lawrence Cardinal Shehan</td>
</tr>
<tr>
<td>March 1</td>
<td>Dr. Wing-Tsit Chan, lecturer</td>
</tr>
<tr>
<td>March 13, 14, 15</td>
<td>Blake Lectures, Dr. O. Herbert Mowrer</td>
</tr>
<tr>
<td>April 2</td>
<td>Chapel speaker, Dr. Carl F. H. Henry</td>
</tr>
<tr>
<td>April 9</td>
<td>Chapel speaker, Dr. William Hamilton</td>
</tr>
<tr>
<td>April 10</td>
<td>Dr. William Hamilton, theologian</td>
</tr>
<tr>
<td>April 16</td>
<td>Chapel speaker, Dr. Alexander Schmemann</td>
</tr>
<tr>
<td>May 5</td>
<td>The University Players, Greek drama</td>
</tr>
</tbody>
</table>
Clubs, organizations, and other activities on the campus are geared to every interest. In them students form firm friendships, become aware of new thoughts, and develop creative ability.

HONOR SOCIETIES

The national honorary biological society, Beta Beta Beta, established a chapter at Western Maryland College in 1932. Students interested in biology may be initiated into the society after obtaining a total of ten semester hours credit in biology if this and other college work is of superior grade.

A local honor society was organized at the College in 1935. Fellowship in The Argonauts is reserved for those who graduate with honors, but the activities of the organization on the campus are carried on chiefly by the associates who are either candidates for graduation honors or have the grade average and residence required.

For senior women, the Trumpeters are dedicated to campus service. Members are chosen at a tapping ceremony according to a point system based on leadership ability, personality, character, and potentiality.

The Omicron Eta Chapter of the Delta Omicron International Music Fraternity was formed in 1957. It is the only active chapter in Maryland.

The Western Maryland Circle of Omicron Delta Kappa was installed in 1963. Members, of at least junior standing, have demonstrated leadership and scholastic ability.

Pi Gamma Mu was organized on campus in 1961 “to improve scholarship in the social sciences, to inspire social service to humanity, and to engender sympathy toward others with different opinions.”

Maryland Beta Chapter of Kappa Mu Epsilon was formed on campus in 1965. It is a National Honorary Mathematics Society whose object is to further interest in mathematics, develop an appreciation of the power and beauty of mathematics and to recognize outstanding achievements in the field.

The honorary chemical society, Phi Lambda Upsilon, allows a joint arrangement between Western Maryland College and The Johns Hopkins University for recommended students to become members. The society’s aims are high scholarship and original investigation.

RELIGIOUS ORGANIZATIONS

The Religious Life Council coordinates the religious activities on the Hill and sponsors interdenominational programs of student interest. The Council consists of representatives from the various Protestant denominational organizations, the Newman Club, and the Jewish Student Association. The Wesleyans is a club designed for students planning for a professional career in the church.
MISCELLANEOUS CLUBS

Among the organizations concerned with special interests are such music groups as the Choir, the Glee Clubs, the Band, and the Orchestra. Also active on the campus are Le Cercle Français, the Classics Club, the College Players, the International Relations Club, the Junior Reserve Officers Association, and the Student Education Association.

STUDENT PUBLICATIONS

The Gold Bug is a semi-monthly paper issued by the students of the College. The Aloha, the student annual, is edited and published by the senior class. A student-edited literary magazine, Contrast, publishes the best writing done by undergraduates.

GREEK LETTER SOCIETIES

There are eight social fraternities and sororities on the campus, all of local origin: Alpha Gamma Tau, Delta Pi Alpha, Gamma Beta Chi, and Pi Alpha Alpha for men; Delta Sigma Kappa, Iota Gamma Chi, Phi Alpha Mu, and Sigma Sigma Tau for women.

ATHLETICS

Athletics are part of the tradition at Western Maryland as a recognition of their importance in a rounded college life. Two parallel athletic programs for men are conducted on the campus—the intercollegiate (varsity sports) and the intramural programs. Intercollegiate activities include baseball, basketball, football, golf, rifle, soccer, tennis, track, and wrestling. The intramural program offers basketball, golf, softball, tennis, touch football, track, and volleyball.

Women's athletics are organized under the Women's Athletic Association. Archery, badminton, basketball, fencing, golf, hiking, hockey, softball, tennis, and volleyball are included in the program. Women compete on the intramural level as well as fielding some varsity teams.
The Course of Study
The Course of Study

Degrees

Western Maryland offers two bachelor's degrees, the Bachelor of Arts and the Bachelor of Science. The College also offers programs leading to the degree of Master of Education.

The Bachelor of Arts degree is conferred upon those students whose programs include a major in one of the traditional subjects of the liberal arts curriculum and at least 93 semester hours in courses which are not applied or professional.

The Bachelor of Science degree is conferred upon those students whose programs include either a major in an applied or professional subject or less than 93 hours in courses of the traditional liberal arts curriculum. Courses which are classified as applied or professional rather than as traditional liberal arts are as follows: Applied Art (all courses); Computer Science; Dramatic Art 122, 205, 206, 307, 308, 309, 310, 407, 408; Business Administration (all courses); Education (all courses except 303); Library Science (all courses); Military Science 304, 403; Applied Music,
Public School Music (all courses), Musical Organizations; Physical Education (all courses except 113 and the first four semester hours of activity taken); Statistics.

Selected students interested in a fifth year of combined internship teaching and graduate study, and selected teachers in service interested in meeting requirements for renewal of certificates or for additional certificates through part-time and summer session courses may enter the Master of Education program. During fall and spring semesters, classes in this program are offered both on the campus and in various centers in Maryland. Information concerning this program may be obtained through correspondence with the chairman of the department of education.

**Graduation Requirements**

The completion of at least 124 semester hours with an index of 1.00 or above is required for the bachelor’s degree. The 124 semester hours are to be distributed among basic subjects, major requirements, and electives as listed below. The student’s adviser guides his program and is at all times available for consultation; but the final responsibility for meeting the requirements for graduation rests with the student.
BASIC SUBJECTS

For either bachelor's degree the following basic subjects must be passed:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6^1</td>
</tr>
<tr>
<td>Composition</td>
<td>6</td>
</tr>
<tr>
<td>Literature</td>
<td>6.12^2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>9^3</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3^3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Biblical Literature</td>
<td>4^2</td>
</tr>
<tr>
<td>Psychology</td>
<td>4^2</td>
</tr>
<tr>
<td>Fine Arts (for men)</td>
<td>3</td>
</tr>
<tr>
<td>Military Science (for men)</td>
<td>2^4</td>
</tr>
<tr>
<td>Physical Education Activity (for women)</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td>1^7</td>
</tr>
</tbody>
</table>

^1 The standard requirement in English composition is six semester hours. For students judged by the English department to have unusual skill, the requirement may be reduced to three semester hours.

^2 In foreign language, students are required to give proof of competence equal to two years of college study. This may be demonstrated by passing second-year courses or by achieving a satisfactory score in a competence test given on the campus. Examinations are given in all foreign languages during the freshman orientation period; a new student should take examinations in any languages he has studied for as much as two years. His score may exempt him from further language study or place him at the proper level for continuance. No credit will be given for the beginning semester of a language in which the student has passed two years of secondary school courses.

^3 The nine semester hours may be chosen from art, music, or Dramatic Art 122 or 203.

^4 Military science is required of all freshman and sophomore men who are not veterans. A student seeking exemption must file with the President a written request which has been endorsed by his parents. Transfer students entering with not less than forty-six semester hours credit may be exempt from the requirement in military science. For students exempt from military science, four semester hours of physical education activity are a basic requirement. See following note.

^5 Students certified by their doctors as physically unfit for physical exercise are exempt from this requirement. Students considerably beyond the normal college age may apply to the Dean of the Faculty for exemption.

^6 Any student who does not secure a satisfactory grade on the qualifying examination must take the course in health education (Physical Education 113).

MAJOR REQUIREMENTS

For either the Bachelor of Arts or the Bachelor of Science degree, the courses must be completed which are listed under one of the departmental objectives in the Guidance Bulletin, a copy of which is given to each entering student during the freshman orientation period. The student must also secure a satisfactory grade on the departmental comprehensive examination.

Eighteen semester hours of C grade or better beyond the introductory courses are the minimum requirements within the department for a major. At least twelve of these semester hours must be completed at Western
Maryland College. No more than thirty semester hours beyond the introductory courses in any one department will be counted toward the bachelor's degree; however, students working in special studies courses toward departmental honors may be permitted six semester hours in the department beyond the maximum regularly allowed toward graduation. Introductory courses in the departments are marked in this catalogue with an asterisk.

Departments in which a major leads to the degree of Bachelor of Arts are: art (at least twelve semester hours in history of art), biology, chemistry, dramatic art, economics, English, French, German, Greek, history, Latin, mathematics, music (no more than sixteen semester hours in applied music), philosophy and religion, physics, political science, premedical course, psychology, sociology, and Spanish.

Departments in which a major leads to the degree of Bachelor of Science are: art (less than twelve semester hours in history of art), physical education, and public school music.

**ELECTIVES**

For either the Bachelor of Arts or the Bachelor of Science degree, the additional courses to total 124 semester hours should be selected with the
approval of the student's counselor. Those who are candidates for a certificate to teach in the secondary schools must include at least eighteen semester hours of education courses among their electives, must meet certification requirements in the subjects they expect to teach, and must be under the advice of the department of education as to allowable teaching subjects and combination of subjects.

Although no majors are offered in the following subjects, courses are given in them: astronomy, business administration, computer science, education, general science, geology, interdisciplinary studies, library science, military science, non-Western studies, Russian, and statistics.

**Accelerated Program**

In normal procedure a degree is earned over a four-year period. Many students justifiably desire to shorten this period as much as possible. For such students a sequence of courses is usually possible which meets the requirements for the degree in slightly less than three years. This acceleration is possible for students who attend college during the summer session. Students may enroll at the opening of the fall, winter, or summer terms.*

**Grades and Reports**

The instructor determines the progress of the individual and the group by means of conferences, class work, tests measuring the cumulative knowledge in the course and in the field of study, special assignments or papers, and other procedures which may prove valuable.

The scholastic standing of students is indicated by a system of grades, designated by the letters A, B, C, D, F, and I. A, B, C, and D are passing grades, A indicating work of the highest rank, D of the lowest. Students receiving the grade of F must repeat the course to receive credit for it. Students receiving the grade of I must complete the course within one year from date of record if a credit grade is to be given.

A student who withdraws before the last four weeks of classes (the date specified in the catalogue) receives a grade of W and the course is not counted in figuring the student's index. After the stated date, failure to meet the course obligations will be graded F and so recorded; exceptions to this rule may be permitted only by the Dean of the Faculty and only in cases of genuine emergency, such as protracted illness late in the semester or withdrawal from College; in such cases a grade of W or I may be permitted provided the student's work was satisfactory (C or better) at the time of withdrawal.

The general quality of students' work is numerically determined by assigning quality points for each semester hour of a grade as follows: A, 3; B, 2; C, 1; D, 0; F, -1; a student's index is obtained by dividing the number of quality points by the number of semester hours attempted. In order to be ranked in full class standing, students must complete success-

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* See Summer School Catalogue.
fully the normal program of semester hours (fourteen to sixteen per semester) with at least an equal number of quality points. The standard rate of procedure is 31 hours a year, but students should undertake programs they can handle successfully, no matter what the hour total. The number of semester hours which each course carries is stated after its title in the Description of Courses section of this catalogue.

Reports are mailed to parents at the end of each semester and at mid-semester during the freshman year. Midsemester reports are also made in courses where upperclassmen are doing unsatisfactory work. The academic records are reviewed each semester by the Committee on Admissions and Standards. A student may be dropped from college, when, in the opinion of the Committee, his scholarship record is so low as to justify such action.

STUDENT RECORDS

Two kinds of records are kept of a student's life at Western Maryland.

In the Registrar's Office are kept all academic records, such as high school entrance units, courses taken at Western Maryland and grades therein, major(s) completed, degree conferred, honors awarded (if any), brief statement of reason for separation.

In the Dean of Student's Office are kept all personal records. These include data relative to health, records of disciplinary or academic warning, notes of counseling situations, etc.

The academic records are made available to administrative officers, parents or guardians, and appropriate faculty members. These records are also made available on request and in the student's interest to such other agencies as other colleges or universities, employers, prospective employers, draft boards, governmental and local agencies.

The personal records in the Dean's Office are confidential records. These are not opened to agencies outside the college except in case of court subpoena or at the request of the student. The substance of the personal record may be interpreted by the appropriate college officer only in unusual circumstances.

Honors

Honorable Mention is given for outstanding scholarship during a college year. The honor is read at the fall convocation and recorded on the permanent record and in the catalogue. An index of 2.1 is necessary for freshmen and sophomores to receive honorable mention; for juniors and seniors, an index of 2.2 is necessary.

The College grants two types of honor citations at graduation, General Honors and Departmental Honors. The attaining of these citations depends on the quality of work done, as outlined below.

1. General Honors: Summa Cum Laude and Cum Laude. These honors are recorded on the diplomas, on the students' permanent records, and in the catalogue. An index of 2.5 is necessary for Summa Cum
Laude, 2.2 for Cum Laude. Students who have transferred credit from other institutions must have achieved the index necessary for general honors both in the courses taken at Western Maryland and in all the courses taken.

2. Departmental Honors: Honors in \( (\text{name of the major department}) \). These honors are recorded on the students' permanent records and in the catalogue. To receive departmental honors, students must:
   a. Have an index of 2.2 in an aggregate of all courses taken in the major department.
   b. Pass with distinction a comprehensive examination in the major field.
   c. Satisfy any departmental requirements, such as engaging in seminars or in individual directed study, submitting an essay, etc.
   d. Be recommended by the department.

**Preparation For a Career**

As stated earlier, the liberal arts program at Western Maryland is designed to prepare students for leadership and help them develop a personal and social awareness. Graduates are able to succeed in activity which requires perception and judgment beyond mere technical proficiency.

Certain career choices do require special abilities. The following material helps make clear some of those requirements and suggests a few principal fields open to liberal arts graduates.

**GRADUATE STUDY**

The best place to secure preparation for graduate work is the liberal arts college. Western Maryland graduates have studied in all fields at most of the great universities. A considerable number have secured master's and doctor's degrees. Many have studied, both in this country and abroad, on scholarships awarded on the basis of their achievement at Western Maryland.

**THE PROFESSIONS**

*The Ministry*: The prime requisite of this profession is complete devotion to a cause. Skill and ease in writing and speaking, capacity to absorb general and philosophical concepts, interest in varied subject matter and sympathy with people are required. A good voice and physique are advantageous. Preministerial students may major in any department.

*Medicine*: Medical students must have decided ability in the sciences and a real liking for laboratory work. In addition to minimal requirements in undergraduate science, however, medical schools give preference to students with good training in the humanities, social studies, and philosophy. Though it is theoretically possible to enter medical school after three years
For outdoor study, the urn in the center of the Hill is a handy back rest.

of college, competition for admission is so keen that only exceptional students should plan on thus shortening their training.

Teaching: A teacher should have genuine intellectual interest and distinction, a concern for books and people, extraordinary patience and sympathy for young people. Western Maryland offers professional courses in the field of secondary education, leading to certification in the standard subjects and in art, music, and physical education. Enough courses in library science are included in the curriculum for the student to qualify for a librarian certificate in Maryland schools. Graduates with additional study may enter the fields of elementary and college teaching. At the present time, for in-
stance, there are several Maryland college presidents as well as numerous members of college faculties who took their undergraduate training at Western Maryland.

The Law: It is possible to enter law school after majoring in any department, though economics, history, political science, and English are the specializations most frequently chosen. Law schools request wide election of courses in many fields, stressing good scholarship, ability to think and write, skill in understanding people, as well as knowledge of the Constitution, American history, and the various economic and legislative patterns. Approved law schools require three years of college, and all but the finest students must have a college degree to enter a good law school.

BUSINESS

The most natural subject for specialization is of course economics, though many graduates enter business after majoring in such fields as history, political science, and English. It should be emphasized that most corporations have their own training courses for junior executives and prefer broad education rather than highly specialized "job preparation." Specific training is usually furnished by the employer after the graduate is on the job. Business executives expect college graduates to have wide interests and information, to be able to express themselves clearly, to deal successfully with all kinds of people, to understand the theory and practice of the American system.

Many graduates in such special fields as the sciences, mathematics, and fine arts find positions employing their particular training in business enterprise.

The woman who supplements a liberal arts education with a secretarial course at a business school possesses a tremendous advantage in the world of competitive business.

SCIENCE

Engineering: To enter engineering, students should have exceptional ability in mathematics and quick comprehension of scientific material in general. In recent years engineering schools have become dissatisfied with the training of their graduates who come directly from high school to the technical complexities of the engineering departments. Several plans have been worked out for students to take a portion of their training at a liberal arts college, thus securing the breadth and the cultural benefits of such education, and then to transfer to the technical school for specialization. Students who follow this plan spend three years at college followed by two years at engineering school; they receive both the A.B. and the engineering degree at the completion of the fifth year. Western Maryland College has adopted such a cooperative program with The Johns Hopkins University, whereby students who have successfully completed a prescribed curriculum through the junior year at Western Maryland will be accepted in third-year engi-
neering by Johns Hopkins. Individual students may make similar arrangements with other engineering schools. The student should plan his program from the beginning to meet the requirements both of this college and of the particular engineering school.

Forestry: This is a vocational opportunity for young men who like an outdoor life and have outstanding ability in botany. As in medicine, law, business, and engineering, schools of forestry desire broadly educated people; they have, therefore, sought arrangements with liberal arts colleges. Western Maryland is one of a number of schools which offer the pre-professional training in forestry for Duke University. After three years at Western Maryland and two years in the Duke School of Forestry, the student receives the A.B. and the master’s degree in forestry.

Industry and Government Service: In the laboratories of both private industry and the government, innumerable positions of highly varied requirements are constantly open to the graduate who has been trained in mathematical, physical, or biological science. Advancement in such positions often comes in consequence of the qualities developed by the non-scientific side of college education, so that the liberal arts graduate has in the long run a clear advantage over graduates of purely technical programs.

Nursing: Nursing requires women of intelligence and integrity, whose interest is in people. In addition, good physical stamina and emotional stability are needed. A college degree is increasingly in demand in nursing, especially for supervisory positions. The student is required to spend two or more years in college before entering nursing school. Those who desire a B.S. in nursing may take a prescribed course for two years or more at Western Maryland and then transfer to a hospital connected with a university which offers the B.S. in nursing. In most hospitals students who follow this program may have the period of attendance in nursing school shortened by several months.

SOCIAL SERVICE

A number of Western Maryland graduates have entered fields of social service and rehabilitation. Such workers must be interested in people, have sympathy for the unfortunate, be willing to face disturbing conditions without distaste.

Social workers most frequently major in sociology, but some have specialized in English, psychology, or religion. Western Maryland students are employed by social agencies immediately after graduation, but those who seek professional recognition should plan to do graduate work at one of the approved schools of social work. Such graduate study is often subsidized by a public agency, which at the same time gives the student part-time employment.

The Peace Corps has attracted many Western Maryland students. No graduate study is required, and the major subject is less important than enthusiasm for the program of the Corps.
The field of religious education requires training and qualifications similar to social work. Prominent among personal characteristics for such positions are the refinement and cultural attainments imparted by a liberal arts college, particularly one related to the church.

OTHER Vocations

It is impossible to include all the occupations which graduates of liberal arts colleges enter. Two as yet unmentioned are journalism and diplomatic service, which are popular with college graduates and for which no other training is as good. For certain other occupations, the requirements and advantages may be inferred from what has been said previously about similar fields; for instance, much that appears under the heading “Medicine” is also true of dentistry and veterinary medicine. In some instances, such as the field of professional music, success depends so much on natural talent that no general advice can substitute for a personal interview.
Courses of Instruction
Courses of Instruction

Each department has a code number shown in parentheses at the head of the departmental listing.

Courses are designated by departments and a three-digit system of numerals. The first, or hundreds, digit in a number indicates the class standing that a student must attain to be eligible for the course. Freshmen may not register for any course numbered 201 or above; sophomores, 301 or above; juniors, 401 or above. No credit toward the baccalaureate degree will be given for courses numbered for graduate study.

Single numerals (e.g., 101) designate semester courses. Double numerals (e.g., 101, 102) indicate a year course. Odd numerals mark courses offered in the first semester, even numerals those in the second semester. Numerals such as 101; 101R indicate a course which is given in both semesters.

A semicolon is used to separate the numerals (e.g., 103; 104) when each half year's work may be taken independently of the other and credit received for the work of a single semester.

An comma placed between the numerals (e.g., 105, 106) indicates that the work of the first semester is prerequisite to that of the second but credit may be received for the work of the first semester without the completion of the work of the second.

Hyphenated numerals (e.g., 107-108) indicate year courses for which no credit is given until the work of both semesters has been completed.

The numbers in parentheses following the title of the course indicate the number of semester hours credit the course carries each semester. Each course meets the same number of periods per week as credit unless otherwise specified.

An asterisk placed before the course designation (e.g., *101) indicates that the work is considered introductory in relation to major requirements.

Courses required for major programs are stated in full in the Guidance Bulletin published each year by the College.

ART (03)

Associate Professor Shipley*; Assistant Professor Szilagyi; Mrs. Flynn, Mr. Palijczuk

Students majoring in art may plan their programs for public school teaching, graduate study in applied or commercial art or in the history of art. Many students add art to their course of study for personal enrichment and a desire for creative satisfaction in leisure time.

Applied Art

*103, 104. Elementary Drawing. (1,1)

An introductory course designed to give training for the correct visualization and representation of forms through line, tone, and the principles of perspective. One two-hour period a week.

* Exceptions may be permitted only by the Dean of the Faculty.
*105, 106. Elementary Design. (1,1)
An introductory study of design principles and the application of these principles to everyday life. One two-hour period a week.

202. Crafts. (1)
One two-hour period a week.

203. Drawing. (1)
Prerequisite, Art 103, 104, or the equivalent. One two-hour period a week.

204. Illustration. (1)
Prerequisite, Art 103, 104.

205, 206. Design. (2,2)
Prerequisite, Art 105, 106. Two two-hour periods a week.

207. Textile Crafts. (1)
One two-hour period a week.

308. Water Color Painting. (1)
Prerequisite, Art 103, 104. One two-hour period a week.

313. Print Making. (1)
Prerequisite, Art 103, 104. One two-hour period a week.

314. Clay Modeling. (2)
Two two-hour periods a week.

401, 402. Oil Painting. (2,2)
Prerequisite, Art 103, 104. Two two-hour periods a week.

History of Art

*111; 112. History of Art. (1;1)
An introductory survey of the development of architecture, sculpture, and painting in relation to their cultural backgrounds. Two periods a week.

221. Greek and Roman Art. (3)

222. Medieval Art. (3)

223; 224. The Italian Renaissance. (3;3)

225. American Art. (3)

226. Criticism and the Contemporary Arts. (3)
Principles of taste, theories of criticism and aesthetics, and their application to the various fine arts. Alternate with Art 228. Offered in 1967-1968.

227. Baroque Art. (3)
228. European Art of the Nineteenth and Twentieth Centuries. (3)

325. Aesthetics.
See Philosophy 325.

351; 352; 451; 452. Special Studies in Art. (1 to 3)
Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in art. Qualified students who are not candidates for such honors, but who desire to take the course, are also admitted.

*A vase of flowers grows on an art student's canvas.*
ASTRONOMY (06)

Mr. Edmund Makosky

No major is offered in this field.

102. Descriptive Astronomy. (3)
A non-mathematical study of the solar system, time, stars and constellations, nebulae, galaxies, and current celestial phenomena. Frequent observations are made in the college observatory, which is equipped with an equatorially mounted five-inch refractor.

BIOLOGY (09)

Professors Sturdivant and Isabel Royer; Associate Professor Kerschner; Assistant Professor Witherspoon*; Dr. Holman

Students majoring in biology may prepare themselves for graduate study in biology, for professional study in medicine, dentistry, nursing, forestry, laboratory technology and physical therapy, and for teaching.

Biology III is a prerequisite to all other courses in biology.

*111. Principles of Biology. (4)
A study of cellular and molecular biology with special emphasis on metabolism and evolution and on the current research in problems basic to all organisms. Three class periods and one three-hour laboratory period a week.

*112. General Biology. (4)
A study of biological principles with major emphasis on vertebrates, their fundamental structure and function. Three class periods and one three-hour laboratory period a week.

116. Introductory Human Biology. (3)
A study of biological principles as illustrated primarily in the human being; origin of the race and of the individual, fundamental structure and physiology of the body, reproduction, inheritance, survival against disease. Two class periods and one three-hour laboratory period a week.

201. Invertebrate Zoology. (3)
Morphological and systematic study of representative forms from the various phyla of invertebrate animals. Special attention is given to fauna of local interest, including terrestrial, fresh-water, and marine forms. Two class periods and one three-hour laboratory period a week.

202. General Botany. (3)
A study of plant life from an evolutionary point of view, emphasizing both the physiology and anatomy of plants. Considerable time is devoted in the spring to field study. Two class periods and one three-hour laboratory or field period a week.

203. Genetics. (3)
A study of the basic facts and laws of inheritance and their derivation from experiments with Drosophila, corn, and micro-organisms. Consideration is given to heredity in man and to the relationship of genetics and evolution.

206. Ecology. (3)
A synthesis of ecological principles combining both the functional and the descriptive and involving the interrelationships of plants, animals, and micro-organisms. The ecosystem approach is stressed in order to understand the dynamic relationship that exists between man and his natural environment. This course is open only to students who have taken or are currently enrolled in Biology 202. Three class periods a week and field trips.

307. Microbiology. (4)
An introductory course dealing with bacteria, yeasts, and molds with emphasis upon both the training in bacteriological techniques and the morphological and physiological characteristics of ordinary types of bacteria leading to their identification. The course also deals with the genetics and ecology of bacteria as well as their importance in the biological world. Prerequisite, Chemistry 103, 104. Three class periods and one three-hour laboratory period a week.

311. Animal Physiology. (4)
The study of the function of the animal organism: its use of food, response to stimuli, self-regulation; foods, digestion, absorption, circulation, respiration, excretion, muscle action, nervous coordination, endocrine regulation, etc., from a physical and chemical point of view. Prerequisite, Chemistry 103, 104; some knowledge of organic chemistry is highly desirable. Three class periods and one three-hour laboratory period a week.

312. Plant Physiology. (3)
A study of plant development and behavior in terms of the distribution and use of nutrients; the role of carbohydrates, lipids, and nitrogen in metabolism; the study of respiration as a key to both synthetic and degradative processes; the role of plant growth substances. Prerequisites, Biology 202 and Chemistry 103, 104. One class period and two two-hour laboratory periods a week.

314. Cytology. (3)
A study of the morphological and chemical organization of cells and tissues. Special emphasis is placed upon mitosis, meiosis, and the structure and behavior of chromosomes as they are related to inheritance. Prerequisite, Biology 203. Two class periods and one three-hour laboratory period a week.

318. Perspectives in Biology. (2)
A study of some of the great experiments which have influenced the development of biology. Emphasis is upon the critical reading and analysis of scientific papers.

322. Evolution. (3)
The evidences, the mode, and the implications of organic evolution treated in such a manner as to emphasize the function of evolution as the greatest general unifying principle in biology. Special attention is paid to the many recent contributions of research to this field. Prerequisite, fifteen semester hours of biology, including Biology 203. Field trips will be arranged.
323. Vertebrate Embryology.  (4)
A study of comparative vertebrate development as seen in frog, chick, and pig. The course includes training in the technique of making permanently mounted serial sections of embryos. *Two class periods and two three-hour laboratory periods a week.*

324. Comparative Anatomy of Vertebrates.  (4)
A systematic study of the gross anatomy of type specimens from the fishes, amphibia, reptiles, birds, and mammals. *Prerequisite, Biology 323, or special permission of the instructor. Two class periods and two three-hour laboratory periods a week.*

351; 352; 451; 452. Special Studies in Biology.  (1 to 3)
Directed individual study of various biological problems as the interest and previous preparation of the student may suggest; conducted primarily for honor students. Other qualified students may be admitted with the consent of the department.

BETA BETA BETA

In addition to the formal courses, there are held weekly biological discussions under the auspices of Tri-Beta. Students report on current theories, recent advances, the relation of biology to other sciences, biographies of great biologists, results of experiments or observations, and kindred subjects not ordinarily covered in the regular courses. All who expect to major in biology are urged to attend.

Beta Beta Beta sponsors the Milton Hendrickson Scholarship, which is awarded each year to a qualified biology student for summer study at a biological laboratory.

BUSINESS ADMINISTRATION (12)
See Economics and Business Administration.

CHEMISTRY (15)
Professor Straughn; Assistant Professors Cross, Herlocker, and Donald Jones

The offerings in chemistry are intended to provide the essential background for students electing a major in the subject to qualify for graduate study, government and industrial work, and high school teaching. The courses should also serve to support the work in other departments, particularly biology, physics, premedicine, and psychology.

*103, 104. General Chemistry.  (4,4)
An elementary study of the fundamental laws and theories of chemistry; the chemistry of the more important elements and their compounds. The second semester laboratory includes qualitative analysis of the common cations and anions. *Prerequisite, two units of high school algebra or the equivalent. Three class periods and one four-hour laboratory period a week.*

*213. Elementary Quantitative Analysis.  (4)
Theory and practice of typical titrimetric and gravimetric procedures. Certain applications of simple instrumental techniques will be included. *Prerequisite, Chemistry 104. Two class periods and two four-hour laboratory periods a week.*
214. **Physical Chemistry, I.**  (4)
Introduction to the first and second laws of thermodynamics with emphasis on the single and multiphase equilibrium states of solids, liquids, and gases; simple reaction kinetics and electrochemistry. **Prerequisites,** Chemistry 213; Mathematics 201 or the permission of the instructor. Three class periods and one three-hour laboratory period a week.

303, 304. **Organic Chemistry.**  (4,4)
A systematic study of the compounds of carbon; coordinated laboratory work on reactions, preparations, and some qualitative analysis of representative organic compounds. Representative electronic mechanisms will be studied. **Prerequisite,** Chemistry 214. Three class periods and one three-hour laboratory period a week.

352; 451; 452. **Special Studies in Chemistry.**  (1 to 3)
Directed study of special topics. This course is open only to students who are candidates for graduation honors in chemistry or are meeting the major requirements for the Graduate Study, Industry program as outlined in the Guidance Bulletin.

401. **Instrumental Techniques.**  (3)
Theory and practice in obtaining chemical data with instruments. Emphasis is on the quantitative aspect of analysis. Studies include spectrophotometric, electrometric, and chromatographic techniques. **Prerequisite,** Chemistry 304; Chemistry 407 must be taken concurrently. One class period and two three-hour laboratory periods a week.

406. **Qualitative Organic Analysis.**  (3)
A study of the properties and reactions of organic compounds related to their identification both as pure substances and in mixtures. **Prerequisite,** Chemistry 304. One class period and two three-hour laboratory periods a week.

407, 408. **Physical Chemistry, II, III.**  (4,4)
Advanced thermodynamics, kinetic, and electrochemistry of the various states of matter; atomic and molecular structure deduced from quantum and statistical mechanics; theory of electrolytes; radiochemistry. **Prerequisites,** Chemistry 214, Mathematics 301 except by permission of the department. Juniors may be admitted by permission of the department. Three class periods and one three-hour laboratory period a week.

**CLASSICS**

Professor Ridington; Assistant Professor M. Palmer;
Mrs. Palmer, Mrs. Ridington

Students may complete a major in preparation for graduate work or as a part of their general education in a liberal arts curriculum. With the addition of appropriate courses in education, a student may be certified to teach Latin in the public schools.

A student may elect a major in either Greek or Latin. The courses to be offered each year in the classic languages are chosen from those listed below according to the preparation and preferences of students registered in the department.
Greek (45)

*101-102. Elementary Greek. (3-3)
A beginner’s course for college students who have had no Greek. The course aims to provide an insight into the achievements of ancient Greece and to develop the power to read Greek.

201, 202. Intermediate Greek. (3,3)
First semester: Xenophon’s Anabasis, Books I-II; second semester: Homer’s Iliad, Books I-IV.

351; 352; 451; 452. Special Studies in Greek. (1 to 3)
Directed study planned to meet the needs of students who wish additional courses in Greek. Authors to be read will be chosen to meet the needs of students who register for the course.

Latin (51)

*101-102. Elementary Latin. (3-3)
A beginner’s course for college students who have had no Latin. This course is equivalent to the first two units of high school Latin. Some attention is given to Roman life and literature as well as to the place of the Latin language as a background for English.

*103, 104. Intermediate Latin. (3,3)
First semester: Selections from Latin prose; second semester: selections from Vergil’s Aeneid, Books I-VI. This course is equivalent to the last two units of high school Latin.

105; 106. Ovid and Livy. (3;3)
First semester: selections from Ovid’s Metamorphoses; second semester: Livy’s History, Books XXI-XXII. Prerequisite, Latin 103, 104, or the equivalent.

109; 110. Survey of Roman Literature. (3;3)
Selected readings from many of the great writers of prose and poetry. The development and significance of Roman literature are studied.

201; 202. Cicero and Horace. (3;3)
First semester: Cicero’s De Amicitia, De Senectute, and Letters; second semester: selections from Horace’s Odes and Satires.

301; 302. Tacitus and Roman Comedy. (3;3)
First semester: Tacitus’ Agricola and Germania; second semester: Plautus’ Captivi and Terence’s Phormio; composition once a week throughout the year.

305. Vergil. (3)
Readings based chiefly on Books VI-XII of the Aeneid, but including selections from other portions of Vergil’s writings. Attention is given to the development of Vergil’s art as a writer and to the literary significance of the Aeneid.

351; 352; 451; 452. Special Studies in Latin. (1 to 3)
Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in Latin. Qualified students who are not candidates for such honors, but who desire to take the course, are also admitted.

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Literature in Translation (18)

Knowledge of the classic languages is not required for these courses, which may not be counted toward a major in the department.

107. Classical Mythology. (3)
A study designed to develop a thorough knowledge of classical mythology and its influence and use in our civilization. Attention is given to the use of mythology in English literature, in contemporary papers and periodicals, in art, and in other phases of our culture.

108. World Literature. (3)
Characteristic selections from representative authors, with emphasis upon great European literature from the Middle Ages to the present time.

225. Greek Civilization and Ideas. (3)
Various ideas of the Greeks which have influenced our western tradition, studied through readings of Greek literature, and presented in the context of Greek history. The readings covered will include epic, comedy, tragedy, philosophy, history, satire, lyric poetry, and science. The course will be particularly oriented to Greek ideas, but will deal with the readings as literature and will consider Greek art.

226. Greek Literature in English Translation. (3)
Readings largely from drama and literary criticism designed to provide a broad acquaintance with these types of Greek literature and to clarify their position as a background of English literature.

228. Roman Civilization and Ideas. (3)
A survey of Roman literature, with emphasis on the Roman point of view on life as seen in literature. The course will treat the influence of Roman literature on English and other literatures.

COMPUTER SCIENCE (19)

Mr. Albert

No major is offered in this field.

201; 201R. Introduction to Computer Science. (2)
General concepts, the impact of the computer on society, computer organization, the language of the computer, data processing, and the programming of some simple problems appropriate to various fields. *Two class periods or one class period and one two-hour laboratory period a week.*

DRAMATIC ART (21)

Associate Professor Esther Smith; Assistant Professors Solomon and Tribby (Acting Chairman)

Students majoring in dramatic art may prepare to continue graduate and professional work in the field. With the addition of the required education courses, they may, upon graduation, qualify to teach drama in high school. A student may elect a major in dramatic art or may combine work in this department with work in the English department for a Theatre-English major.
101; 101R. Introduction to College Speech. (2)
An introductory course designed to equip the college student, as a future member of his profession and community, to be more adequately prepared to meet a variety of speaking situations. The student concentrates on the practical application of basic principles and techniques of speech composition, delivery, and criticism. This course may not be counted toward a major in dramatic art.

122. Dance Theory and Composition.
See Physical Education 122.

*203, 204. Interpretation. (2,2)
A study of the art of interpreting literature, including analysis of material, voice training, elements of expressive action, imagery, motivation, and improvisation. Laboratory recitals are held each week, thus affording the students practical experience in platform and stage behavior. Each student receives individual instruction and criticism. Three periods a week.

*205, 206. Technical Production. (2,2)
A course designed to provide a basic knowledge of the construction of stage scenery, the theory and practice of stage design, the major styles of scenic design, the construction of models and technical drawings, the study of costuming, lighting, and stage management. Two class periods a week and laboratory participation.

*219; 219R. The Drama. (2)
An introduction to its analysis and appreciation; detailed examination of a few plays from various ages and types of the drama, with emphasis on the understanding of the playwright's approaches to plot construction, characterization, theme development, setting, and dialogue. Three periods a week.

220. The Physical Theatre. (3)
An introduction to the major theatres in the history of world drama with particular emphasis on the effect of architectural characteristics upon the staging of plays. Theatres studied include Greek, Roman, Medieval, Elizabethan, Comedic Francaise, Restoration, and the theatres of the Twentieth Century. Together with a study of these theatres, reference to the attendant style of acting and staging is included. Trips to theatres of historical significance in the area are scheduled.

307, 308. Acting. (2,2)
Fundamental principles of acting, characterization, make-up, and advanced improvisation; laboratory presentation of scenes from modern and classic plays to give the student experience in a variety of roles; voice production with a special study of phonetics and the fundamentals of dialect. The short play is studied in class and presented in public to afford the student acting experiences before an audience. Prerequisite, Dramatic Art 203, 204. Two periods a week and individual assignments.

309, 310. Directing. (2,2)
Principles of staging the play together with the execution of projects designed to provide a range of experience in approaching the particular problems of the director; a study of the historical development of directing, concentrating on the theories of major directors from mid-nineteenth century to the present; the role of the director in educational theatre.
323. Masters and Trends in Theatre. (3)
A study of major figures and movements in dramatic literature, theory, criticism, and the physical theatre. A different subject is offered each year; in 1967-1968, the subject will be the influence on twentieth-century theatre of the Avant Garde in Paris at the turn of the century.

325. Continental Drama: Middle Ages to 1850. (3)
A study of the dramatic theories and literature of the European continent, from the medieval tropes to the advent of realism, with readings of plays not originally in English. Oriental drama is also included.

326. Contemporary Drama. (3)
An analysis of the major dramatic movements since Ibsen, with primary emphasis on the reading of works by European playwrights. Certain representative British and American plays are also studied.

351; 352; 451; 452. Special Studies in Dramatic Art. (1 to 3)
Concentrated study in an area of interest to the individual student and of significance to the discipline. Projects are chosen and developed in consultation with a member of the department.

407; 408. Advanced Acting. (2;2)
A study of the works of major dramatists and laboratory production of plays to illustrate this study; principles of acting with the emphasis on the creative procedure of building a character; dramatic criticism in theory and practice; the study of style in the acting of period plays; the control of the voice in acting, including a special study in verse-speaking of Shakespearean plays. Prerequisite, Dramatic Art 307, 308. Two class periods a week and participation in dramatic productions.

411; 411R. Theatre Seminar. (1)
A comprehensive discussion of dramatic theory, criticism, literature, and practice. Admission to this course requires permission of the instructor. Individual assignments.

ECONOMICS AND BUSINESS ADMINISTRATION

Professor Price, Associate Professor Coleberd; Assistant Professors Law and Mach; Dr. Ria Frijters

Students major in economics in order to prepare for careers in business and finance; for careers in government such as economic analysis, administration, and foreign services; and, by completing graduate study in a university, for professional careers in law and economics. A student may also prepare to teach social studies in public schools.
Economics (24)

Economics 201, 202 is a prerequisite to all courses numbered 303 and above.

*201, 202. Principles and Problems of Economics. (3,3)
In the first semester, the study of the economic organization of society; family income and expenditure; factors affecting national income and employment; prosperity and recession; monetary and fiscal policies of government. The second semester includes the study of the free pricing system; problems of agriculture; monopoly; distribution in the form of wages, rent, interest, and profit; international trade; the development of underdeveloped areas of the world.

303. Price Theory. (3)
The theory of demand, production and cost, and resource allocation in a market economy; the varieties of competitive conditions such as pure and perfect competition, monopoly, monopolistic competition, and oligopoly; the theory of factor pricing and income distribution in a free society.

304. International Economics. (3)
Principles of international trade, exchange, and investment; problems of trade restriction, cartels, the European Common Market, underdeveloped areas of the world; commercial policies of countries of the world.

310. Money and Banking. (3)
A study of the history of money, principles of banking, international monetary problems, and modern monetary theory and policies.

See History 317.

319. Public Finance. (3)
Principles and problems of taxation; the theory, character, and trend of public expenditures; the sources of public revenue and public indebtedness—national, state, and local.

320. Macroeconomics. (3)
A study of the theory of national income determination. Monetary and fiscal policies of government and their management for the purpose of price level and employment stabilization are examined. Projects in the analysis of business statistics and in national income forecasting are undertaken.

324. Managerial Economics. (3)
The application of economic analysis to the problems of business policy formation. Methods and techniques of econometrics and market research for obtaining estimates of demand, cost, profit, competition, etc., are studied. Concentration is on concepts which can be measured and applied to management problems. Students who have not had Statistics 215 must have the permission of the instructor to enter the course.

326. Economic Development. (3)
The theories of economic growth and development applied particularly to underdeveloped areas of the earth. The interrelationship of economic, political, sociological, historical, and technological factors in growth and development are examined.
327. Economic Policy. (3)
Development of and current problems in the economic policy of the United States; law and economic policy; competition and monopoly; governmental policy towards business and labor, transportation, utilities, agriculture, and social welfare.

331. Comparative Economic Systems. (3)
A study of theories of capitalism, socialism, and communism; Marxism-Leninism, non-Marxist socialism, contemporary communism; a comparison of free enterprise and central planning.

351; 451. Reading List. (1;1)
Open only to students declaring economics as a major. Reading is completed during the summer and tested by examination.

452. Senior Thesis. (1 to 3)
Open only to economics majors. Honors students are normally expected to register for three semester hours.

405. The History of Economic Thought. (3)
The development of economic theory from ancient times to the present; contributions of Greece, Rome, and the Middle Ages; major emphasis on mercantilism and nineteenth and twentieth century capitalism.

453, 454. Economics Colloquium. (1,1)
Readings and group discussion. Significant works in political economy are read and analyzed. This course is open to all senior economics majors; junior economics majors may be admitted by special permission.

Business Administration (12)

101, 102. Elementary Accounting. (3,3)
A study of accounting for single proprietorships, partnerships, and corporations; manufacturing accounting; accounting for non-profit organizations.

205. Economic Geography. (3)
A study of the resources of the world at man’s disposal and the natural conditions under which their utilization may be achieved; populations of the world, climatic regions, general aspects of the earth’s surface, minerals, forests, manufacturing, agriculture, commerce, transportation, and industrial location.

328. Personal Finance. (3)
The study of budgeting and saving, insurance, retirement, and investment planning: the use of consumer credit, an analysis of the different types of insurance, the use of annuities and social security in retirement planning, the financing of home ownership, and an introduction to investments and securities analysis. Students are required to make budgets, to plan insurance, retirement, and investment, to analyze cases. Prerequisite, Economics 201, 202. Students will derive the most benefit from the course when it is preceded by Mathematics 210.
Students who wish to teach in the secondary schools of the United States may plan their programs to include courses in the theory of education and in practical teaching. Courses are offered to meet requirements in any of the fifty states.

No major is offered in this field. The student in education majors in one of the subjects which he is preparing to teach and takes the education courses in his junior and senior years. He may meet certificate requirements in subjects other than the major. A student who expects to enter the Department of Education must rank in the upper four-fifths of his class, to be fully recommended upon graduation, he must maintain this rank. He must meet the requirements of the State Department of Education of the state in which he expects to teach; requirements of all states are available in the office of the College Department of Education.

303; 303R. Educational Psychology. (3)
The nature of the learner and the learning process; increasing the effectiveness of learning; evaluating the outcomes of instruction. This course is offered only to students in Education unless written permission is granted by the Education Department. Prerequisite, Psychology 203.

307; 307R. Foundations of Education. (2)
The analysis and development of basic competencies for public school teaching. This course should be preceded by Education 303.

317; 317R. Psychology of Human Development, I. (2)
See Psychology 317; 317R.

407; 407R. Principles of High School Teaching. (3)
The principles involved in identification, selection, and implementation of the learning experiences in the secondary schools. Six periods a week, eight weeks.

409; 409R. Student Teaching. (6)
Conferences, observation, and participation in the high schools of Maryland. Prerequisites, Education 303 and 307. Extra tuition fee, $100. Eight weeks.

411; 411R. Guidance. (2)
Principles and techniques of guidance by the homeroom and classroom teacher. Four periods a week, eight weeks.

413; 413R. Audio-Visual Instruction. (2)
The study of available materials in this field with a view to their effective use in the classroom and in life. Four periods a week, eight weeks.

415; 415R. The Junior High School. (2)
Historical development: curricular and extracurricular programs; present status in Maryland; the small junior high school. Four periods a week, eight weeks. Not offered in 1967-1968.

417; 417R. Curricular Principles and Practices. (2)
A study of the bases of curricula with special emphases upon procedures in curriculum development and use by classroom teachers. Four periods a week, eight weeks.
Alumni Hall is on College Drive, the road cutting through the campus.
Courses in Special Methods of Teaching

Each candidate for the high school teacher's certificate is required to complete a course in special methods in one teaching subject and is urged to complete such a course in a second teaching subject. In these courses the candidate reviews and reorganizes the content of the teaching subject, constructs large-topic or unit assignments which can be taught effectively to high school pupils, and studies the methods and techniques of teaching the subject. Each course gives considerable attention to the organization of the subject treated and its place in the curriculum. *Four periods a week, eight weeks.*

The courses, listed below, are taught by departmental teachers qualified to do this type of work.

421; 421R. The Teaching of English. (2)
423; 423R. The Teaching of French. (2)
425; 425R. The Teaching of Mathematics. (2)
427; 427R. The Teaching of Science. (2)
433; 433R. The Teaching of Latin. (2)
435; 435R. The Teaching of Art. (2)
437; 437R. The Teaching of History and Social Science. (2)

For courses in library science and in the teaching of music or physical education, and for additional courses creditable for teachers of these special subjects, refer to these departments under Courses of Instruction.

ENGLISH (30)

Professors John Makosky and Wenner; Assistant Professors Melvin Palmer, Phillips, Richwine, Solomon, and Stevens; Mrs. Darcy*, Mrs. Palmer

Study of our language and literature offers essential liberal arts education which students may use in many ways. Graduates with the English major are pursuing careers in journalism, business, social work, and government service. A number have entered theological seminaries and law schools. Many teach in the public school system; others, after graduate work, join college faculties. Several students combine English with another subject in a dual major.

The first four courses taken from those required for the major are to be considered as introductory courses for a major in English.

101, 102. Composition and Reading. (3,3)
A brief review of the principles of composition and mechanics of writing; training in reading; the study of significant literature; regular practice in writing.

103. Composition and Reading. (3)
A one-semester course including concentrated practice in writing and training in research techniques; the study of significant literature. Completion of this course satisfies the college requirement in composition. Admission to the course is governed by the staff of the English Department. Students who begin this course may be transferred, if advisable, to English 101 without loss of credit.

104; 205. Introduction to Literature, I, II. (3;3)
A study of considerable selections from six to eight great writers each semester. These courses do not count toward a major in English but do count toward basic requirements in literature for graduation.

204. Grammar and Linguistics. (3)
A review of conventional grammar and an introduction to the methods of linguistics.

211. American Literature to 1850. (3)
Puritan and Colonial writers, Bryant, Cooper, Poe, Hawthorne, Emerson, Thoreau, and Melville.

213; 213R. American Literature, 1850-1914. (3)
Melville, Whitman, Twain, James, the Realists, Crane, Dreiser, and the Naturalists.

214. American Literature since 1914. (3)
The principal trends and authors.

238; 239; 240. Problems in Composition. (1;1;1)
A course designed for students who wish to develop advanced writing skills by working individually with an instructor-critic. These are not remedial courses; admission requires the consent of the instructor. Conferences.

241. Literature of the British Renaissance. (3)
Readings in British writers beginning with Sir Thomas More and terminating with John Milton.

242. British Nineteenth Century Writers. (3)
The Romantic and Victorian periods and their outstanding authors.

304. Shakespeare. (3)
Ten to twelve plays, three of them (one tragedy, one comedy, and one history) read intensively.

311. Masters of Literature. (3)
Individualized study of major figures from British or American literature. A different subject is selected each year; in 1967-1968, the subject will be The Johnson Circle.

314. Intellectual and Social Backgrounds of American Literature. (3)
A survey of American culture from colonial times to the present, with particular emphasis on the relationships among social conditions, intellectual history, and literature.

332. Twentieth Century British Literature. (3)
The principal trends and authors.
341. **The Classical Period in British Literature.** (3)
A study of British classicism from John Dryden to Samuel Johnson.

342. **Beowulf to Malory.** (3)
The literature of the Old and Middle English periods. Some attention is given to the changing language and to the cultural history.

351; 351R. **Seminar in Criticism.** (1 to 3)
Critical points of view; close analysis of a few selected pieces of literature. One two-hour period a week.

353, 354. **Reading List.** (1;1)
Several groups of readings, each containing significant literature and criticism. The reading is done as independent study and tested by examination. At least two semester hours credit are required of English majors.

451; 452. **Special Studies in English.** (1 to 3)
Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in English. Qualified students who are not candidates for such honors but who desire to take the course are also admitted.

**FRENCH** (33)
See Modern Languages.

**GENERAL SCIENCE** (36)
No major is offered in this field.

101. **Physical Science.** (3)
An integrated course of study selected from the fields of chemistry, geology, and physics.

103. **Physical Science.** (3)
An integrated course of study selected from the fields of astronomy and physics.

**GEOLOGY** (39)
Professor Isabel Royer
No major is offered in this field.

102. **Physical Geology.** (3)
A study of the physical characteristics of the earth together with the forces which build up and destroy them. The classwork is augmented by a study of specimens from the JOHN W. LEE MINERAL COLLECTION and by field trips.

**GERMAN** (42)
See Modern Languages.

**GREEK** (45)
See Classics.
HISTORY AND POLITICAL SCIENCE

Professor Whitfield; Associate Professors Coleberd and David; Assistant Professor Darcy; Mr. Powell, Mrs. Ridington

A student may elect a major in History or in Political Science.

**History (48)**

Vocationally one may find the study of history useful as preparation for the ministry, teaching, law, work in a library, or a position in the Department of State. In a larger sense one may seek in history better understanding of the present. Still another may read history in order to identify himself with those who have shaped our political and cultural heritage.

Of the four courses marked with an asterisk, the first two taken are to be considered as introductory courses for a major in history.

*105, 106. Western Civilization.* (3,3)
A general introduction to the heritage of the western world, tracing the history and culture from antiquity to the present day with special emphasis on the last five centuries.

*107. United States History to 1865.* (3)

*108. United States History since 1865.* (3)

201. The Medieval World, 476-1453. (3)

202. European History, 1453-1789. (3)

211. Greek History. Offered in alternate years, not in 1967-1968.

212. Roman History. Offered in alternate years, not in 1967-1968.

215. European History, 1789-1870. (3)
The French revolution, Napoleonic Wars, and post-Napoleonic developments as background for the internal transformations and external expansion of Europe.

216. European History, 1870-1920. (3)
A study of Europe as it approached the crisis of 1914 through the age of "high imperialism"; an examination of the origins, course, and settlement of World War I in their world-wide context.


305; 306. American Foreign Policy. (3;3)
A history of American diplomacy from 1776 to the present. Offered in alternate years, not in 1967-1968.

308. History of England. (3)
A study of English history from Henry VII to the present. Offered in 1967-1968 and in alternate years.
310. Civil War and Reconstruction. (3)

314. Russian History since 1801. (3)
A survey of Russian history with special attention to the roots of revolution and the change from tsarism to communism.

317. Economic History of the United States. (3)
A study of the development of the American economy from colonial origins to the industrial order of today; the growth of agriculture, manufacturing, transportation, labor, financial institutions, and commerce together with the evolution of public policy within the framework of theories of economic growth. Prerequisite, Economics 201, 202.

323. Twentieth Century Europe. (3)
Europe between wars, the rise of totalitarian governments, the United Nations, and the crises of the '40s and '50s.

324. Twentieth Century Asia. (3)
A view of contemporary Asia in the context of developments of the last half-century.

Political Science (78)

The curriculum in political science is directed towards an understanding of national and international affairs with particular emphasis on preparing students for the study of law, for graduate school, and for responsibilities in political, administrative, educational, and social fields.

Opportunity is afforded to a limited number of students to participate in the Drew University Semester at the United Nations.

Political Science 103 is prerequisite to all courses numbered 211 and above.

*103. American National Government. (3)
National political institutions; particular attention to the principles, processes, structure, and functions of the federal government.

*104. World Politics. (3)
An examination of major factors which condition international politics, with emphasis on national, imperialistic, and ideological factors involved.

202. State and Local Government. (3)
State, county, and municipal government; selected references to governmental problems of the State of Maryland.

203. International Organization. (3)
Basic problems in international relations and organization with appropriate analysis of the procedures and institutions in world cooperation.

206. Political Theory. (3)
A survey of political theory related to the nature and purpose of the state and based on the analysis of ideas of leading ancient, medieval, and modern philosophers.

211. Political Parties. (3)
The nature and function of political groups and parties in the United States; the role of the public in the American political process.
305. Public Administration. (3)

306. Comparative Government. (3)
Analysis and comparison of the political institutions and practices of selected Western and Non-Western states. Prerequisite, Political Science 104 or the permission of the instructor. Alternates with Political Science 310. Not offered in 1967-1968.

307. Organization of United States Foreign Relations. (3)
A study of the process by which the foreign policy of the United States is formulated, with special reference to the roles of the Department of State, Congress, the armed services, the intelligence services, and the foreign aid program. Prerequisite, Political Science 104 or the permission of the instructor. Alternates with Political Science 305. Offered in 1967-1968.

308. Constitutional Law. (3)
Introduction to the study of the principles of constitutional law as related to the changing political, social, and economic problems of the United States; the role of the Supreme Court in the political process.

309. Political Institutions of the Soviet Union. (3)
Ideology, government, and party in the Soviet Union; Soviet foreign policy and relations.

310. Politics of Developing Areas. (3)
An examination of forces shaping the new nations and their problems of transition. Prerequisite, Political Science 104 or permission of the instructor. Alternates with Political Science 306. Offered in 1967-1968.

351; 352; 451; 452. Special Studies in History and Political Science. (1 to 3)
Students majoring in either history or political science must complete at least three semester hours of work in these courses.

INTERDISCIPLINARY STUDIES (50)
Professor Achor; Associate Professor Miller, Assistant Professors Richwine, Solomon, Tribby, and Zepp
No major is offered in this field.

301. Interdisciplinary Colloquium. (2)
An interdisciplinary discussion of some topic of particular interest and significance to the disciplines involved. In 1967-1968, the subject will be Modern Man and Estrangement, as analyzed in contemporary theology, psychology, literature, the physical sciences, and the arts. Admission to the course requires permission of the staff. Students interested must apply in writing to a member of the staff before April 15, stating reasons for wanting to enroll in the course. A class of twenty will be chosen from a variety of departmental majors.
LATIN (51)
See Classics.

LIBRARY SCIENCE (54)
Professor Simkins; Mr. Castellucci

The courses in library science provide the number of hours required for a Maryland librarian certificate for schools and also offer preparation for anyone interested in going to library school. The reference course is helpful for any students planning to enter graduate school and the book selection course for those who plan to teach.

No major is offered in this field.

318. Book Selection. (3)

320. Cataloging and Classification. (3)

321. Reference and Bibliography. (3)
Evaluation and use of various types of reference material, including general reference works, special subject books, the vertical file, and the periodical. Problems are based on the material studied.

324. Administration of School Libraries. (3)
A study of the problems of organizing and administering the school library, including the responsibility and the opportunity of the library in carrying out the educational objectives of the school program. Alternates with Library Science 326. Offered in 1967-1968.

326. Librarianship. (3)
The origin and evolution of the library as a social institution, with attention to the history of books and printing; professional standards, organizations, and publications; social trends and problems affecting modern library service. Alternates with Library Science 324. Not offered in 1967-1968.

413. Audio-Visual Services in the Library. (3)
The selection and use of audio-visual materials and equipment for school libraries; organization for handling materials and equipment; experience in operating equipment.
Students majoring in mathematics may plan their programs for graduate study, teaching, or a general major. The department expects majors to enter with some proficiency in analysis, algebra, and geometry. A number of majors begin in the freshman year with the course in analytic geometry.

*109. Introduction to College Mathematics. (3)
A unified treatment of the basic ideas of algebra and trigonometry with particular emphasis upon the nature of mathematics as a logical system; initial study of sets, the real number system, and the properties of the field of real numbers; brief review of elementary algebra; intensive study of circular, linear, quadratic, polynomial, exponential, and logarithmic functions.

*201. Analytic Geometry. (3)

*202. Calculus, I. (3)
The fundamental formulae of differentiation and integration with their applications.

210. The Mathematics of Investment. (3)
A study of simple and compound interests, discount, annuities, sinking fund, bonds, and life insurance. This course may not be counted toward a major in mathematics.

301, 302. Calculus, II, III. (3, 3)
Definite integrals and applications, series, expansion of functions, hyperbolic functions, partial differentiation and applications, multiple integrals.

307. Abstract Algebra. (3)
An introduction to modern algebraic theory, including elementary theory of numbers, group theory, rings, fields, polynomials over a field, algebra of matrices.

308. History of Mathematics. (2)
A study of mathematics from primitive counting systems to the development of modern mathematics, with particular emphasis on the seventeenth century.

309. Linear Algebra. (3)
The theory of finite-dimensional vector spaces, linear transformations, and matrices, with geometric applications.

311. Topology. (3)
Introduction to set theory; topological spaces, product spaces; limit points, open, closed sets; countability axioms; separability; continuous mappings and homeomorphisms; varieties of compactness; separation axioms; varieties of connectedness; metric spaces.

316. Complex Variable. (3)

322. **Fundamental Concepts of Geometry.**
(3)
Foundations and evolution of geometry; selected topics from Euclidean and non-Euclidean geometries, projective geometry, affine geometry; studies in the nature of proof and famous geometric problems. This course is especially recommended for prospective teachers of mathematics. *Alternates with Mathematics 316. Not offered in 1967-1968.*

324. **Probability and Statistics.**
(3)
A study of probability spaces, random variables, confidence intervals, central limit theorem. *Prerequisite, Mathematics 202.*

352. **Research Seminar I.**
(1)
A review of research techniques specifically applied to a project in mathematics which will be developed into a written seminar paper. *This course is open only to juniors who expect to continue their research into the senior year.*

401. **Differential Equations.**
(3)

402. **Advanced Calculus.**
(3)
A rigorous presentation of limits, continuity, derivatives, mean value theorems, definite integrals, sequences, series, and convergence. The main objective is to train students to understand the basic ideas and methods of analysis.

451; 451R. **Integration of College Mathematics.**
(1)
A seminar in which the scope of collegiate mathematics is explored through problems and discussion of selected topics.

452. **Research Seminar II.**
(1)
A seminar in which the research projects begun in the junior year are brought to completion through continued individual study, group discussion, and faculty direction. The seminar papers will serve as the basis for departmental discussions and further research.

**PREMEDICAL COURSE**

Western Maryland College is one of the colleges approved by the American Medical Association for the giving of a premedical course. All the better medical schools either specifically require a baccalaureate degree for entrance or give preference to students who hold such a degree. On the basis of the requirements of such schools, the following courses beyond the basic requirements have been prescribed for a premedical major at Western Maryland College:

- Biology 323, 324 (201, 203, and 311 recommended)
- Chemistry 103, 104, 213, 214, 303, 304 (407, 408 recommended)
- Physics 101, 102 (313 recommended)
- Mathematics, six semester hours (six additional semester hours recommended)
- Modern foreign language, six semester hours (additional semester hours are required by some medical schools)

Electives should include at least six semester hours of social studies beyond the basic requirements and, if possible, additional courses in psychology, philosophy, and literature.
MILITARY SCIENCE (60)

Lt. Colonel Ross; Major Fogler; Captains Chapman* and Holder

Since 1919 Western Maryland has had an ROTC unit. The unit is at present classified as “Branch General,” which allows those who graduate with commissions as reserve officers to serve in a branch of the army appropriate to their special training. Though a number of graduates have chosen a career in the military service, the program allows the student to qualify for his academic objective and at the same time secure a commission as a reserve officer.

No major is offered in this field.

The advanced course is offered to those students who have completed the basic course or received credit for the same through active service in the Army, Navy, Marine Corps, Air Force, or Coast Guard. The students must be selected by the Professor of Military Science and the President of the College and must enter into a contract with the Government stipulating that in return for remuneration paid them they will complete the course in college, attend a period of summer camp training as prescribed by the Secretary of Defense, and accept a commission in the U.S. Army Reserve if tendered.

103, 104. Military Science. (0,1)
Organization of the Army and ROTC, individual weapons and marksmanship, military drill. Required of freshman men. Two periods of class and laboratory work a week each semester.

201; 202. Military Science. (1;1)
Map and aerial photograph reading; basic military tactics; American military history; military drill. Required of sophomore men. Three periods of class and laboratory work a week.

303, 304. Advanced Military Science. (0,3)
Leadership; military teaching methods; organization, function, and missions of the arms and services, small unit tactics and communications; military drill. Two periods of class and laboratory work a week, first semester; five periods a week, second semester.

403-404. Advanced Military Science. (3-0)
Military operations including command and staff procedure, military estimates and combat orders, military intelligence, military teams and training management; logistics, including supply and evacuation, troop movements, and motor transportation; military administration; military justice; service orientation; military drill. Five periods of class and laboratory work a week, first semester; two periods a week, second semester.


1967
MODERN LANGUAGES

Professors Cornelis Frijters and Hildebran; Assistant Professors Derasse, Guernica, and Zauche; Mrs. Long, Miss Pillwein, Mrs. Stanley, Mrs. Summers

The courses in modern foreign languages are designed to offer students a vital contribution to their general education in the liberal arts, to prepare them for teaching language in the public schools, and to prepare them for graduate work. With the recommendation of the department and the consent of the administration, students have the opportunity to spend the junior year abroad.

Since the study of a modern language is usually viewed as a requirement for graduate work in fields other than languages and for careers in education, foreign service, or business, stress is placed upon communication.

A student may elect a major in French, German, or Spanish; no major is offered in Russian. For all elementary and intermediate courses in modern languages, in conjunction with the aural-linguistic method, fifty minutes of work a week are required in the language laboratory.

**French (33)**

*107-108. Elementary French. (3-3)*  
Phonetics and fundamentals of grammar; basic vocabulary; some knowledge of the foreign country, its geography and civilization; speaking, writing, and reading practice; a graded reader in the second semester. *Four periods of class and laboratory work a week.*

*109, 110. Intermediate French. (3,3)*  
Review and expansion of grammar; practice in oral and written French; reading and discussion of contemporary literature. The historical and contemporary cultures of France are studied in the second semester. *Prerequisite, French 107-108, or the equivalent. Four periods of class and laboratory work a week.*

*Biology students and their professor check a physiograph.*
151. **Introduction to French Literature.** (3)
A general survey of French literature from its beginning to the present, with selected readings. *Prerequisite, French 109, 110, or the equivalent.*

152. **Introduction to Literary Criticism.** (3)
Training in methods of interpretation applied to the various literary forms. *Required of French majors. Prerequisite, French 151 or the permission of the instructor.*

213. **French Literature of the Twentieth Century.** (3)
Analysis and appreciation of essays, novels, dramas, and poems of the early twentieth century and of the contemporary period; supplementary readings and reports. *Prerequisite, French 152.*

214. **French Literature of the Nineteenth Century.** (3)
Analysis and appreciation of selected novels, dramas, and poems, with reference to romanticism, realism, naturalism; the Parnassian poets, symbolism; supplementary readings and reports. *Prerequisite, French 152.*

311. **French Literature of the Eighteenth Century.** (3)
Analysis and appreciation of the literary and philosophical writings of Montesquieu, Voltaire, Diderot, Rousseau; supplementary readings and reports. *Prerequisite, French 152.*

312. **French Dramatic Literature of the Seventeenth Century.** (3)
Analysis and appreciation of dramatic works of Corneille, Racine, and Molière; supplementary readings and reports. *Prerequisite, French 152.*

313. **French Literature of the Seventeenth Century.** (3)
Analysis and appreciation of philosophical, moralistic, and literary prose; supplementary readings and reports. *Prerequisite, French 152.*

314. **French Literature of the Middle Ages and Renaissance.** (3)
Analysis and appreciation of poetry and prose of the Middle Ages and the Renaissance read in modern French, with some excerpts in the original language. *Prerequisite, French 152.*

351; 352; 451; 452. **Special Studies in French.** (1 to 3)
Guided reading and research—preferably regarding a literary movement, genre, or a single author—under the supervision of a member of the department. This course is designed for candidates for departmental honors in French; other qualified students may be admitted with the consent of the department.

**German (42)**

*107-108. Elementary German.** (3-3)
Phonetics and fundamentals of grammar; basic vocabulary; some knowledge of the foreign country, its geography and civilization; speaking, writing, and reading practice; a graded reader in the second semester. *Four periods of class and laboratory work a week.*
*109, 110. Intermediate German. (3,3)
Review and expansion of grammar; practice in oral and written German; reading and discussion of contemporary literature. The historical and contemporary cultures of Germany are studied in the second semester. Prerequisite, German 107-108, or the equivalent. Four periods of class and laboratory work a week.

110S. Scientific German. (3)
Review and expansion of grammar continued; reading and translating of selections from scientific and commercial German. Prerequisite, German 109. Four periods of class and laboratory work a week.

151. Introduction to German Literature. (3)
A general survey of German literature from its beginning to the present, with selected readings. Required of German majors. Prerequisite, German 109, 110, or the equivalent.

152. Introduction to Literary Criticism. (3)
Training in methods of interpretation applied to the various literary forms. Required of German majors. Prerequisite, German 151 or the permission of the instructor.

213. German Literature of the Twentieth Century. (3)
Analysis and appreciation of selected dramas, novels, short stories, and poems; supplementary readings and reports. Prerequisite, German 152.

214. The Nineteenth Century Novelle. (3)
Analysis and appreciation of representative Novellen studied in relationship to literary periods; emphasis will be placed upon the Novelle as an art form; supplementary readings and reports. Prerequisite, German 152.

311. German Drama of the Nineteenth Century. (3)
Analysis and appreciation of representative dramas studied in relationship to literary movements of the century; supplementary readings and reports. Prerequisite, German 152. Alternates with German 313. Not offered in 1967-1968.

312. German Literature of the Eighteenth Century. (3)
Analysis and appreciation of the literary works of Lessing, Goethe, and Schiller; analysis of selected philosophical writings of Lessing and Schiller; supplementary readings and reports. Prerequisite, German 152. Alternates with German 314. Not offered in 1967-1968.

313. German Literature of the Sixteenth and Seventeenth Centuries. (3)
A survey of the drama, educational novel, religious and secular poetry of the Reformation and Baroque periods; supplementary readings and reports. Prerequisite, German 152. Alternates with German 311. Offered in 1967-1968.

314. German Literature of the Middle Ages. (3)
Analysis and appreciation of the major epics and religious and secular poetry of the Middle Ages read in modern German, with some excerpts in the original language; supplementary readings and reports. Prerequisite, German 152. Alternates with German 312. Offered in 1967-1968.
Special Studies in German. (1 to 3)
Guided reading and research—preferably regarding a literary movement, genre, or a single author—under the supervision of a member of the department. This course is designed for candidates for departmental honors in German; other qualified students may be admitted with the consent of the department.

Russian (87)

No major is offered in this field.

107-108. Elementary Russian. (3-3)
Phonetics and fundamentals of grammar; basic vocabulary; some knowledge of the foreign country, its geography and civilization; speaking, writing, and reading practice; a graded reader in the second semester. Four periods of class and laboratory work a week.

109, 110. Intermediate Russian. (3,3)
Review and expansion of grammar; practice in oral and written Russian. The historical and contemporary cultures of Russia are studied. The work of the second semester includes an introduction to Russian literature, with reading and discussion of contemporary prose. Prerequisite, Russian 107-108, or the equivalent. Four periods of class and laboratory work a week.

Language students add to their conversational ability in the laboratory.
107·108. Elementary Spanish. (3-3)
Phonetics and fundamentals of grammar; basic vocabulary; some knowledge of the foreign country, its geography and civilization; speaking, writing, and reading practice; a graded reader in the second semester. Four periods of class and laboratory work a week.

109, 110. Intermediate Spanish. (3,3)
Review and expansion of grammar; practice in oral and written Spanish; reading and discussion of contemporary Latin American literature. The historical and contemporary cultures of Spain are studied in the second semester. Prerequisite, Spanish 107-108, or the equivalent. Four periods of class and laboratory work a week.

151. Introduction to Spanish Literature. (3)
A general survey of Spanish literature from its beginning to the present, with selected readings. Required of Spanish majors. Prerequisite, Spanish 109, 110, or the equivalent.

152. Introduction to Literary Criticism. (3)
Training in methods of interpretation applied to the various literary forms. Required of Spanish majors. Prerequisite, Spanish 151 or the permission of the instructor.

213. Introduction to Latin American Culture. (3)
Introduction to the historical and contemporary culture of Latin America; survey of Latin American literature. Prerequisite, Spanish 109, 110, or the equivalent.

214. Spanish Literature of the Twentieth Century. (3)
Analysis and appreciation of philosophical writings and works on literary criticism; novel, poetry, and drama; supplementary readings and reports. Prerequisite, Spanish 152.

311. Spanish Literature of the Nineteenth Century. (3)
Analysis and appreciation of selected novels, dramas, and poems; critical works with reference to romanticism, realism, and regionalism; supplementary readings and reports. Prerequisite, Spanish 152. Alternates with Spanish 313. Not offered in 1967-1968.

312. Spanish Dramatic Literature of the Golden Age. (3)

313. Spanish Novel of the Golden Age. (3)
Analysis and appreciation of the picaresque novel and El Quijote; supplementary readings and reports. Prerequisite, Spanish 152. Alternates with Spanish 311. Offered in 1967-1968.

314. Spanish Poetry of the Golden Age. (3)
Analysis and appreciation of selected poems; supplementary readings and reports. Prerequisite, Spanish 152. Alternates with Spanish 312. Offered in 1967-1968.
351; 352; 451; 452. **Special Studies in Spanish.** (1 to 3)
Guided reading and research—preferably regarding a literary movement, genre, or a single author—under the supervision of a member of the department. This course is designed for candidates for departmental honors in Spanish; other qualified students may be admitted with the consent of the department.

**MUSIC (63)**

Associate Professors Cole, deLong, Heggemeier, and Spangler; Assistant Professor Philip Royer; Mrs. Hering, Mrs. Hitchcock, Dr. Kersey

Students specializing in music may prepare for graduate study, for public school or private teaching, or for work in the allied fields of radio, television, or library. The basic preparation for a career in music of the church may also develop from a major in music.

A student may elect a major in one of the following divisions of the department of music: applied music, music history and literature, or public school music (either vocal or instrumental). *Students beginning a major in music should be able to play piano accompaniments of moderate difficulty.*

**Theoretical Courses**

*101, 102. Sight-Singing and Ear-Training.* (2,2)
The singing and dictation of scales, intervals, triads, rhythmic patterns, and melodies. *Prerequisite, satisfying the requirements for taking piano for credit. Three periods a week.*

105; 106. **Introduction to Music.** (1;1)
A study of music as an art through its elements: rhythm, melody, form, harmony, and timbre. Increased listening perception in all types of music is the course goal, though the literature stressed is that of composers writing with an artistic intent. A survey of the various musical styles is made during the second semester. *The course is open to all students; no technical knowledge is required. Two periods a week.*

*205, 206. Elementary Harmony.* (2,2)
Written and keyboard harmony; harmonization of melodies and basses with principal and secondary triads and inversions, and dominant seventh chord and inversions. *This course must be taken concurrently with Music 207, 208.*

*207, 208. Sight-Singing and Ear-Training.* (2,2)
Advanced sight-singing and ear-dictation. *This course must be taken concurrently with Music 205, 206. Four periods a week.*

213. **Music of the Romantic Period.** (3)
A survey beginning with the compositions of Beethoven and progressing through the vocal, keyboard, chamber, and orchestral music of the nineteenth century, with emphasis on the aesthetic ideas which dominate and unify the period. *Prerequisite, Music 105; 106; or permission of the instructor. Alternates with Music 215. Offered in 1967-1968.*
A winter storm covers Ward Memorial Arch with snow.
214. Masters in Music. (3)
A study of one major composer's life and representative compositions. In 1967-1968, the subject will be Johannes Brahms. Prerequisite, Music 105; 106; or permission of the instructor. Alternates with Music 216. Offered in 1967-1968.

215. Twentieth Century Music. (3)
A study of the trends in music since 1900 with emphasis on the works of the most important composers and their followers. Prerequisite, Music 105; 106; or permission of the instructor. Alternates with Music 213. Not offered in 1967-1968.

216. Opera. (3)
A survey of opera, from its beginnings to our own day, viewed against its historical, literary, and cultural background. Prerequisite, Music 105; 106; or permission of the instructor. Alternates with Music 214. Not offered in 1967-1968.

307, 308. Advanced Harmony and Composition. (2,2)
Written and keyboard harmony; harmonization of melodies and basses; secondary seventh chords, diminished seventh chords, altered chords, and non-chordal tones; modulation and transposition; original composition in the simple forms for piano, voice, violin, and chorus.

309, 310. Form and Analysis. (2,2)
The study of harmonic and contrapuntal forms; formal and harmonic analysis of representative compositions in the different forms.

311. Counterpoint. (2)
The study of the combination of melodic lines in the Renaissance and Baroque styles; analysis, performance, and composition in the two-, three-, and four-part representative forms involving the typical devices.

312. Counterpoint. (2)

314. Orchestration. (2)

351; 352; 451; 452. Special Studies in Music. (1 to 3)
Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in music. Qualified students who are not candidates for such honors but who desire to take the course are also admitted.

400, 401. History of Music. (2,2)
Development of music from early civilizations to the present time; collateral readings; records and scores to illustrate the music of the different composers and periods. Three periods a week.
Advanced Analysis and Keyboard Harmony. (2,2)
Harmonic and formal analysis of sonatas and string quartets by Haydn, Mozart, and Beethoven; compositions of the romantic and modern schools; fugues from the Well-Tempered Clavier; modulation and transposition from passages in these compositions; original modulations. *Three periods a week.*

Applied Music

A minimum of sixteen semester hours is required for a major in piano, voice, organ, violin, or other instrument.

Instruction in applied music is given in half-hour private lessons. An extra tuition charge of $75.00 per semester is made for two private lessons a week, $40.00 per semester for one private lesson a week. Music majors are normally expected to take two private lessons a week.

Admission to these courses and the amount of credit which may be earned each semester will be determined by the department of music. Credits may be distributed in any division of applied music as follows:

First year: one semester hour each semester.
Second year: one or two semester hours each semester.
Third year: one to three semester hours each semester.
Fourth year: one to three semester hours each semester.

A student is expected to practice at least one hour a day for each semester hour of credit.

In order to rank as a senior majoring in a division of applied music, the student must have completed at least ten semester hours in that division by the end of the junior year. A public recital must be given in the senior year.

**Piano**

Students are accepted in all stages of proficiency, but in order to receive credit toward the degree, they must be sufficiently advanced to study Bach dance movements or two-part inventions and sonatinas or sonatas by Haydn, Mozart, or Beethoven.

Students majoring in piano are required to study, in the junior and senior years, the Bach Well-Tempered Clavichord and sonatas and pieces of corresponding grade by composers of the preclassic, classic, romantic, and modern schools.

Sixteen semester hours credit in piano are required for a piano major.

**Voice**

Students are accepted in all stages of proficiency, but in order to receive credit toward the degree they must be sufficiently advanced to read music of moderate difficulty.

Advanced interpretation of song literature in the fields of art song, oratorio, and opera is required in the senior year of students majoring in voice.

Sixteen semester hours credit in voice are required for a voice major. Students majoring in voice must be able to play piano accompaniments of moderate difficulty.

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Organ

Ability to play piano music of moderate difficulty is required of students who wish to receive instruction in organ.

Students majoring in organ are required to study, in the junior and senior years, important works of Bach, Franck, Mendelssohn, Widor, and modern composers.

Sixteen semester hours credit in organ are required for an organ major.

Violin

Students are accepted in all stages of proficiency, but in order to receive credit toward the degree they must be sufficiently advanced to study Progressive Violin Studies, Volume I, by Gruenberg, and sonatas and sonatinas by Haydn, Schubert, and Mozart.

Students majoring in violin are required to study, in the junior and senior years, sonatas by Beethoven and a concerto, sonatas, and pieces of corresponding grade by composers of the preclassical, classical, romantic, and modern schools.

Sixteen semester hours credit in violin are required for a violin major. Students majoring in violin must be able to play piano accompaniments of moderate difficulty.

Other Instruments

Students are accepted in all stages of proficiency for the study of woodwind and brass instruments as determined by the teaching staff.

Students majoring in these instruments are required to study advanced literature for the various instruments in the junior and senior years.

Sixteen semester hours credit in one instrument are required for a major.

Public School Music

A minimum of sixteen semester hours credit in applied music is required for a public school music major.

231. Brass Instruments. (1)
Instruction in and methods of teaching the various brass instruments.
Two periods a week.

232. String Instruments. (1)
Instruction in and methods of teaching the various string instruments.
Two periods a week.

321. Woodwind Instruments. (1)
Instruction in and methods of teaching the various woodwind instruments.
Two periods a week.

322. Percussion Instruments. (1)
Instruction in and methods of teaching the various percussion instruments.
Two periods a week.

331, 332. Teaching Vocal Music in the Junior High School. (1, 1)
A study of methods in teaching sight-reading and notation; voice hygiene and voice testing; vocal materials for the junior high school. This study is combined with teaching in the Westminster public schools. Two periods a week.
333-334. Methods of Teaching Piano. (1-1)
Methods of teaching piano to children and adults, with emphasis on teaching
beginners of all ages; a survey of suitable teaching materials for all grades,
including discussion of the technical and musical problems involved. Pre-
requisite, permission of the instructor. One class period and one period of
supervised teaching a week.

335, 336. Teaching Instrumental Music in the
Junior High School. (1,1)
A study of instrumental materials and procedures in the junior high school. Two
periods a week.

405. Instrumental Conducting. (1)
The development of an adequate baton technique and scorereading ability as
related to instrumental groups. Two periods a week.

406. Vocal Conducting. (1)
A continued development of conducting technique with emphasis on conduct-
ing without baton and special choral problems. Two periods a week.

431, 432. Teaching Vocal Music in the Senior High School. (1,1)
The methods of teaching various phases of vocal music in the senior high
school. Two periods a week.

433, 434. Teaching Instrumental Music in the
Senior High School. (1,1)
The methods of teaching various phases of instrumental music in the senior
high school. Two periods a week.

Musical Organizations
Membership in the college band, choir, glee clubs, or orchestra is not limited to
students majoring in music. Members of the choir or band who take the course in
participation, which consists of one half-period of class study and two periods of
practice each week, receive one semester hour of credit each semester. This credit may
not be applied toward a major, and a maximum of eight semester hours credit thus
earned may be applied toward the bachelor's degree.

Recitals
During the course of the year, formal recitals are given by the music faculty, the
students, and the musical organizations of the College. Informal recitals are given
weekly. There are also opportunities to hear concerts by visiting artists and organiza-
tions. Attendance at recitals is required of students taking applied music for degree
credit.

NON-WESTERN STUDIES (66)
Professor Holthaus; Associate Professor David

No major is offered in this field.

101; 102. Asian Civilization. (3;3)
A general introduction to Asian civilization. The first semester will focus
on China; the second semester, on India. Each semester deals with the
heritage from ancient times to the present and includes a study of the history,
religion, art, social conditions, politics and economics of the area.

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307. Religions of Mankind.
   See Religion 307.

310. Politics of Developing Areas.
   See Political Science 310.

324. Twentieth Century Asia.
   See History 324.

326. Economic Development.
   See Economics 326.

327. East Asian Philosophy.
   See Philosophy 327.

PHILOSOPHY AND RELIGION

Professor Holthaus; Associate Professor Crain; Assistant Professor Zepp

Students may plan their program for general liberal education, for graduate study, or for special objectives in religious work including the ministry, religious social work, foreign missionary service, and related fields.

A student may elect a major in philosophy, in religion, or in philosophy and religion. For the major in philosophy and religion, any two of the courses in the department marked with an asterisk are to be considered as introductory courses.

**Philosophy (69)**

*211; 211R. Problems of Philosophy. (3)
An introduction to the chief problems with which philosophy is concerned, and a study of some of these from the viewpoints of the leading modern schools of philosophical thought.

*212. History of Philosophy: Ancient and Medieval. (3)
An introduction to philosophy through a study of the systems of Greek and medieval philosophers beginning with Thales; special emphasis on Plato, Aristotle, and the Christian philosophers of the Middle Ages.

214. History of Philosophy: Modern. (3)
An introduction to modern philosophy through a study of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Schopenhauer, and others.

302. Contemporary Philosophy. (3)
Reading and discussion of major philosophies and dominant intellectual issues in the late nineteenth and twentieth centuries with considerable emphasis upon Ibero-American philosophy. Prerequisite, Philosophy 212 or 214 or the permission of the instructor. Offered in 1967-1968 and in alternate years.

303. Logic and Reflective Thinking. (3)
The general principles of inductive and deductive logic, and the use of these principles in the solution of problems in such fields as science, philosophy, and religion.
304. Great American Thinkers. (3)

305; 305R. Ethics. (3)
A study of the leading types of ethical theory, the origins of morality, and the principles involved in moral action.

308. Philosophy of Religion. (3)
An exposition of the chief points of view in the philosophy of religion which compete for acceptance among western students, with analysis of some of the major issues upon which they differ. Prerequisite, Philosophy 211, or the equivalent. Alternates with Philosophy 304. Offered in 1967-1968.

323. Social Philosophy. (3)

325. Aesthetics. (3)

327. East Asian Philosophy. (3)
A study of some of the Asian philosophies, including psychologies and systems of values. Offered in alternate years, not in 1967-1968.

Religion (84)

106. The Use of the Bible. (3)
Main ideas of the Bible and their application in present-day life. Passages will be studied from both the Old and the New Testaments. Not open to upperclass students, except by written permission of the Department.

*203. New Testament Literature. (3)
An introductory course treating the historical backgrounds and development of the Christian movement, the composition of its primary documents, with particular emphasis upon its religious ideas.

*204. Old Testament Literature. (3)
An introductory course treating the historical backgrounds and development of Hebraic religion, the composition of its primary documents, with particular emphasis upon its religious ideas.

301. Religion in America. (3)
Baker Memorial Chapel stands in the center of the campus.
307. Religions of Mankind. (3)

312. The Life and Teachings of Jesus. (3)
A consideration of the sources for the life of Jesus; the world in which he lived; his religious and ethical teachings; his mission and its significance for Christian faith. Not offered in 1967-1968.

314. Studies in the History of Christian Thought. (3)

315. Christian Ethics. (3)
A course which deals primarily with the Christian and the crises of life, both personal and social, and with such problems as guilt, vocation, marriage, war, death, suffering, etc. Not offered in 1967-1968.

317. Studies in Contemporary Religious Thought. (3)

321. Introduction to Christian Thought. (3)
A study of the Christian point of view concerning God, man, evil and suffering, the Incarnation and Atonement, the Church and sacraments, history, and the Kingdom of God. Alternates with Religion 317. Offered in 1967-1968.

351; 352; 451; 452. Special Studies in Philosophy and Religion. (1 to 3)
Directed study planned and conducted with reference to the needs of students who are candidates for departmental honors. Qualified students who are not candidates for such honors are admitted with the consent of the department.

PHYSICAL EDUCATION (72)

Associate Professor Clower; Assistant Professors Ronald Jones, Weyers, and Wood; Mr. Case, Mr. Hitchcock, Miss Laidlaw

Emphasis in this department is upon preparation of the student for teaching physical education in the secondary school and for graduate study in the areas of health education, physical education, recreation, rehabilitation, and physical therapy.

The College accepts no financial responsibility for injuries resulting from participation in physical education activities.

The basic college requirement is four semester hours of activity. These credits may be chosen from the courses listed in this classification. Each course meets two periods a week.

*101; 102; 103; 104; 115. Physical Education Activity. (1;1;1;1;1) Instruction in a wide variety of individual and team activities. The student must choose two of the activities listed below for each semester hour of credit; he may not receive credit twice for the same activity.

I. Archery
II. Badminton

III. Field Hockey (women only)
IV. Basketball-Volleyball

V. Tennis
VI. Body Mechanics

VII. Golf
VIII. Bowling

IX. Football-Rugby (men only)
X. Fencing

XI. Soccer-Speedball
XII. Skiing

XIII. Riding
XIV. Squash-Handball

XV. Lacrosse
XVI. Judo

XVII. Track and Field
XVIII. Wrestling (men only)

XIX. Softball (women only)

*105; 105R. Gymnastics. (1)

*106; 106R. Recreational Activities. (1)

*107; 107R. Folk, Square, Social Dance. (1)

108; 108R. Contemporary Dance. (1)

109; 109R. Swimming. (1)

110; 110R. Advanced Water Activities. (1)

111; 111R. Outdoor Activities. (1)

113; 113R. Personal Health Education. (1) Consideration of factors for protecting and improving the health of the individual through the development of desirable health knowledge, attitudes, and practices. Required of all students who do not secure a satisfactory score on the qualifying examination.

122. Dance Theory and Composition. (2) A study of the history of dance from primitive to present times. Theories of dance from the beginning of theatrical dance through the present, contemporary dance composition with emphasis on the development of the creative aspect of movement, and the relation of the rhythmical and musical bases of dance to the elements of art and drama in dance structure are considered. Prerequisite, Physical Education 108. Three periods a week.

*207. History and Principles of Physical Education. (3) The historical and philosophical development of physical education from early civilization to the present; examination of the purposes, scope, and interrelationships of physical education, health education, and recreation, and their application to the total educational program are stressed.
214. School and Community Health. (3)
Principles and problems in maintenance and improvement of school and community health.

217. Adapted Physical Education. (2)
Organization of adapted and modified programs for atypical and handicapped children. General and special corrective movements, techniques of appraisal and correction of postural deviations and foot disabilities are considered. Alternates with Physical Education 219. Not offered in 1967-1968.

219. Prevention and Care of Injuries. (2)

241. Sports Coaching. (3)
The theory of coaching, officiating, and administering interscholastic football and soccer programs; teaching of fundamentals and team play; philosophy and psychology of coaching. Students are required to engage in extensive field work.

242. Sports Coaching. (3)
The theory of coaching, officiating, and administering interscholastic basketball, track, and baseball programs. Students are required to engage in extensive field work.

243. Team Sports for Women. (3)
The theory and practice of teaching and officiating in field hockey and basketball; analysis of techniques, rules, methods of instruction, drills, and team play. Students are required to engage in extensive field work.

244. Team Sports for Women. (3)
The theory and practice of teaching and officiating in volleyball, softball, and track; analysis of techniques, rules, methods of instruction, drills, and team play. Students are required to engage in extensive field work.

304. Kinesiology and Applied Physiology. (3)
A study of the physiological changes in the human organism as a result of exercise; anatomical and mechanical analysis of efficient body movement. Prerequisite, Biology 311; Biology 324 must be taken concurrently.

348. The Teaching of Physical Education. (2)
Analysis of the physical education program in the secondary school; selection of activities, study of teaching methods and materials; program planning, time allotment, class organization, and evaluation. Three periods a week.

351; 352; 451; 452. Special Studies in Physical Education. (1 to 3)
Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in physical education. Qualified students who are not candidates for such honors but who desire to undertake special work in the department may also be admitted.
403. Organization and Administration of Physical Education. (3)
The administration of physical education in high schools including the organization of class, intramural, and interscholastic programs. Program objectives, scheduling, equipment, facilities, policies, and other administrative procedures are stressed.

411. Measurement in Physical Education. (3)
Fundamental theory and principles of measurement in physical education including tests for classification, neuromuscular proficiency, fitness, vital capacity, and knowledge; essential procedures used in evaluating tests and interpreting their results by fundamental statistical procedures.

PHYSICAL SCIENCE
See General Science.

PHYSICS (75)
Professor Achor; Mr. Edmund Makosky, Mr. Smith*

The graduating physics major finds many openings in government and industry, or, with supporting courses in education, in high school teaching. However, graduates with an average of B or better in physics and mathematics courses may continue to graduate study at a university where they can obtain a graduate fellowship or assistantship and be entirely self-supporting while studying for the degree of master or doctor to qualify for college teaching, and for superior positions in government or industry. Some physics majors take graduate study in engineering. A master's degree in engineering, obtainable in one and one-half or two years on an assistantship, commands a better position than does the bachelor's degree of the ordinary engineering school graduate.

Physics 101, 102 is a prerequisite to all other courses in the department.

*101, 102. General Physics. (4,4)
An introduction to the fundamental laws, concepts, and theories of physics. The first semester treats classical physics; the second semester completes the study of classical physics, with the greater portion of the semester devoted to relativity and quantum physics. Prerequisites, for the non-calculus section—high school algebra, geometry, and trigonometry; for the calculus section—Mathematics 202, or the equivalent. Three class periods and one three-hour laboratory period a week.

205. Relativity. (1)
Fundamental concepts and results of special relativity, together with a brief introduction to general relativity. Prerequisite, Mathematics 202.

207. Particles and Structure. (4)
Properties of electrons, nucleons, and other fundamental particles. Elementary quantum mechanics is developed and used in the study of atoms, molecules, solids, and nuclei. Prerequisite, Mathematics 301. Three class periods and one three-hour laboratory period a week. Not offered in 1967-1968.

208. **Electronics.** (4)
Physical electronics of vacuum tubes and semiconductor devices, electronic circuits and circuit theory. *Prerequisite, Mathematics 301. Three class periods and one three-hour laboratory period a week.*

209. **Optics and Waves.** (4)
Geometrical and physical optics, with emphasis upon the latter; study of wave phenomena such as polarization, interference, diffraction, and scattering; comparison of electromagnetic and mechanical waves. *Prerequisite, Mathematics 301. Three class periods and one three-hour laboratory period a week.* *Not offered in 1967-1968.*

210. **Heat and Statistical Physics.** (4)
Thermodynamics, kinetic theory, and statistical mechanics. *Prerequisite, Mathematics 301. Three class periods and one three-hour laboratory period a week.*

303, 304. **Electricity and Magnetism.** (4,4)
Electrostatics, magnetostatics, electromagnetism, dielectric and magnetic materials, Maxwell’s equations, electromagnetic radiation. *Prerequisite, Mathematics 302. Three class periods and one three-hour laboratory period a week.*

313, 314. **Mechanics.** (4,3)
Dynamics and statics, motion of particles and rigid bodies, classical relativity, Lagrangian and Hamiltonian formulations, small oscillations. *Prerequisite, Mathematics 302. Three class periods and one three-hour laboratory period a week, first semester; three class periods a week, second semester.* *Not offered in 1967-1968.*

351; 352; 451; 452. **Special Studies in Physics.** (1 to 3)
Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in physics. Qualified students who are not candidates for such honors but who desire to take the course are also admitted.

402. **Introductory Quantum Mechanics.** (3)
Origins of quantum theory, the Schrödinger equation, physical meaning of quantum mechanics, solutions of one- and three-dimensional problems. *Prerequisites, Mathematics 401, Physics 205, 303, 313.*

**POLITICAL SCIENCE (78)**

See History and Political Science.

**PREMEDICAL COURSE**

See page 51.
A quiet corner of the library is used for study and research.
This department seeks to promote knowledge of the basic facts and principles of human experience and behavior by introducing the student majoring in psychology to a scientific attitude and a humanistic appreciation of the complexity of personality. Students planning a career in any area of psychology should expect to spend at least a year in postgraduate study.

*Psychology 203 is a prerequisite to all other courses in psychology.*

*203; 203R. General Psychology.*
An introductory course designed to develop an understanding of the basic principles governing human behavior. Emphasis is on the scientific method of studying behavior. Intelligence, motivation, emotion, perception, learning, personality, and social factors that influence the individual are among the topics considered.

*210. Theories of Personality.*
A study of the major contemporary approaches to personality theory, including relevant research and overall evaluation.

*212. General Experimental Psychology.*
An introductory treatment of the data and methods of experimental psychology. Topics include sensation, perception, learning, memory, feeling, and emotion. The laboratory is designed to acquaint students with procedures, techniques, and pieces of apparatus utilized in psychological investigations. *Prerequisite, Statistics 215. Two class periods and one three-hour laboratory period a week.*

*301. Social Psychology.*
Analysis of the behavior of the individual as a member of social groups. Included are topics such as motivation, beliefs, attitudes, prejudice, propaganda, group dynamics, and social problems.

*302. Psychological Measurement and Assessment, I.*
An introductory course in testing; a study of the construction, administration, interpretation, and use of tests of intelligence, aptitude, interests, and personality. *Prerequisites, six semester hours of psychology, Statistics 215 or the permission of the instructor. Four periods of class and laboratory work a week.*

*305. Psychology of Learning.*
Methods of investigation and recent experimental findings concerning both animal and human learning. *Prerequisite, Psychology 212.*

*309. Psychology of Abnormal Behavior.*
The incidence, causes, treatment, and prevention of the disordered personality. This course may be elected separately, although it is designed as a continuation of Psychology 210. *Prerequisite, at least six semester hours of psychology.*

312. **Systematic Psychology.** (3)
Antecedents and developmental trends culminating in contemporary psychology; life and works of several eminent psychologists; critical appraisal of contemporary systems and trends. Prerequisite, twelve semester hours of psychology or permission of the instructor.

317; 317R. **Psychology of Human Development, I.** (3)
Critical survey of research problems and theories pertaining to child and adolescent behavior; review and application of principles of learning. *Three class periods a week and directed observation in the field.*

319. **Psychology of Human Development, II.** (3)
Critical survey of research problems and theories pertaining to adulthood and aging with particular focus on middle age; discussion of intergenerational conflicts. Prerequisite, six semester hours of psychology.

351; 352; 451; 452. **Special Studies in Psychology.** (1 to 3)
Directed individual study; open to advanced students in psychology who are candidates for departmental honors in psychology. Other qualified students may be admitted with the consent of the department.

403. **Psychological Measurement and Assessment, II.** (3)
Critical study of the principles of measurement and assessment; application and integration of educational and clinical test data; the use of assessment in counseling. Prerequisites, twelve semester hours of psychology, including Psychology 302. *Three class periods a week and supervised practicum.*

404. **Therapeutic Psychology.** (3)
Basic principles, techniques, and theories of counseling; introductory level of analysis, evaluation, and practice in procedures. This course is designed for students entering such fields as psychology, teaching, social work, and the ministry. Prerequisite, nine semester hours of psychology.

**RELIGION (84)**
See Philosophy and Religion.

**RUSSIAN (87)**
See Modern Languages.

**SOCIOMETRY (90)**
Professor Earp; Associate Professors Griswold and James; Mr. Grier

Students majoring in sociology may prepare themselves for graduate study in community planning, liberal arts, social work, or theology. Many students go directly into various fields of social work.

*Sociology 101 is a prerequisite to all other courses in sociology except 303.*

*101; 101R. **Introductory Sociology.** (3)
A general course dealing with man's cultural heritage, man's social nature, forms of collective behavior, community and social organization, social interaction, and social change.*
106. Social Problems. (3)
The study of a limited number of social problems such as old age, physical and mental deficiency, drug addiction, alcoholism, unemployment, poverty, sickness, domestic discord, population, minorities, revolution, war.

202. The Family. (3)
The study of the present-day American family and marriage relationships: mate selection, husband-wife relationships, parent-child relationships, family disorganization, and the family budget.

205. Criminology. (3)
The study of the causes, incidence, treatment, and prevention of crime and delinquency.

210. Population. (3)
The study of the composition, growth, distribution, and changes in population of the United States and other areas of the world.

301. Social Psychology.
See Psychology 301.

303. Cultural Anthropology. (3)
The study of man’s culture, with material drawn from both primitive and complex societies.

306. The Sociology of the Community. (3)
A study of the community as a social system; community organization; community planning; other selected aspects of community life, including the fusion of rural and urban patterns.

312. Social Change. (3)
A study of the variations or modifications taking place in any aspects of the social process, social structure, or society. It includes theories of change as well as a study of causal factors.

323. Social Philosophy.
See Philosophy 323.

351. Methods of Social Research. (3)
The application of the basic techniques of social research to the study of various sociological problems and concepts. This course is required of all junior sociology majors.

352; 451; 452. Special Studies in Sociology. (3;3;3)
Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in sociology. Qualified students who are not candidates for such honors but who desire to undertake special work in the department are also admitted.

401. Introduction to Social Work. (3)
A study of the development and organization of public and private agencies in the fields of social welfare. Prerequisite, twelve semester hours of sociology.
402. **Introduction to Social Case Work.**

The study of the theory and application of the principles underlying social investigation and treatment in the fields of public and private welfare. *Prerequisite, Sociology 401.*

403. **The Development of Sociological Theory.**

The development of social theory with major emphasis on the contribution of the eighteenth and nineteenth centuries to the understanding of current concepts and systems of sociological thought. *Prerequisite, twelve semester hours of sociology.*

**SPANISH (93)**

See Modern Languages.

**STATISTICS (96)**

Assistant Professor Mach

No major is offered in this field.

215. **Elementary Statistics for Social Science.**

Basic statistical principles and techniques; tabular and pictorial representation, measures of central tendency and dispersion, probability, index numbers, time series, trends, extrapolation, seasonal variation, simple correlation. Examples are used from all of the social sciences. *Two class periods and one one-hour laboratory period a week.*

216. **Statistical Methods.**

Specific problems in statistics such as multiple correlation, linear programming, quality control, chi-square, queuing theory. *Two class periods and one one-hour laboratory period a week.*
College Procedures
Western Maryland is a friendly college: something called the "Hi" tradition is in operation here. With the excitement of intellectual endeavor, students retain enriching aspects of social and spiritual activity.

As an institution related to The Methodist Church, Western Maryland has as one of its objectives the encouragement of spiritual interests within the college community. Students are urged to attend the local churches of their choice and attendance is required at one-half of the College Chapel services on Sunday evening. This policy stems from the belief that corporate worship is an integral part of Western Maryland's common life as an institution of higher learning.

The College admires students who have acquired control and discipline in their personal behavior and there is a Western Maryland tradition the College assumes all persons enrolling will observe. This is the policy which prohibits possessing or using alcoholic beverages on the campus or being under their influence at any time.

Another assumption made by Western Maryland is that persons who enroll do so out of a sincere desire for intellectual development. For this reason, there is no "cut system". Since honor and responsibility are an important ingredient of education, students also observe the Honor System with regard to academic matters.

The combination of warmth and hospitality, with attention to certain spiritual and social aspects of life, and intellectual excitement undergirded by an honor system creates the Western Maryland atmosphere. Those students who fully understand and appreciate this will enjoy their stay at Western Maryland and profit from it.

Admissions

Requirements

Secondary School Credits: Western Maryland is a liberal arts college and it is essential for the admissions committee to evaluate the total academic program of the student. Sixteen high school units of work are normally considered to be a minimum preparation for college, and students capable of carrying heavier academic loads, or enriched and accelerated courses, are strongly encouraged to do so. It is recommended that the high school program include as a minimum four years of English, three years of social studies, three years of one foreign language (preferred, though not essential), two years of work in laboratory sciences (biology and chemistry), and three years of mathematics. Additional studies should be selected on the basis of the abilities and interests of the particular student.

Examinations: All candidates for admission to Western Maryland should plan to take the Scholastic Aptitude Test (Verbal and Mathematical Sections), given by the College Entrance Examination Board. Since a large
Those applicants who come to the campus are interviewed by the admissions counselor or his assistants.

Portion of each entering class is accepted early in the student’s senior year, and it is recommended that this morning test be taken at the end of the applicant’s junior year. Students not taking the test until December of the senior year are sometimes at a disadvantage in trying to gain admission, and this is particularly true for women applicants. For additional information related to the dates when these tests will be administered, the student should consult the high school counselor or write to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

Campus Visits and Personal Interviews: Prospective students and their parents are encouraged to visit the Western Maryland campus, preferably while the College is in session. Personal interviews, although not required of all students, are desirable. These conferences may be scheduled by writing to the Admissions Office or phoning Tilden 8-7000. Appointments for personal interviews are available Monday through Friday from 9:00 a.m. until 3:30 p.m., and on Saturday from 9:00 a.m. until 12:00. It should be noted that the Admissions Office is closed during certain holiday seasons.

PROCEDURES

Making Application: Secondary school students desiring admission to the College are urged to make application immediately following their junior year. All other candidates for admission are likewise urged to make ap-
plication well in advance of the date of desired entrance. Students may begin at Western Maryland either in September (first semester) or February (second semester) or June (summer session). No application should be submitted later than one month prior to the desired date of entry. A $10.00 non-refundable application fee is charged to help defray the cost of processing the application. Application forms, leaflets, and catalogues may be obtained by writing to the Admissions Office.

Committee Decision: Western Maryland employs an early acceptance type of program in admissions designed to eliminate many of the pressures associated with college entrance. Early acceptance benefits the student by reducing the need for multiple applications. It also benefits the College by producing capable students who possess a sincere loyalty to Western Maryland.

The Admissions Committee, consisting of the Admissions Office staff and faculty members, measures the academic success of each applicant in terms of the following: 1) subjects and grades (special consideration is given to accelerated and enriched courses), 2) rank in the graduating class, 3) aptitude and achievement test results, 4) personality ratings, and 5) the recommendation and evaluation by the principal or counselor. The level of academic competition found within the particular secondary school attended by the applicant is also a major factor in the committee's careful evaluation.

In addition to these factors, the committee gives consideration to the Personal Information Form as completed by the applicant. Neatness and verbal expression are noted, especially on the student essay sheet, and attention is also given to the student's interests and participation in clubs and activities of a non-academic nature.

Acceptance: Female applicants are notified of Admissions Committee decisions in November and January. The fact that 50-70% of available space for women is awarded in November stresses the desirability of women's taking the junior year College Board Examination (SAT).

Male applicants are notified of Admissions Committee decisions within three weeks of the date the application is completed. Some 50-60% of the available space for men is awarded in November and December. The remaining spaces are awarded through late February or early March, at which time the male enrollment is usually closed.

All decisions will be mailed to both the student and the high school. Date of committee action is determined by the date on which the student's application is completed. An acceptance letter to the student contains a contract which must be signed and returned to the Admissions Office within four weeks of the date of acceptance. A payment of $65 is also made at this time to confirm the student's sincere desire to attend. A portion of this amount, ($50) termed a room deposit, can be reclaimed until April 1. It should be noted that all students seeking entrance to the College must be accepted by the Committee on Admissions and Standards. This regulation applies not only to new applicants but also to former Western Maryland students, whatever their reason for withdrawal.
**Housing Assignments:** Students in all categories take their meals in the College dining room. Women—Priority in housing accommodations is awarded in the order of receipt of the completed contract and room deposit. Assignments are made in the following order: 1) college residence halls; 2) college-owned and supervised houses; and 3) college-approved rooms in private homes near the campus.

Men—Students not commuting from the homes of their parents are required to reside in college-owned housing. Priority in housing assignments is awarded to students who have submitted the completed room contract and room deposit by March 1. Applications received after March 1 are assigned to available residence hall space in order of receipt of contract and room deposit. Should the demand for accommodations in college residence halls exceed the available spaces, assignments will be made in the following order: 1) to college-owned and supervised houses; 2) to three-student rooms in college residence halls; and 3) to college-approved rooms in private homes near the campus.

**ORIENTATION**

During the summer after admission has been completed, the student is asked to read a limited number of master works relating to one of the major issues of the day. Discussion among members of the faculty and incoming students of these works as they underline the topic is part of campus orientation. This period of several days in the latter part of September is attended by all entering freshmen and transfer students. They participate in a testing program, attend counseling sessions with their faculty advisors, register for classes, and become socially acquainted with their classmates. This type of program has been found most helpful to new entering students, especially to those facing the major transition from high school to college.

**ADVANCED PLACEMENT**

Decisions pertaining to advanced placement in specific academic areas are based upon a study of the student's high school program. Although achievement tests of the College Entrance Examination Board are not required, it is felt that they often assist us in determining placement, especially when combined with SAT scores and results of tests administered during the orientation program.

Students who have carried college level work in high school are encouraged to take the appropriate Advanced Placement Examination(s) of the C.E.E.B. and satisfactory scores on such tests will enable students to receive college credit toward graduation in addition to advanced placement.

**TRANSFER STUDENTS**

A student will be considered for transfer from another accredited college only if he can furnish a statement of honorable dismissal and a transcript
of a satisfactory record from that institution. The last thirty hours, exclusive of senior education courses, must be taken in residence at Western Maryland College. Courses which compare to the offerings of Western Maryland are transferable provided the grades received are above the lowest passing grade of the institution formerly attended.

STUDENT AID

Students who are accepted by the Committee on Admissions and Standards and who cannot attend Western Maryland without financial aid may be eligible for assistance through scholarships, self-help positions, or the loan funds. Financial aid applications are available at the Admissions Office and the completed Confidential Statement should be returned to the College by the middle of February. Committee action on all such requests is normally taken in early March. Since the aid offered by the College is limited, each student is urged to contact the high school counselor regarding state and local sources of aid.

College Scholarships and Special Grants: A number of scholarships and special grants, valued from $100 to $1600 per year, are awarded annually
to worthy students. Included in this category are Freshman Scholarships (see campus employment) and National Methodist Scholarships.

The National Methodist Scholarships have an annual value of $500 and may be held for a period of two years. The recipient must be an active Methodist, show a financial need, and demonstrate the characteristics of leadership and academic excellence.

Student Loan Grants: The Federal Loan Fund, established by the National Defense Education Act of 1958, enables the College to assist many needy students. The typical student loan grant is in the range of $300 to $500, and no annual grant can exceed $1000. The 3% interest rate does not begin until one year after the student terminates his higher education, and a special reduction clause enables prospective teachers to cancel up to 50% of the amount borrowed.

Other loan grants are available through the College Loan Program and the Methodist Student Loan Program.

Campus Employment: There are a number of self-help positions on the campus whereby a student can earn up to three or four hundred dollars annually. On the theory that freshman students should be free to give full time to academic and extra-curricular activities, these positions are reserved for upper-classmen. To those freshman students, however, who find it necessary to have help of this sort, the College awards Freshman Scholarships for the first year only, which give the student an outright grant equivalent to what he might earn in subsequent years.

State Scholarships for Maryland Residents: All scholarships listed below require the student to take a competitive examination in the local high school or nearest testing center. The Maryland Scholarship examination is administered each year on the Saturday prior to Thanksgiving, and students should indicate their interest in any or all of these scholarships at that time. It should be understood that recipients of these scholarships must gain admission to the College through positive action of the admissions committee, and campus housing can be assured only by applying early in the senior year.

a. Senatorial Scholarship Appointments: An act of the General Assembly of Maryland enables the college to furnish one full scholarship covering room, board, and tuition charges, and two tuition scholarships to each county of Maryland and each legislative district of Baltimore City. Holders of the full scholarship are obligated to teach school in the State for a period of two years, but tuition scholarship holders do not have this commitment. Interested students should check with the Admissions Office to determine which of these scholarships are to be vacant, and the local state senator could also be contacted.

b. Teacher Education Scholarships: The State awards annually approximately one hundred and fifty Teacher Education Scholarships
President Ensor presents a diploma during graduation ceremonies.
worth $500.00 each. Recipients may choose to attend any of several private colleges of which Western Maryland College is one. Students holding these scholarships undertake the same obligations as those holding the full scholarships described in the previous paragraph. Appointment to these scholarships will be made by the State Scholarship Board and will be based upon the results of the above-mentioned competitive examination. Information and application blanks are available from high school principals or from the State Scholarship Board.

c. General State Tuition Scholarships: The State awards approximately one hundred and fifty of these scholarships annually, based on the results of the above-mentioned examination. These awards are good for four years, $500.00 per year, and can be used toward tuition expenses at any Maryland college. This award does not require the recipient to enter the teaching profession as do the two types of scholarship listed above; however, the student must possess a financial need.

**Expenses**

Western Maryland College has always attempted to keep its fees within the reach of those students coming from families with moderate incomes, so that its educational program will not be restricted to the wealthy. In these days of increasing price and wage levels such a policy has been extremely difficult, and the following charges, which are less than those of many independent colleges of like calibre, are made possible, without impairing the quality of the college program, only because of the liberal support of the Methodist Church, contributions from business and industry, and the generous help of many of our alumni and friends.

The tuition charge for a full-time student is $650 per semester. Students carrying less than 12 semester hours are not considered full-time students and are charged $45 per semester hour. Board and room charges are $425 for a semester. (The College reserves the right to increase the amount for board if food costs rise.) An extra tuition charge is made for certain courses in education where there is individual instruction, and for private instruction in voice, piano, organ, violin, and other instruments. These fees are listed under the course descriptions.

An activities fee of $50 is payable annually. A health fee of $15 is required annually of all boarding students entitling them to the services of the nurse and the use of the infirmary up to seven days. A charge of $1.50 per day is made for use of the infirmary in excess of seven days.

The following miscellaneous fees are charged:

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Guidance Service (optional)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Late Registration</td>
<td>2.00</td>
</tr>
<tr>
<td>Diploma and Graduation</td>
<td>2.00</td>
</tr>
<tr>
<td>Transcripts of Record (each)</td>
<td>1.00</td>
</tr>
</tbody>
</table>

(a student is entitled to one transcript without charge)
The regular college year consists of two semesters; it is assumed that a student will not withdraw from the College during a semester. In the event that such a withdrawal is necessary, refunds for tuition, fees, and room will not be allowed.

A pro-rata refund will be made for board in the case of students absent from college for a continuous period in excess of three weeks. Bills are due when presented, and students will not be admitted to class, advanced from one class to another, nor be graduated until accounts are settled in full.

Total charges for all necessary college expenses (including textbooks, which may be purchased at the College bookstore) are approximately $2,300.00 for the regular college year.

MONTHLY PAYMENTS

The College is not in a position to extend credit under any circumstances. However, several plans are made available for those parents who prefer to pay tuition and other fees on a monthly installment basis.

Information concerning these plans may be obtained from the Office of the Treasurer, or by writing directly to them as follows:

Richard C. Knight
Insurance Agency, Inc.
Insured Tuition Payment Plan
6 St. James Avenue
Boston, Massachusetts 02116

(The above is a prepaid plan which can be used without incurring debt if a parent starts a program as soon as he has learned that the student has been accepted at the College.)

or

ETCO College Tuition Plan
Consumer Credit Department
The Equitable Trust Company
20 East North Avenue
Baltimore, Maryland 21202

(This is a loan plan providing various repayment periods at reasonable cost for parents who desire to pay by monthly installments.)

Both of the plans mentioned above provide life insurance protection which pays the amount borrowed in full in the event of the death of the sponsor.

The College does not have a financial interest in either of the plans. They are optional and are offered solely as a convenience to the parent.
College Organization
Board of Trustees

*William C. Scott ........................................... Baltimore, Md. 1922
Robert J. Gill, LL.B., LL.D., ('10) ......................... Baltimore, Md. 1925
John N. Link, S.T.D., ('25) .................................. Rehoboth Beach, Del. 1929
Miriam Baynes Matthews, Emeritus, ('98) .................. Gaithersburg, Md. 1939
J. Leas Green, D.D., ('16) ................................... Baltimore, Md. 1940
Dorothy McDaniel Herr, ('18) ............................... Westminster, Md. 1945
W. Lloyd Fisher, D.B.A. ...................................... Baltimore, Md. 1946
J. Earl Cummings, D.D., ('25) ................................. Wilmington, Del. 1947
E. Cranston Riggin, D.D. ...................................... Baltimore, Md. 1948
Charles E. Moylan, LL.B., LL.D., ('17) ..................... Baltimore, Md. 1948
D. Carlisle MacLea, ('22) ..................................... Baltimore, Md. 1949
William R. Winslow, Emeritus ............................... Washington, D.C. 1950
Hilda Long Adkins, ('22) ..................................... Salisbury, Md. 1951
G. Russell Benson ............................................. Westminster, Md. 1951
E. McClure Rouzer, LL.B., LL.D., ('07) ...................... Baltimore, Md. 1952
O. Bryan Langrall, D.D., ('21) ............................... Baltimore, Md. 1953
John M. Clayton, Jr., ('21) .................................. Baltimore, Md. 1953
John A. Trader, D.D., ('20) .................................. Dover, Del. 1955
Eugene C. Woodward, D.D., ('28) ............................. Glyndon, Md. 1956
John Bayley Jones, D.D., ('41) ............................... Towson, Md. 1958
George A. Meyls, Jr., ('22) .................................. Baltimore, Md. 1958
F. Kale Mathias, ('35) ........................................ Westminster, Md. 1958
Joshua W. Miles, LL.B., ('18) ................................. Baltimore, Md. 1959
E. Dale Adkins, Jr., LL.B. .................................... Salisbury, Md. 1959
Allan W. Mund .................................................. Baltimore, Md. 1960

Clarence L. Fossett, D.D. ................................... Baltimore, Md. 1960
Austin E. Penn, LL.B. ......................................... Baltimore, Md. 1961
Charles A. Stewart, ('26) ..................................... Plandome, N.Y. 1961
Frederick C. Malkus, Jr., LL.B., ('34) ....................... Cambridge, Md. 1962
William E. Firth, B.D. ........................................ Baltimore, Md. 1962
Wilson K. Barnes, LL.B., D.C.L., ('28) ...................... Baltimore, Md. 1963
Scott S. Bair ................................................... Westminster, Md. 1964
Arthur G. Broll, ('29) ........................................ Atlantic City, N.J. 1965
Robert D. Faw, ('41) .......................................... Salisbury, Md. 1966

*Deceased
OFFICERS OF THE BOARD

Chairman: Mr. Gill; Vice-Chairman: Mr. Miles; Secretary: Mr. Ensor; Treasurer: Mr. Schaeffer.

Executive Committee: Mr. Gill, Bishop Straughn, Messrs. Fisher, Green, MacLea, Mathias, Miles; Alumni Visitor, Mr. Bell.

Finance Committee: Messrs. Rouzer, Fisher, Mudd, Penn, Stewart, Bair; Alumni Visitor, Mr. Scott.

Committee on Degrees and Curriculum: Messrs. Ensor, Langrall, Green, Mrs. Herr, Mr. Clayton; Alumni Visitor, Mr. Preston.

Buildings and Grounds Committee: Messrs. MacLea, Benson, Mathias, Darner, Fossett; Alumni Visitor, Mr. Dyke.

Nominating Committee: Messrs. Miles, Riggin, Link, Moylan, Mrs. Adkins, Mr. Meyls.

ALUMNI VISITORS TO THE BOARD

Ex-officio

Wilmer V. Bell, ('30) President, Alumni Association ... Baltimore, Md.
Philip E. Uhrig, ('52) Alumni Secretary .............. Westminster, Md.

Term expires June, 1967

Sue Cockey Kiefer, ('33) ........................................ Baltimore, Md.
C. Frasier Scott, ('43) ........................................ Bethesda, Md.

Term expires June, 1968

Julian L. Dyke, Jr., ('50) ................................. Westminster, Md.
Wilbur D. Preston, Jr., ('46) .............................. Baltimore, Md.

Term expires June, 1969

Homer C. Earl, ('50) ........................................ Westminster, Md.
John F. Silber, Jr., ('50) ................................. Lutherville, Md.
Albert Norman Ward Hall borders one side of the men's quadrangle.
Administrative Staff

LOWELL SKINNER ENSOR, A.B., B.D., D.D., L.H.D., LL.D., President
JOHN DONALD MAKOSKY, A.B., A.M., Ed.D., Dean of the Faculty
PHILIP BLETTNER SCHAFFER, A.B., Treasurer and Business Manager
JOSEPH RAYMOND BAILER, B.S., A.M., Ph.D., Director of the Graduate Program
JAMES EDWIN ROBINSON, Jr., A.B., A.M., Dean of Students
ELIZABETH LAILDLOW, B.S., A.M., Dean of Women
IRA GILBERT ZEPP, Jr., A.B., B.D., Dean of the Chapel
WILLIAM ROBBINS RIDINGTON, A.B., A.M., Ph.D., Counselor of Guidance and Testing
WILLIAM GENE MILLER, A.B., S.T.B., Ph.D., Coordinator, Counseling and Testing Services
MARTHA ELIZA MANAHAN, A.B., Registrar, Emeritus
CORA VIRGINIA PERRY, A.B., M.L.A., Registrar
MARJORIE LITTLE SPANGLER, A.B., Assistant Registrar
PHILIP ELWOOD UHRIG, A.B., Ed.M., Director of Alumni Affairs
NANCY LEE WINKELMAN, A.B., Director of Publications and Publicity
ALFRED VANALLAN CLARK, B.A.E., Ed.M., Assistant to the President for Development
HARRY KENNETH SHOOK, A.B., A.M., Admissions Counselor
CALVIN WRAY MOWBRAY, A.B., Assistant Admissions Counselor
MARTIN GROSS, M.D., Consulting Psychiatrist
DONALD ADAIR GUTHRIE, A.B., Manager of the Bookstore
HARRIETTA PARRISH SCOTT, Director, Blanche Ward Hall
FRANCES RATH FREY, Director, McDaniel Hall
BYRON EDWARD RICE, Steward
ALBERT HARGREAVES JENKINS, Assistant Steward
EUGENE WILLIS, A.B., Director of Physical Plant
PRESTON STREVIG YINGLING, Superintendent of Buildings and Grounds
MARY VIRGINIA STONER, R.N., Nurse in Charge
RICHARD EDWARD ALBERT, Jr., A.B., M.S., Supervisor of Data Processing Center
HELEN OHLER, Secretary to the President
MARY ROHRER SHOEMAKER, Cashier
Faculty

The date in brackets following the listing of each person is the date of first appointment in the College.

LOWELL SKINNER ENSOR, President
A.B., Johns Hopkins University; B.D., Drew University; D.D., Western Maryland College; L.H.D., University of Maryland; LL.D., The American University. [1947]

MAUDE GESNER, Professor of Music, Emeritus [1917]

DEAN WHITE HENDRICKSON, A.B., A.M., Associate Professor of English, Emeritus [1925]

CARL LAWYER SCHAFFER, A.B., B.S.E., Treasurer, Emeritus [1919]

MINNIE MARSDEN WARD, A.B., A.M., Librarian, Emeritus [1924]

HUGH LATIMER ELDREDICE, JR., A.B., A.M., Assistant Professor of Chemistry, Emeritus [1929]

OLIVE RUTH RUSSELL, A.B., Ph.D., Professor of Psychology, Emeritus [1949]

MATIE PARKER, B.S., A.M., Associate Professor of Physical Education, Emeritus [1929]

DAISY WINNIFRED SMITH, B.S., A.M., Professor of Home Economics, Emeritus [1938]

HELEN ELIZABETH GRAY, B.S., M.S., Associate Professor of Home Economics, Emeritus [1938]

FRANK BENJAMIN HURT, A.B., A.M., Associate Professor of Political Science, Emeritus [1960]

JOSEPH WILLIAM HENDREN, A.B., A.M., Ph.D., Professor of English, Emeritus [1947]

SAMUEL BIGGS SCHOFIELD, A.B., A.M., Sc.D., Professor of Chemistry, Emeritus [1919]

JOSEPH CLEMENS WILLEN, A.B., A.M., Associate Professor of Modern Languages, Emeritus [1933]

WILLIAM THOMAS ACOR, Professor of Physics
B.S., Auburn University; M.S., Vanderbilt University; Ph.D., Vanderbilt University. [1965]

RAYMOND EDWARD ALBERT, JR., Supervisor of Data Processing Center, Instructor
A.B., Western Maryland College; M.S., Johns Hopkins University. [1965]

DONALD ANDREW AMORUSO, Instructor in Mathematics
B.S., Frostburg State College; M.M., University of Tennessee. [1966]

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JOSEPH RAYMOND BAILER, Professor of Education; Director of the Graduate Program
   B.S., University of Pittsburgh; A.M., New York University; Ph.D., New York University. [1949]

HOWARD SAMUEL CASE, Instructor in Physical Education
   B.S., Western Maryland College; additional studies, Western Maryland College, Johns Hopkins University. [1965]

ARTHUR CASTELLUCCI, Assistant Librarian, Instructor
   B.S.Ed., Kutztown State College; M.L.S., Syracuse University. [1966]

DON CLARK CHAPMAN, Captain, Infantry, Assistant Professor of Military Science
   (Second semester, 1966-67)
   B.S., United States Military Academy. [1967]

RICHARD ALLEN CLOWER, Director of Athletics and Associate Professor of Physical Education
   A.B., Western Maryland College; M.S., Springfield College; Ed.D., West Virginia University. [1956]

GERALD EDWARD COLE, Associate Professor of Music
   B.Mus., University of Kansas; M.Mus., Oberlin College; additional studies, Eastman School of Music. [1955]

ROBERT EDWARD COLEBERD, Jr., Associate Professor of Economics
   A.B., William Jewell College; M.B.A., Cornell University; A.M., University of Illinois; Ph.D., University of Illinois. [1964]

CHARLES EDWARD CRAIN, Associate Professor of Religion (The Baltimore Conference Chair)
   A.B., Asbury College; B.D., Drew University; Ph.D., Drew University; additional studies, Cambridge University. [1949]

DAVID RALSTON CROSS, Assistant Professor of Chemistry
   A.B., Wesleyan University; A.M., Wesleyan University; Ph.D., Syracuse University. [1964]

CORNELIUS PAUL DARCY, Assistant Professor of History
   A.B., Bowdoin College; A.M., Harvard University; additional studies, Columbia University. [1963]

ELEANOR STARR DARCY, Special Instructor in English
   (First semester, 1966-1967)
   A.B., Smith College. [1964]

WILLIAM MORRIS DAVID, Jr., Associate Professor of Political Science
   A.B., Dartmouth College; A.M., Columbia University; Ph.D., Columbia University. [1952]

ALFRED WINFIELD DE LONG, Associate Professor of Music
   Diploma, Curtis Institute of Music. [1936]

HARRY ANTHONY DENNIS, Assistant Professor of Mathematics
   B.S.Ed., University of Missouri; A.M., University of Denver. [1966]
Jacques Théophile Derasse, Assistant Professor of Modern Languages
Baccalauréat ès Lettres de Lille; Certificat d'Aptitude Pédagogique de Lille; Licence de l'Académie de Paris; Mention Honorable en Pédagogie de l'Académie de Paris. [1963]

Lois Maryland Earll, Graduate Laboratory Assistant
A.B., Western Maryland College. [1961]

James Pearsall Earp, Professor of Sociology
B.S., University of Pennsylvania; A.M., Columbia University; Ph.D., Northwestern University. [1938]

Miriam Guyton Flynn, Special Instructor in Art
A.B., Western Maryland College; additional studies, Pennsylvania Academy of Fine Arts. [1963]

Edward Louis Fogler, Major, Artillery, Assistant Professor of Military Science
A.B., Western Maryland College. [1966]

Cornelis Joseph Frijters, Professor of Modern Languages
Candidaats, Nijmegen University, Holland; Certificat de Langue Française (degré supérieur), Sorbonne University; Doctoral Degree, Nijmegen University; additional studies, Sorbonne University, Collège de France, Paris, Columbia University. [1965]

Ria C. E. M. Frijters, Special Instructor in Business Administration
Diploma Analytical Chemist, Nederlands-Chemische Vereniging; Econ. Dra., Nederlands Economische Hoogeschool, Rotterdam; additional studies, New York University. [1966]

Eric Kay Gratz, Special Instructor in Psychology
(First semester, 1966-1967)
A.B., The Ohio State University; B.D., Wesley Theological Seminary; M.S.W., Howard University. [1966]

George Archer Grier, Special Instructor in Sociology
B.S., Johns Hopkins University.

Leonard Earl Griswold, Associate Professor of Sociology
A.B., Johns Hopkins University; A.M., University of Kentucky; Ph.D., University of Kentucky. [1956]

Georgina Sabat Guernica, Assistant Professor of Modern Languages
Diploma, Profesor de Idioma Francés, Universidad de Oriente, Santiago de Cuba; Certificat d'Études de Langue et Civilisation Françaises, Université de Paris, Sorbonne, France; additional studies, Universidad de Oriente, Santiago de Cuba, Georgetown University, Johns Hopkins University. [1963]

Arleen Heggemeier, Associate Professor of Music
B.Mus., Oberlin Conservatory; Teacher's Certificate, Diller-Quaile School of Music; M.Mus., Oberlin Conservatory; D.Mus., Northwestern University. [1950]

Evelyn Smith Hering, Special Instructor in Music
B.Mus., Wesleyan College; M.Mus., Eastman School of Music. [1951]
DAVID WEBB HERLOCKER, Assistant Professor of Chemistry  
A.B., Knox College; M.S., University of Illinois; Ph.D., University of Illinois. [1966]

KATHRYN BELLE HILDEBRAN, Professor of Modern Languages  
A.B., Oberlin College; A.M., University of Chicago; Ph.D., University of Chicago; additional studies, Western Reserve University, Middlebury College. [1940]

FERN RUDOLPH HITCHCOCK, JR., Instructor in Physical Education  
A.B., Western Maryland College; Ed.M., University of Maryland. [1962]

JULIA TAYLOR HITCHCOCK, Special Instructor in Music  
B.Mus.Ed., Oberlin Conservatory; B.Mus., Oberlin Conservatory. [1960]

HENRY GRADY HOLDER, Captain, Infantry, Assistant Professor of Military Science  
B.S.Ed., University of Georgia. [1966]

JOSEPHINE ANNE HOLMAN, Special Instructor in Biology  
A.B., Asbury College; M.S., Columbia University; Ph.D., University of New Hampshire. [1966]

REUBEN SIMON HENRY HOLTHAUS, Professor of Philosophy  
A.B., Morningside College; A.M., Boston University; S.T.B., Boston University; Ph.D., Boston University. [1946]

WALTER THOMAS JAMES, Associate Professor of Sociology  
Ph.B., Dickinson College; B.D., Drew University; A.M., Columbia University; Ph.D., Columbia University. [1966]

DONALD EUGENE JONES, Assistant Professor of Chemistry  
A.B., Manchester College; Ph.D., Purdue University. [1963]

RONALD FLOYD JONES, Assistant Director of Athletics and Assistant Professor of Physical Education  
B.S., Western Maryland College; Ed.M., Western Maryland College. [1962]

THEODORE DAVID JUMP, Special Instructor in Psychology  
(Second semester, 1966-1967)  
A.B., Yale University; Ed.M., Johns Hopkins University; C.A.S.E., Johns Hopkins University. [1967]

JEAN KERSCHNER, Associate Professor of Biology  
A.B., Hood College; Ph.D., University of Pennsylvania. [1952]

ROBERT EDWIN KERSEY, Special Instructor in Music  
B.S., New York University; M.Mus., Peabody Conservatory of Music; Ed.D., University of Maryland. [1960]

ELIZABETH LAIDLAW, Dean of Women, Instructor  
B.S., Michigan State University; A.M., Michigan State University. [1966]

ALTON DENNIS LAW, Assistant Professor of Economics  
B.S., West Virginia University; M.S., West Virginia University; additional studies, Rutgers-The State University. [1966]

JAMES EDWARD LIGHTNER, Assistant Professor of Mathematics  
(On leave of absence, 1966-1967)  
A.B., Western Maryland College; A.M., Northwestern University; additional studies, The Ohio State University. [1962]
A coed makes her point during informal discussion with the Dean of the Faculty.
MADELINE BERGEROVA LONG, Special Instructor in Modern Languages
A.M., Charles University of Prague; additional studies, Gettysburg College, Johns Hopkins University, Middlebury College. [1959]

JOHN THOMAS MC LAUGHLIN, Special Instructor in Psychology
(Second semester, 1966-1967)
A.B., George Washington University; A.M., University of Maryland; additional studies, University of Maryland. [1967]

ANTHONY MACHE, Assistant Professor of Economics
A.B., Washington and Jefferson College; M.B.A., Wharton School of Finance and Commerce, University of Pennsylvania; Ph.D., Boston College. [1964]

EDMUND EUGENE MAKOSKY, Instructor in Physics
A.B., Western Maryland College; A.M., University of Delaware. [1965]

JOHN DONALD MAKOSKY, Dean of the Faculty and Professor of English
A.B., Western Maryland College; A.M., Columbia University; Ed.D., Columbia University. [1934]

WILLIAM GENE MILLER, Associate Professor of Psychology; Coordinator, Counseling and Testing Services
A.B., West Virginia Wesleyan College; S.T.B., Wesley Theological Seminary; Ph.D., Boston University. [1962]

WASYL PALIJCZUK, Visiting Instructor in Art
(Second semester, 1966-1967)
A.B., University of Maryland; A.M., University of Maryland. [1967]

MELVIN DELMAR PALMER, Assistant Professor of English
A.B., University of Maryland; A.M., University of Maryland; additional studies, University of Maryland. [1965]

NANCY BAUGH PALMER, Special Instructor in English
B.S., Western Kentucky State College; additional studies, University of Maryland. [1965]

DONALD LEO PATRICK, Assistant Professor of Education
B.S., Towson State College; Ed.M., Western Maryland College. [1966]

RAYMOND CLARENCE PHILLIPS, Jr., Assistant Professor of English
A.B., Dickinson College; A.M., Columbia University; additional studies, University of Pennsylvania. [1963]

HELGA PILLWEIN, Instructor in Modern Languages
B.S., St. Joseph's College, Philadelphia; A.M., Bryn Mawr College. [1966]

JAMES THOMAS POWELL, Jr., Instructor in Political Science
A.B., University of Maryland; additional studies, University of Maryland. [1966]

RALPH BEVERE PRICE, Professor of Economics
A.B., University of Colorado; A.M., University of Colorado; Ph.D., University of Colorado; additional studies, London School of Economics. [1954]

ELMER WOODWARD PRINCE, Jr., Instructor in Psychology
B.S.C.E., West Virginia University; M.S.C.E., North Carolina State University; A.M., West Virginia University. [1966]
KEITH NORTON RICHWINE, Assistant Professor of English
B.S.Ed., State Teachers College, Shippensburg; A.M., Pennsylvania State University; additional studies, University of Pennsylvania. [1962]

EDITTE FARR RIDINGTON, Special Instructor in Classics and History
A.B., Mount Holyoke College; A.M., University of Pennsylvania; additional studies, American School of Classical Studies, Athens, Greece. [1957]

WILLIAM ROBBINS RIDINGTON, Professor of Classics and Counselor of Guidance and Testing
A.B., Princeton University; A.M., Princeton University; Ph.D., University of Pennsylvania; additional studies, American School of Classical Studies, Athens, Greece; A.M., Columbia University. [1938]

JAMES EDWIN ROBINSON, Jr., Dean of Students, Associate Professor
A.B., Glenville State College; A.M., University of Connecticut; additional studies, University of Virginia. [1963]

CHARLES GIRARD ROSS, Lieutenant Colonel, Infantry, Professor of Military Science
B.S., University of Maryland. [1966]

ISABEL THOMPSON ISANOGLE ROYER, Professor of Biology
A.B., University of Cincinnati; B.E., University of Cincinnati; A.M., University of Cincinnati; Ph.D., The Ohio State University. [1942]

PHILIP SAMUEL ROYER, Assistant Professor of Music
A.B., Western Maryland College; A.M., Columbia University; additional studies, Temple University. [1930]

MARY LEE YOUNGER SCHMALL, Graduate Laboratory Assistant
A.B., Western Maryland College. [1964]

MARY LOUISE SHIPLEY, Associate Professor of Art
(On sabbatical leave, second semester, 1966-1967)
A.B., Western Maryland College; additional studies, Martinet School of Art, Maryland Institute. [1938]

HARRY KENNETH SHOOK, Admissions Counselor, Assistant Professor
A.B., Western Maryland College; A.M., Wesleyan University; additional studies, University of Maryland. [1958]

ELIZABETH SIMKINS, Librarian, Professor
A.B., The Woman's College of the University of North Carolina; B.S.L.S., Columbia University; A.M.L.S., University of Michigan. [1946]

ESTHER SMITH, Associate Professor of Dramatic Art
Diploma, Bard-Avon School of Expression; Teacher's Certificate, American Academy of Dramatic Arts; additional studies, Columbia University, Dramatic Workshop of the New School of Social Research; student with Erwin Piscator. [1926]

RICHARD LEE SMITH, Special Instructor in Physics
(Second semester, 1966-1967)
B.S., University of Kansas; M.S., University of Illinois. [1967]

SARA ELIZABETH SMITH, Professor of Education
A.B., Western Maryland College; A.M., Columbia University; Ed.D., Columbia University. [1926]
JERRY LYNN SOLOMON, Assistant Professor of Dramatic Art and English  
B.S. Ed., Central Missouri State College; A.M., The University of Iowa;  
additional studies, The University of Iowa. [1965]

OLIVER KINGSLEY SPANGLER, Associate Professor of Music  
A.B., Otterbein College; B.Mus., Otterbein College; M.Mus., Peabody Conservatory of Music. [1938]

CLYDE ALLEN SPICER, Professor of Mathematics  
A.B., University of Richmond; A.M., Johns Hopkins University; Ph.D., Johns Hopkins University. [1929]

VALERIE AGNES STANLEY, Director of Audio-Visual Learning Resources in Department of Modern Languages, Special Instructor  
A.B., Western Maryland College; additional studies, University of Maryland. [1966]

HAROLD RAY STEVENS, Assistant Professor of English  
A.B., Western Maryland College; Ph.D., University of Pennsylvania. [1966]

JOHN LLOYD STRAUGHN, Professor of Chemistry  
B.S., Mansfield State Teachers College; A.M., Johns Hopkins University;  
Ph.D., Johns Hopkins University. [1942]

HARWELL PRESLEY STURDIVANT, Professor of Biology  
B.S., Emory University; A.M., Emory University; Ph.D., Columbia University. [1948]

MARIE-ADELE SUMMERS, Special Instructor in Modern Languages  
A.B., Western Maryland College. [1944]

The opportunity for individual consultations is enjoyed by faculty and students.
ERVIN LAJOS SZILAGYI, Assistant Professor of the History of Art
LL.B., Royal Hungarian Erzsebet University; B.S., Royal Hungarian Agricultural Academy; Jur.D., Royal Hungarian Ferencz-Jozsef University; B.F.A., Royal Hungarian Academy of Art; Certificate, Mozarteum Conservatory, Salzburg. [1957]

THERON BARKER THOMPSON, Assistant Professor of Education
B.C.E., Northeastern University; B.S., Northeastern University; Ed.M., Boston University; C.A.G.S., Boston University; Ed.D., Calvin Coolidge College. [1961]

WILLIAM LIVINGSTON TRIBBY, Assistant Professor of Dramatic Art and English
A.B., Western Maryland College; A.M., The University of Iowa; additional studies, The University of Iowa. [1958]

EVELYN WINGATE WENNER, Professor of English
A.B., Blue Ridge College; A.M., Johns Hopkins University; Ph.D., George Washington University. [1931]

JOAN RITA WEYERS, Assistant Professor of Physical Education
B.S., Wisconsin State College at La Crosse; Ed.M., University of North Carolina at Greensboro. [1963]

THEODORE MARSHALL WHITFIELD, Professor of History
A.B., University of Richmond; Ph.D., Johns Hopkins University. [1929]

JAMES DONALD WITHERSPOON, Assistant Professor of Biology
(On sabbatical leave, second semester, 1966-1967)
B.S., Purdue University; M.S., Purdue University; Ph.D., Purdue University. [1960]

TAGE WOOD, Assistant Professor of Physical Education
B.S., East Stroudsburg State College; Ed.M., University of South Dakota. [1965]

DONALD RICHARD ZAUCHE, Assistant Professor of Modern Languages
A.B., Western Maryland College; A.M., Northwestern University; additional studies, Eberhard-Karls University, Germany, Northwestern University. [1965]

IRA GILBERT ZEPP, JR., Dean of the Chapel and Assistant Professor of Religion
A.B., Western Maryland College; B.D., Drew Theological Seminary; additional studies, University of Edinburgh, University of Göttingen. [1963]

STANDING COMMITTEES OF THE FACULTY

Administrative Advisory Council: Ensor, Clower, C. Darcy, David, Kerschner, J. Makosky, Robinson, Tribby

Admissions and Standards: Sturdivant, Clower, J. Makosky, Shook, Zauche; consultants: Dean of Students and Dean of Women

Athletics: Men: Holthaus, Clower, D. Jones, Phillips, Robinson, Schaeffer

Athletics: Women: Laidlaw, Weyers, Wood

Auditing Student Organizations: Cline, Mach, Mowbray

Calendar and Schedule: J. Makosky, Clower, Cole, Perry, Robinson, Tribby
Students take time to chat between classes.

Class Sponsors: Freshman, Richwine; Sophomore, D. Jones; Junior, Tribby; Senior, Uhrig
Concerts: Cole, de Long, Derasse, Shipley, Solomon; students: J. Carter Seibel, Carol A. Wilkie
Curriculum: J. Makosky, Achor, Bailer, Crain, David, Miller
Examinations (Comprehensive and Special): W. Ridington, Cross, J. Makosky, Miller, Prince, Whitfield
Financial Aid: Ensor, Holthaus, Schaeffer, Shook, Spangler
Graduate Affairs: Bailer, J. Makosky, Patrick, Richwine, Sturdivant
Graduate Scholarships: W. Ridington, M. Palmer, Thompson, Whitfield
Honor Court: Robinson, Laidlaw, Weyers, Zauche
Lecture: Price, Cross, C. Darcy, Earp, Heggemeier; students: Richard V. Boswell, Constance vander Loo Yost
Library: Whitfield, Bailer, Cole, C. Frijters, Griswold, D. Jones, Simkins, Wenner
Orientation: Robinson, Laidlaw, Mowbray, Perry, Richwine, Zepp
Religious Life: Zepp, Coleberd, Crain, Spangler, Tribby
Sabbatical: David, Mach, Thompson
Student Life Council: Coleberd, Kerschner, R. Jones, Laidlaw, Robinson, Zepp; six students including president and vice-president of Student Government Association
The Alumni Association

OFFICERS AND THE BOARD OF GOVERNORS
(All officers are members of the Board)

Wilmer V. Bell, '30 ....................................................... President
Julian L. Dyke, Jr., '50 ............................................ Vice-President
Clarence H. Bennett, '28 ........................................ Past President
Lowell S. Ensor ............................................................ President of the College
Philip B. Schaeffer, '48 .................................................... Treasurer
Philip E. Uhrig, '52 ............................................................ Secretary, ex-officio

Directors

Term expires 1967
Marjorie Little Spangler, '46
George H. Phipps, '51
Sue Cockey Kiefer, '33
C. Fraiser Scott, '43

Term expires 1968
Robert D. Faw, '41
Carl L. Sturgill, '52
Julian L. Dyke, Jr., '50
Wilbur D. Preston, '46

Term expires 1969
Lucie Leigh Barnes Hall, '42
R. Peter Urquhart, '58
Homer C. Earll, '50
John F. Silber, Jr., '50

CHAPTER PRESIDENTS

R. Peter Urquhart, '58 .................................................. Baltimore Metropolitan Area
Harvey Buck, '45 .................................................. California, Northern
Daniel W. Bradley, '50 .................................................. California, Southern
Vernon R. Simpson, '36 (acting) ................................... Carroll County
James M. Voss, '53 .................................................. Central Delmarva
Mary Kennedy Carr, '47 .................................................. Central Florida
Fred P. Eckhardt, '48 .................................................. New York Metropolitan Area
Donald P. Wallace, '56 .................................................. Norfolk Area
E. Joseph Deering, '53 .................................................. Philadelphia Metropolitan Area
Daniel W. Moylan, '56 .................................................. Washington County
Charles T. White, '55 .................................................. Washington Metropolitan Area
Mary Frances Jones Macon, '50 ..................................... Wicomico County
Katherine Manlove Jester, '49 ........................................ Wilmington Metropolitan Area
Western Maryland College Associates

The Western Maryland College Associates are an auxiliary group of concerned men and women, who although they did not attend Western Maryland College, have identified themselves with the College and are supporting it both morally and financially.

Herbert V. Anders .......................... Westminster, Maryland
J. Howard Anthony .......................... Easton, Maryland
Charles H. Armacost ........................ Westminster, Maryland
Walter M. Baggs ............................ Westminster, Maryland
John A. Bankert ............................. Westminster, Maryland
Louis J. Berman ............................. Baltimore, Maryland
Granville E. Bixler ........................ New Windsor, Maryland
Augustus K. Bowles, III ................. St. Petersburg Beach, Florida
Daniel J. Bryan ............................. Baltimore, Maryland
John R. Byers ............................... Westminster, Maryland
Donald L. Christhilf ....................... Glyndon, Maryland
Robert S. Clas .............................. Baltimore, Maryland
Carroll L. Crawford ......................... Westminster, Maryland
Thomas W. Ford, Sr. ....................... Baltimore, Maryland
Elmer E. Frock ............................. Westminster, Maryland
Sam Gordon ................................. Madison, New Jersey
Joseph H. Hahn, Jr. ......................... Westminster, Maryland
Ralph G. Hoffman .......................... Westminster, Maryland
Samuel M. Jenness .......................... Westminster, Maryland
Howard L. Knight .......................... Westminster, Maryland
Alexander Lempert ......................... Baltimore, Maryland
Frank H. Libman ............................ Westminster, Maryland
C. Richard Lovelace ....................... Baltimore, Maryland
A. S. Marlow ................................. Sharon, Connecticut
WESTERN MARYLAND COLLEGE ASSOCIATES (continued)

Charles Mawhinney, Jr. .......................... Westminster, Maryland
William A. Milby ............................... Randallstown, Maryland
Frank P. Myers ................................. Westminster, Maryland
John E. Myers, Jr. .............................. Westminster, Maryland
William H. Myers .............................. Westminster, Maryland
J. Frank Pusey ................................. Delmar, Delaware
Edward G. Rigg ............................... Baltimore, Maryland
A. D. Ring .......................... Falls Church, Virginia
Frederick N. Rushton .......................... Ellicott City, Maryland
Arthur P. Scott ............................... Westminster, Maryland
Robert A. Scott ............................... Westminster, Maryland
J. Thomas Sinnott ............................. Westminster, Maryland
Clarence D. Smith ............................. Towson, Maryland
L. D. Snyder ........................... Littlestown, Pa.
Wilbur VanSant ............................... Baltimore, Maryland
C. Harry Wahmann ............................. Baltimore, Maryland
J. Pearre Wantz, Jr. .......................... Westminster, Maryland
Evelyn W. Wenner ............................. Westminster, Maryland
Ernest E. Wooden ............................. Baltimore, Maryland
William B. Yingling .......................... Westminster, Maryland
General Information
Annual Awards

The Bates Prize, founded in 1905 by Edward Bayley Bates of the Class of 1898 in memory of Rev. Laurence Webster Bates, D.D., is a gold medal awarded to the member of the graduating class who has made the best record during his undergraduate course as a college man.

The Mary Ward Lewis Prize, founded in 1920 by the Browning Literary Society in honor of the wife of the second president of the College, is a gold medal awarded to the member of the graduating class who has made the best record during her undergraduate course as a college woman.

The John A. Alexander Medal, founded in 1920 by the Class of 1917 in memory of John A. Alexander, a member of the Class of 1917 who died in World War I, is a gold medal awarded to the member of the graduating class who has made the best record in athletics.

The Lynn F. Gruber Medal, founded in 1925 by the Black and White Club as a memorial to Lynn F. Gruber of the Class of 1926, is given for proficiency in extracurricular activities.

The United States History Award, established through a bequest of Mr. H. Peyton Gorsuch for students excelling in United States history, was founded to increase interest in the historical background of the American nation.

The Felix Woodbridge Morley Memorial Award is made annually to that member of the freshman class who by his or her development on the Hill has most happily justified admission to the college community. The award was established in 1952 by Mr. and Mrs. Felix Morley, with supplementary gifts by other friends, in memory of their son, who was a freshman at the College during the academic year, 1951-1952.

The Alumni Citizenship Award, established in 1952, is given annually to a senior man and a senior woman who have displayed a steadying loyalty toward their classmates and college through their active participation in developing what is best for the campus life of Western Maryland College.

The American Association of University Women Award has been made annually since 1954 to the woman member of the graduating class whose college record indicates greatest promise for realization of the ideals of the association.

The Jim Boyer Memorial Book Award, consisting of a stipend to assist in the purchase of textbooks, is made annually by the Delta Pi Alpha fraternity to a sophomore athlete, who during his freshman year ranked academically among the top four varsity letter winners of his class.

The Distinguished Teaching Award, presented annually by the Baltimore Alumnae of Sigma Sigma Tau, to commend a faculty member for excellence in the field of teaching.

The Hugh Barnette Speir, Jr., Prize, established by the parents of Hugh Barnette Speir, Jr., of the Class of 1945, who was killed in World War II while serving with the armed forces in Germany. This prize is given to the student showing greatest excellence in European history.

The Lt. Col. F. C. Pyne Mathematical and English Awards for proficiency in mathematics and English will be made annually to two members of the senior class upon the recommendation of the departments.
Delta Omicron Senior Honor Pin, awarded by the local chapter, Omicron Eta, to the chapter senior having the highest three-year cumulative scholastic average, "B" or above.

The Barry A. Winkelman Memorial Award is a stipend granted to a male student beginning his junior year who has been accepted for advanced ROTC, has evidenced academic and athletic ability, and exhibits certain characteristics reminiscent of Captain Winkelman, '55, who was an Army pilot at the time of his death.

Blanche Ward Hall, women's dormitory on the left, and the Fine Art Building are situated side by side just off the College Drive.
Roger Bennet Adler
Brooklyn, N.Y.
Carter Brent Adriance
Baltimore, Md.
Thomas Edgar Bageant
Washington, D.C.
Alva Sayrs Baker, III
Marriottsville, Md.
John Cecil Ballard, III
Chillum, Md.
Robert Alan Basye
Silver Spring, Md.
Russell Wilson Beacht
Brunswick, Md.
Thomas Richard Bloom
Chevy Chase, Md.
Ronald William Boone
El Paso, Texas
Joseph Shafter Brock, Jr.
Silver Spring, Md.
Charles William Bush
Arlington, Va.
Edwin Gregory Carson
Havre de Grace, Md.
David Lee Cheng
Jesselton, Malaysia
Richard Porter Cline
Baltimore, Md.
Russell Donald Cook, Jr.
Fayetteville, Pa.
Robert Paul Creighton
Cambridge, Md.
Rowland Daniel Creitz, Jr.
Linden, N.J.
Gary Alan Selby Crowell
Germantown, Md.
Robert Lee Davis, Jr.
Crisfield, Md.
William Henry Deckert, III
Baltimore, Md.
Wallace deWitt, III
Glenwood, Md.
James Gary Dickman
Baltimore, Md.
Charles Henry Doeller, III
Towson, Md.

Robert Schafer Earley
Baltimore, Md.
Raymond Enough Edwards, Jr.
Kensington, Md.
Richard Steven Eigen
Brooklyn, N.Y.
John Austin Emens
Baldwin, N.Y.
William Alexander Falkler, Jr.
Stewartstown, Pa.
Ronald Arthur Giesey
Hanover, Pa.
Dennis Lumley Gosnell
Livingston, N.J.
Vernon Lanny Harchenhorn
New Windsor, Md.
Timothy Richard Hart
Rockville, Md.
Rob Ross Hendrickson
Baltimore, Md.
Charles Joseph Hickey, II
Owings Mills, Md.
Frederick Kingsbury Hill
Abingdon, Md.
Henry Hansson Himler
Westminster, Md.
David Charles Hoffman
Baltimore, Md.
Edwin Lowell Holland
Silver Spring, Md.
Edmund Robert Hollywood
Springfield, Pa.
Jonathan Thorp Holthaus
Westminster, Md.
James Randolph Hook
Westminster, Md.
David Blair Horton
Laurel, Del.
Michael Burbank Idoine
Frederick, Md.
Allan Southworth Ingalls, Jr.
Edgewood, Md.
Scott Joyner
Odenton, Md.
Charles Hamilton Kable, III
Westminster, Md.
Michael Emil Kindler
Iselin, N.J.
Bruce Richard Knowles
Salisbury, Md.
Gary Francis Kulick
Cassandra, Pa.
Arthur John Lange, Jr.
Little Ferry, N.J.
John Henry Charles Lassahn, III
Sykesville, Md.
Rondel Keefer LeGore
LeGore, Md.
Ronald Stanley Liebman
Baltimore, Md.
Bradford Duane Lins
Phoenix, Md.
Darrell Glen Linton
Hollywood, Fla.
William Eliason McClary, Jr.
Rock Hall, Md.
Paul Alan McClintock
Connellsville, Pa.
Daniel Roy McCready
Wheaton, Md.
Earl Francis Miller, Jr.
Thurmont, Md.
Danny Kyle Myers
Elkridge, Md.
Leonard Davis Owens
Clinton, Md.

Norma Arlene Absher Adriance
Medford Lakes, N.J.
Carolynn Betty Akagi
Washington, D.C.
Susan Elizabeth Ambrosen
Frederick, Md.
Jacqueline Dee Baer
Edgewater, Md.
Diane Ellen Bennekamper
Rahway, N.J.
Sallyann Wilson Booth
Owings Mills, Md.
Mary Ruth Bowden
Lutherville, Md.
Linda Jean Bryson
Elkton, Md.
Jean Mary Walker Buchman
Hampstead, Md.

Gerald Milton Patterson
Finksburg, Md.
James Alvin Rauch
Washington, D.C.
James Lewis Reck
Westminster, Md.
Bruce Hamilton Robinson, Jr.
Raleigh, N.C.
Claude Michael Roney
Richard Joel Sanger
York, Pa.
George Michael Schlee
Westminster, Md.
William Gilbert Spangler, Jr.
Chatham, N.J.
John Kenneth Trainor
Washington, D.C.
Charles Walter Turnbaugh
Parkton, Md.
Thomas Howard Walmer
Hanover, Pa.
Charles Frazier Wheatley, III
Betertton, Md.
Richard Joseph John White
Laurel, Md.
Gerald William Winegrad
Annapolis, Md.
Grayson Frederick Winterling
Cambridge, Md.

Sandra Jeanne Callander
Glen Burnie, Md.
Doris Elisabeth Brown Chambers
Baltimore, Md.
Dorothy Ann Chance
Glen Burnie, Md.
Karen Lee Criss
Darien, Conn.
Mary Paula Cullen
Mitchellville, Md.
Mary Frances Eberhart
Reisterstown, Md.
Arla Elizabeth Adams Ely
Sykesville, Md.
Mary Lynn Engelbrecht
Frederick, Md.
Lillian Carol England
Rising Sun, Md.
Margaret Lynne Forthuber
Towson, Md.
Astrid Maria Generali
Shaw A.F.B., S.C.
Nancy Jane Gochenour
Washington, D.C.
Barbara Kay Gonzales
Williamsburg, Va.
Jessie Warren Hahn
Pikesville, Md.
Jo Ann Henklein
Baltimore, Md.
Maureen Hickey
Linthicum, Md.
Karen Jean Adamour Hope
Massapequa, N.Y.
Jeanne Anne Hutchinson
Glen Burnie, Md.
Suzanne Mullen Jacobs
Chambersburg, Pa.
Carolyn Wilbur Jennings
Fairfax, Va.
Dorothy Jeanne Dragoo Klander
Westminster, Md.
Betty Lou Hart Lages
Baltimore, Md.
Susan Kay Liston
Washington, D.C.
Diana Frances Long
College Park, Md.
Rebecca Ellen Lord
Burtonsville, Md.
Elizabeth Lorraine Loud
Baltimore, Md.
Lynne Joan Marck
Princeton, N.J.
Janet Elaine Houck Martin
Westminster, Md.
Sherriel Jean Mattingly
Tompkinsville, Md.
Irene Harriet Megill
Spring Lake, N.J.
Barbara Carroll Meirose
Glen Rock, N.J.
Charlotte Anne Meyer
Olney, Md.
Elaine Mary Miginsky
Timonium, Md.
Karen Ruth Myers
Baltimore, Md.
Mary Patricia Naruta
East Millstone, N.J.
Lilyan Yvonne Osteen
Wheaton, Md.
Carolyn Diane Petersen
West Friendship, Md.
Lyrl Catherine Peterson
Washington, D.C.
Dianne Petrovich
North Chevy Chase, Md.
Mary Elizabeth Price
Broken Bow, Nebr.
Carole Anne Roemer
Ellicott City, Md.
Judith Carol Rowe
Lexington Park, Md.
Catherine Bowes Sayre
Sarnia, Canada
Elizabeth Murphy Schuele
Baltimore, Md.
Barbara Anne Schwartz
Baltimore, Md.
Barbara Ann Smith
Baltimore, Md.
Lyn Dulany Smith
Rockville, Md.
Linda Joan Mahaffey Spear
Pocomoke City, Md.
Patricia Anne Stahl
Glen Burnie, Md.
Joyce Lee Stanton
Catonsville, Md.
Kaye Stevens
Cambridge, Md.
Mary Christine Styer
Riverton, N.J.
Lois Ann Swersky
Randallstown, Md.
Mary Ella Tharpe
Bel Air, Md.
Patricia Ann Thompson
Yardley, Pa.
Charlotte Helen Twombly
Alexandria, Va.
Anne Marlow Vose
Ridgewood, N.J.
Roberta Jane Warrick
Watchung, N.J.
Janet Kay Willette
Alexandria, Va.
Linda Larrabee Wright
Kensington, Md.

Betty Laurane Young
Westminster, Md.

Kensington, Md.

Roger-Lee Ralph Shipley
Boonsboro, Md.

Charles Conrad Sohn
Hydes, Md.

Kathryn Anne Coleman
Federalsburg, Md.

Janet Lynn Ivins
Springfield, Pa.

JoAnna Hambleton
Cheswold, Del.

Joan Humphreys MacDonald
Pennsauken, N.J.

Jacqueline Lee Harden
Annapolis, Md.

Carol Montrue Morelock
Baltimore, Md.

Mary Esther Hough
Frederick, Md.

Louise Eileen Nelson
Fallston, Md.

Susan Richardson Reckord
Towson, Md.

BACHELOR OF SCIENCE

DONALD LEE GREEN
Westover, Md.

PHILIP LACY MERRITHE
Federalsburg, Md.

Charles Victor Pusey
Delmar, Del.

Judith Marilyn Goldstein
Baltimore, Md.

Betty Gene Lilley
Savage, Md.

Martha Jane Goode
Pikesville, Md.

Elizabeth Nason McPherson
Baltimore, Md.

Judith Camac Gregory
Westminster, Md.

Joyce Neff Magnotto
Silver Spring, Md.

Carolyn Virginia Koerber
Baltimore, Md.

Carolyn Ann Warehime
New Windsor, Md.

JUDITH MARY P脑海中
Baltimore, Md.

BACHELOR OF ARTS CUM LAUDE

Edward Joel Feinglass
Baltimore, Md.

Wayne Melvin Porter
Chase, Md.

Edward Diller Lowry
Baltimore, Md.

Frank Palmer Rinehart
Washington, D.C.

Anna Louise Brown
Baltimore, Md.

Mary Virginia Hoffman
Westminster, Md.

Baltimore, Md.

Katherine Ann Richards
Emmitsburg, Md.

Elaine Harriet Carll
Bridgeton, N.J.

Mary Lee Warren
Ocean City, Md.

Judith Elaine Griep
Preston, Md.

Wayne Melvin Porter
Chase, Md.

BACHELOR OF ARTS SUMMA CUM LAUDE

Edward Joel Feinglass
Baltimore, Md.

Mary Virginia Hoffman
Westminster, Md.

Edward Diller Lowry
Baltimore, Md.

Katherine Ann Richards
Emmitsburg, Md.

Anna Louise Brown
Baltimore, Md.

Mary Lee Warren
Ocean City, Md.

Baltimore, Md.

Elaine Harriet Carll
Bridgeton, N.J.
Clarence Edward Baseman
Timonium, Md.
Dale Roberts Bonsall
Havertown, Pa.
Paul Edward Bowersox, Jr.
Westminster, Md.
Larry Dion Bowman
Hanover, Pa.
Murray Ellis Davidson
Dallastown, Pa.
James Richard Dyer
Sykesville, Md.
David Luther Einsel
Hanover, Pa.
Frederick Ryland Fulford
Lutherville, Md.
Robert Burton Gardner
Rockville, Md.
Paul Wiley Hawkins
Baltimore, Md.
Earl Walter Hersh
Westminster, Md.
Henry John Lichtfuss
Reisterstown, Md.
Peter Bowman McDowell
Westminster, Md.
Edgar Thomas Markley
Gettysburg, Pa.

Salvatore Carl Micciche
York, Pa.
James Buckson Moore
Westminster, Md.
Howard Dallas Morrison
Ellicott City, Md.
Robert Bolton Morrison
Hagerstown, Md.
Paul Edward Murrell
Baltimore, Md.
Carl Edward Rattan
Baltimore, Md.
Herbert Edgar Ruby, Jr.
Westminster, Md.
Ralph Roger Shellenberger
Dallastown, Pa.
Richard Edward Shilling
Manchester, Md.
Frank Snyder
Gaithersburg, Md.
Duvall Goodwin Sollers
Parkton, Md.
William Robert Spencer
Baltimore, Md.
Robert C. Stewart
Dry Run, Pa.
Richard Edmund Szlasa
Hydes, Md.

Louis Melis Winkelman, Jr.
Baltimore, Md.

Virginia Lages Baker
Randallstown, Md.
Anne Elizabeth Barton
Hagerstown, Md.
Blanche Ford Bowlsbey
Baltimore, Md.
Marguerite Remaley Clipp
Hagerstown, Md.
Evelyn Sylvester Cooper
Reisterstown, Md.

Joan Adair Hamilton
Westminster, Md.
Mary Parker Henderson
Fallston, Md.
Sabra Corbin Kittner
Westminster, Md.
Elaine Hankinson Shelly
Columbia, Pa.
Gloria Krug Swope
Hanover, Pa.

Lois Elizabeth Whisler
Hanover, Pa.
Honorary Degrees

DOCTOR OF BUSINESS ADMINISTRATION
Lewis Candler Radford
Monroe, Ga.

DOCTOR OF DIVINITY
Theodore Roosevelt Bowen
Bethesda, Md.

DOCTOR OF FINE ARTS
Howard Mitchell
Washington, D.C.

DOCTOR OF LAWS
Bennett Cerf
New York, N.Y.

DOCTOR OF PEDAGOGY
Milson Carroll Raver
Baltimore, Md.

DOCTOR OF SCIENCE
Lewis Eugene Cronin
Solomons, Md.
Walter Edward Cushen
Chevy Chase, Md.
Hiram Bentley Glass
Stony Brook, N.Y.
Frank Edward Jaumot, Jr.
Kokomo, Ind.
Richard Wesley TeLinde
Baltimore, Md.
John Franklin Yost
Pennington, N.J.

Honors
DEPARTMENTAL HONORS
Charles Henry Doeller, III
Physics
Robert Schafer Earley
English
Donald Lee Green
History
Vernon Lanny Harchenhorn
Political Science
Darrell Glen Linton
Mathematics
Edward Diller Lowry
Economics
Danny Kyle Myers
Philosophy
Wayne Melvin Porter
Biology
Frank Palmer Rinehart
Chemistry

Anna Louise Brown
English
Kathryn Anne Coleman
Physical Education
Judith Marilyn Goldstein
Mathematics
Martha Jane Goode
Biology
Judith Elaine Griep
Mathematics
Mary Virginia Hoffman
Mathematics
Betty Gene Lilley
Mathematics
Elizabeth Nason McPherson
English
Joyce Neff Magnotto
English
Sherriel Jean Mattingly
English
Dianne Petrovich
English
Katherine Ann Richards
English
Lois Ann Swersky
Sociology
Carolyn Ann Warehime
Mathematics
HONORABLE MENTION

SENIOR CLASS

Charles Henry Doeller, III
Robert Schafer Earley
Edward Joel Feinglass
Rob Ross Hendrickson
Michael Burbank Idoine
Ronald Stanley Liebman
Darrell Glen Linton

Anna Louise Brown
Linda Jean Bryson
Elaine Harriet Carll
Kathryn Anne Coleman
Judith Marilyn Goldstein
Martha Jane Goode
Judith Camac Gregory
Judith Elaine Gries
JoAnna Hambleton
Maureen Hickey
Mary Virginia Hoffman
Mary Esther Hough

Carolyn Virginia Koerber
Betty Gene Liley
Elizabeth Nason McPherson
Joyce Neff Magnotto
Carol Montrere Morelock
Louise Eileen Nelson
Susan Richardson Reckord
Katherine Ann Richards
Linda Joan Mahaffey Spear
Lois Ann Swersky
Mary Ella Tharpe
Charlotte Helen Twombly
Mary Lee Warren

JUNIOR CLASS

Brian Lee Charlton
Clayton Maurice Leister
Charles John Miller, Jr.
Ardeshir Noshir Press

Judith Ann Armold
Elaine Allison Brown
Barbara Jo Bunting
Nancy Cecilia Cecil
Joyce Elaine Ferguson
Barbara Jeanne Hetrick

Aldra Wann Lauterbach
Jacqueline Elizabeth Rayner
Carol Ann Rueger
Carolyn Lea Seaman
Patricia Lyon Shamberger
Constance vanderLoo

Doris Mae Weaver

SOPHOMORE CLASS

Richard Virgil Boswell
Howard Gary Goldberg
Walter Leonard Hill, Jr.
Richard David McCall
Edward Jay Miller

James William Morgan, Jr.
Charles Frank Schnitzlein, Jr.
Gordon Burton Shelton
George Marion Stover, Jr.
Bruce Cooper Wells

Ralph Erskine Wilson, III

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**FRESHMAN CLASS**

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BATES PRIZE FOR BEST ALL ROUND COLLEGE MAN
Alva Sayrs Baker, III

MARY WARD LEWIS PRIZE FOR BEST ALL ROUND COLLEGE WOMAN
Louise Eileen Nelson

JOHN A. ALEXANDER ATHLETIC MEDAL
Gary Francis Kulick

LYNN FRANCIS GRUBER MEDAL FOR PROFICIENCY IN EXTRACURRICULAR ACTIVITIES
Allan Southworth Ingalls, Jr.

HARRY CLARY JONES SCHOLARSHIP IN PHYSICS
Ardeshir Noshir Press
Eric Lee Sander

UNITED STATES HISTORY AWARD
Robert Earl Outman, III
Susan Elaine Martin

FELIX WOODBRIDGE MORLEY MEMORIAL AWARD
Gregory Harrison Getty

ALUMNI CITIZENSHIP AWARD
Gary Francis Kulick
Mary Ruth Bowden

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN GENERAL MEMBERSHIP AWARD
Suzanne Mullen Jacobs

LIEUTENANT COLONEL F. C. PYNE MATHEMATICAL AWARD
Darrell Glen Linton

WALL STREET JOURNAL STUDENT ACHIEVEMENT AWARD
Edward Diller Lowry

JIM BOYER MEMORIAL BOOK AWARD
Gary Lee Rudacille

MARGARET WAPPLER MEMORIAL SCHOLARSHIP FOR APPLIED MUSIC
Catherine Quinter Arick

HUGH BARNETTE SPEIR, JR., PRIZE
Susan Elaine Martin

ENGLISH PROFICIENCY AWARD
Katherine Ann Richards
### Recapitulation of Graduates

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3 YINGLING, Carroll Loring
   Westminster, Maryland

WOMEN

Year 3

1 ADRIANCE, Ramona Lee
   Baltimore, Maryland
2 ALEXANDER, Kathryn Wyne
   Silver Spring, Maryland
3 ALLEN, Anne Louise
   Baltimore, Maryland
4 ANDERSON, Kathleen Ruth
   Washington, D.C.
5 ANDREWS, Barbara Susan
   Parkville, Virginia
6 ARICK, Catherine Quinter
   Bethesda, Maryland
7 ARMACOST, Carol Ann
   Upperco, Maryland
8 ARMOLD, Diana Lynn
   White Marsh, Maryland
9 ARMOLD, Judith Ann
   White Marsh, Maryland
10 ARNOLD, LaRue Irene
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11 ARNOLD, Linda May
   Baltimore, Maryland
12 ARNOLD, Paulette
   Baltimore, Maryland
13 ATTRIDGE, Dorothy Marie
   Mexico City, Mexico
14 AVRES, Sue Anne
   Cardiff, Maryland
15 BAGNALL, Bonita Ann
   Hyattsville, Maryland
16 BAILER, Ann Margaret
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17 BAILES, Carole Lynn
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18 BAIKES, Carole Lynn
   Westminster, Maryland
19 BARE, Cresson Harlow
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20 BARGER, Rebecca Kay
   Hagerstown, Maryland
21 BARKDOLL, Barbara Lee
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22 BARRY, Pamela Jeane
   Bay Shore, New York
23 BARUCH, Beth Rise
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24 BAXTER, Ilene Frances
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25 BEACH, Joanne Liebang
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26 BEARD, Bernice Talbott
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27 BELL, Rebecca Kathleen
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28 BENNETT, Doris Anette
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29 BENZIL, Naomi
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30 BERGER, Carol Anne
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31 BERNING, Alice Kathleen
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32 BERRY, Linda Jeanne
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33 BLACK, Jeanne Alana
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34 BLACK, Sharon Ahrensbrak
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35 BLEVINS, Mary Ann
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36 BOWE, Robin Windsor
   Lewisburg, Pennsylvania
37 BOYER, Margaret Ann
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38 BRACE, Virginia Kay
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39 BREHM, Yvetta Lee
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40 BRENNER, Barbara Dawn
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41 BRIDGES, Carolyn Ives
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42 BROOKS, Alice Charleen
   Lanham, Maryland
43 BROOKS, Ellen Louise
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44 BROWN, Elaine Allison
   Lake Hopatcong, New Jersey
45 BROWN, Nancy Lorraine
   Lincoln, Virginia
46 BROWNE, Nona Carol
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47 BROWNING, Mary Lynn
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48 BRUNGART, Evelyn Elaine
   Hagerstown, Maryland
49 BUTTERBAUGH, Jane Marie
   Baltimore, Maryland
50 BYERS, Barbara Ann
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51 BYERS, Bonnie Carol
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52 CAHN, Eveline Marguerite
   New York, New York
53 CAMPBELL, Stephanie Anne
   Cherry Hill, New Jersey
54 CARL, Dorotha Irene
   Highland, Maryland
55 CAROTHERS, Vivien Lynne
   Oakland, Pennsylvania
56 CARSON, Ann Kathryn
   Boonsboro, Maryland
57 CECIL, Nancy Cecelia
   Church Hill, Maryland
58 CECIL, Sheridan Lee
   Westminster, Maryland
59 CHAYET, Brenda Lenora
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60 CHEN, Lin Lin
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61 CHRISTIE, Alison Graham
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62 CLARK, Deborah Priest
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63 CLARK, Sandra Lee
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64 CLAYPOOLE, Darlene Justice
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65 CLEMENT, Judith Mary
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66 CLEMENT, Mary Jane
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67 COLE, Nancy Louise
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70 COLLINS, Patricia Anne
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73 CONNELLY, Christine Karen
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74 CONNER, Mary Elizabeth
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75 COONEY, Anne Louise
   Rising Sun, Maryland
76 COSCIA, Linda Lee
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77 COSTILL, Susan Elizabeth
   Vineland, New Jersey
78 CRANDFORD, Kathryn Lee
   Hyattsville, Maryland

Year 4

1 YINGLING, Robert Preston
   Westminster, Maryland

Year 4

1 BLENKIN, Barbara Dawn
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2 BRIDGES, Carolyn Ives
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3 BROOKS, Alice Charleen
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4 BROOKS, Ellen Louise
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5 BROWN, Elaine Allison
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6 BROWN, Nancy Lorraine
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7 BROWNE, Nona Carol
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9 BRUNGART, Evelyn Elaine
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10 BUTTERBAUGH, Jane Marie
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11 BYERS, Barbara Ann
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12 BYERS, Bonnie Carol
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13 CAHN, Eveline Marguerite
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14 CAMPBELL, Stephanie Anne
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15 CARL, Dorotha Irene
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16 CAROTHERS, Vivien Lynne
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17 CARSON, Ann Kathryn
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18 CECIL, Nancy Cecelia
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19 CECIL, Sheridan Lee
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21 CHEN, Lin Lin
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25 CLAYPOOLE, Darlene Justice
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38 COSTILL, Susan Elizabeth
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39 CRANDFORD, Kathryn Lee
   Hyattsville, Maryland

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McCLOSKEY, Isaiah  Gettysburg, Pennsylvania
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BARTON, Anne Elizabeth  
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BERCHOCK, Marceline Sprague  
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BLUBAUGH, Diane Spears  
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BUCHANAN, Jean Mary  
CAIN, Mary Carr  
CARSON, Peggy Ann  
CASELLA, Mary Linda  
CHAFIN, Mary Grace  
CLARK, Annie Laurie  
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CLENDAHAN, Charlotte Bonneville  
CLOPPER, Arlene Mae  
COCHRAN, Bonny  
COMBS, Wilma  
CONNORS, Donna DeCourcy  
COOKE, Margaret  
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DELBURG, Connie Ruth  
DEVINE, Claire Mary  
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DI ROCCO, Marie Antoinette  
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DORSEY, Helen Montgomery  
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EVANS, Vivian  
EVERT, Paula  
FALKENSTEIN, Louise Eldridge  
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FISHER, Alice Anne  
FLEMING, Nannie Williford  
FORD, Kathleen Lucille  
FORMWALT, Emma Jane  
FOX, Nancy Joyce  
FRANTZ, Mary Lillian  
FRIESE, Bonnie Lee  
FRITZ, Carol Ann  
FRYE, Shirley Mae  
FULENWIDER, Claire Nelson  
GALL, Gloria Elaine  
GALLEY, Marilyn Garber  
GEROLSTEIN, Janet-Ann  
GIBSON, Glenda Harshman  
GRAYBEAL, Joyce  
GROSS, Therma Houchin  
GUISE, Barbara Ann  
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HAUGH, Hilda Schaeffer
HAR, Marba Lee
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HAYNESWORTH, Ruth Catherine
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JONES, Elizabeth Catherine
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KISS, Christine
KITTREDGE, Rita
KLINGENSMITH, Andrea Jean
KOONS, Kathleen Petty
KOENZ, Kay Ellen
KRESGE, Doris Griffiths
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LANG, Ruth
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LAYTON, Elizabeth Southard
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NULL, Patricia Lambert
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OGDEN, Wanda Mildred
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WSZOLEK, Letitia    Sykesville, Maryland
YASTE, Imogene Weybright    Reisterstown, Maryland

YOBAGY, Barbara Joyce    Gaithersburg, Maryland
YOUNG, Carol Molesworth    Frederick, Maryland
YOUNG, Charlie    Silver Spring, Maryland
ZEIGLER, Sara Elizabeth    Dallastown, Pennsylvania
ZEILER, Johanna Marie    Frederick, Maryland
ZIMMERMAN, Sandra Ann    Frederick, Maryland

SUMMER SESSION—1966

AKE, James    Dallastown, Pennsylvania
ALEXANDER, Peter Baldwin    Westminster, Maryland
ALEXANDER, William Richard    Sykesville, Maryland
ALLRIDGE, Edward Lawrence    Baltimore, Maryland
ANDERSON, William Eugene    Hanover, Pennsylvania
ANTHONY, Joseph Mcc    Easton, Maryland
ARNOLD, William Henry    Westminster, Maryland
ASADOORIAN, Levon Shant    Bedford, New Hampshire
ATTELL, Frederick Baxter    Frederick, Maryland
BAILE, John Edward    Westminster, Maryland
BAILEY, Thomas Oliver, Jr.    Salisbury, Maryland
BALDPERSON, John Walter    Ellicott City, Maryland
BEDARD, Lawrence Joseph    Virginia Beach, Virginia
BENCE, William Harry    Yoe, Pennsylvania
BENSON, James Richard    Bethesda, Maryland
BENTZ, Burnell    Hampstead, Maryland
BIDDLE, William Allan    Chestertown, Maryland
BLUMBERG, Lawrence    Baltimore, Maryland
BOOTH, Hollie    Tylertown, Mississippi
BOGAR, Jerry Vincent    Easton, Maryland
BORTNER, Lamar Earl    Hanover, Pennsylvania
BOWSER, Gene Edwin    Hanover, Pennsylvania
BOYES, Dale    Sarasota, Florida
BRENNAN, Harry    Gaithersburg, Maryland
BURRIS, Richard Joseph    Pleasant Valley, Maryland
BYERS, Tony Major    Baltimore, Maryland
CARR, Wilbert, Jr.    Tenino, Washington
CARROLL, Maxwell Franklin    Medford Lakes, New Jersey
CARTER, Leslie Wyatt    Silver Spring, Maryland
CESSNA, William Nelson    Lewistown, Maryland
CHILD, William Sullivan    Linthicum Heights, Maryland
CLARK, John Coursey    Linthicum, Maryland
CLECK, Dennis Edward    Hanover, Pennsylvania
CLEM, Richard Lee    Randallstown, Maryland
COLEMAN, John Hessey    Ellicott City, Maryland
COMER, Roy Lee    Frederick, Maryland
CORBETT, John Richard    York, Pennsylvania
COYNER, Crawford Gunn    Annapolis, Maryland
CREAGER, Chester James    McConnellsburg, Pennsylvania
CRIST, Thomas Chalmers    Gettysburg, Pennsylvania
CRITIKOS, Peter John    Baltimore, Maryland
CROUSE, Ronald Leon    Littlestown, Pennsylvania

DAPP, Kenneth Edgar    New Cumberland, Pennsylvania
DAVIS, Craig Homer    Whippney, New Jersey
DEUTSCH, Lawrence Lee    Palmeton, Pennsylvania
DEWITT, Clinton Dewey    Glenwood, Maryland
DICKERT, John Harold    Cudorus, Pennsylvania
DORSEY, Larry Clinton    Prince Frederick, Maryland
DYKE, Julian Logan, Jr.    Westminster, Maryland

ECKER, Owen Mildean, Jr.    Greenmount, Maryland
EDWARDS, Sterling Wallace, Jr.    Middletown, Maryland
ELIASON, Richard Einar    Renovo, Pennsylvania
ELLENBERGER, Barry Robert    Port Matilda, Pennsylvania
EVANS, William Joseph    Pittsburgh, Pennsylvania

FEIGELSON, Allan Phillip    Baltimore, Maryland
FIELDMAN, Stanley Jerry    Pikeville, Maryland
FITZGERALD, Edward Francis    Leonardtown, Maryland
FOGLER, Edward Louis    Westminster, Maryland
FOWLER, Thomas Reeve    Stratford, New Jersey
FOX, Robert Spencer    Frederick, Maryland
FRAGALE, Richard Pat    Glen Burnie, Maryland
FRANKFORTER, David Arthur    Waynesboro, Pennsylvania
FRIED, Kevin Richard    Baltimore, Maryland
FRIEND, Hugh
FRIES, Thomas Rudolph Westminster, Maryland
Boyertown, Pennsylvania
GAECKLER, Paul Frederick
GLEN ROCK, Pennsylvania
GAGNON, Robert Michael Edgewater, Maryland
GACH, Kenneth Morris Lutherville, Maryland
GARDNER, Robert Burton Rockville, Maryland
GAVIN, Victor Charles Baltimore, Maryland
GEHR, Terrence Neal Westminster, Maryland
GENTRY, Barry Pikesville, Maryland
GOTTLEIB, Daniel Baltimore, Maryland
GRAHE, Wilbur Arthur
GREGO, William Dominick Emmitsburg, Maryland
GREGA, William John Pittsburgh, Pennsylvania
GROOME, John, Jr. Dallas, Pennsylvania
GRUVER, Glenn East Berlin, Pennsylvania
HAAS, Donald Daniel Baltimore, Maryland
HAHN, Francis William Woodsboro, Maryland
HALLOCK, Edward Norton Mt. Airy, Maryland
HAMM, Carl Brodbeck, Pennsylvania
HARMAN, Jackie Larry Manchester, Maryland
HARPER, David Scott Harrisburg, Pennsylvania
HARTMAN, Dean Jack Upperco, Maryland
HARTSOCK, James Clifton Baltimore, Maryland
HEATH, Donald Marvin Salisbury, Maryland
HERRING, Robert Charles Baltimore, Maryland
HEYSER, William Littlestown, Pennsylvania
HICKS, James Ernest Thurmont, Maryland
HIGGS, Daniel Gordon Severna Park, Maryland
HIGHSWORTH, Robert James Baltimore, Maryland
HILL, Frederick Kingsbury Abingdon, Maryland
HISE, Theodore Rodney Gettysburg, Pennsylvania
HNATOW, Joseph Stephen Ford City, Pennsylvania
HOGLE, Hugh Ansel, Jr. Oil City, Pennsylvania
HOTTES, James Vernon, Jr. Cokesville, Maryland
HUTCHINSON, Robert Willis Glen Burnie, Maryland
HYMILLER, Joseph Clarence Westminster, Maryland
IBEX, Jeffrey Wayne Westminster, Maryland
IDDINGS, Arthur Wilhiam Frederick, Maryland
JACOBS, Henry New York, New York
JONES, Hartzell Stanley, Jr. Salisbury, Maryland
JUDGE, Daniel Paul Union Bridge, Maryland
KAROL, Eugene Michael Ellicott City, Maryland
KEVIN, George Timothy Dagsboro, Delaware
KEIRSTED, Paul Clark York, Pennsylvania
KELLEY, Edward Morel Mission Hills, California
KELLY, James Dennis Frederick, Maryland
KELLY, Patrick Joseph Gettysburg, Pennsylvania
KENNEDY, James Michael Baltimore, Maryland
KILE, Ona Merl Frederick, Maryland
KING, Richard Wheaton, Maryland
KISS, John Andor Spring Grove, Pennsylvania
KLEGER, Joel Trenton, New Jersey
KOCH, Lawrence Theodore Frederick, Maryland
KOHAN, John Newark, Delaware
KOHAN, William Joseph Mahanoy City, Pennsylvania
KUNKLE, Jerry Lynn Elkton, Maryland
LAMBIN, Robert Lee Thurmont, Maryland
LAMBERTSON, John Paul, Jr. Thurmont, Maryland
LAMBRIGHT, Herbert Washington, D. C.
LANE, D. F. Sykesville, Maryland
LANN, Francis John Laurel, Maryland
LEASE, Gilbert DeWayne Baltimore, Maryland
LEHR, Terry Spring Grove, Pennsylvania
LEISHURE, Cleveland Samuel Westminster, Maryland
LEO, Andrew Brengle Westminster, Maryland
LEONARD, Thomas Adrian Hanover, Pennsylvania
LEVAY, James Wallace Pasadena, Maryland
LILLEY, Charles Gettysburg, Pennsylvania
LITTLE, James Patrick, Jr. Salisbury, Maryland
LITTLE, Richard Alexander Littlestown, Pennsylvania
LOCKARD, Brian Lee Reisterstown, Maryland
LOCUST, Irvin Scott Baltimore, Maryland
LONG, Warren Clifford Frederick, Maryland
LOUGH, Edward Thomas Hanover, Pennsylvania
McCAVE, William Harold Clinton, Iowa
McGRATH, Robert Walter, Jr. Neptune City, Pennsylvania
McKEEVER, Ralph Kenneth Paw Paw, West Virginia
McNEISH, Robert Francis Baltimore, Maryland
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SWARTZ, Mano  
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THOMAS, John  
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THURSTON, Ernest Blare  
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TILGNER, Robert William  
Manchester, Maryland

TOSKIN, Richard Anthony  
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TWEEDY, John Talbot  
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UMBEL, John Clifford  
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VANDREY, Hanns Friedrich  
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VAN HART, John Harlan  
Moorestown, New Jersey

WAGHELSTEIN, Michael Larry  
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WALKER, Rex Irving  
New Egypt, New Jersey

WALLACE, Larry  
Hanover, Pennsylvania

WARNER, David Milton  
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WEAVER, William Lee  
Abingdon, Maryland

WELEBOB, Leo John  
Baltimore, Maryland

WHALEN, Robert Kenneth  
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WHARTON, Robert Harrington  
Emmitsburg, Maryland

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Westport, Connecticut

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Sykesville, Maryland

BAILEY, Ann Margaret  
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BAKER, Albertine Hodgson  
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BARBER, Virginia Conner  
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Waynesboro, Pennsylvania

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Smithsburg, Maryland

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Canfield, Ohio

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Glyndon, Maryland

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Westminster, Maryland

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Tenino, Washington

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SUMMARY BY CLASSES

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= 1650
**Endowments**

Within the framework of the general Endowment Fund of the College, totaling approximately $3,000,000, there are a number of special endowments that have been contributed for specific purposes, as follows:

The Oscar Lafayette Morris Library Memorial Fund: By the will of the late Oscar Lafayette Morris, of Salisbury, Maryland, the College came into possession of a bequest which has been set apart as a special endowment for the library.

The James Thompson Memorial: Through a gift made by Dr. and Mrs. William J. Thompson, of New York City, in memory of Dr. Thompson's father, the late Rev. James Thompson of the Maryland Conference of the former Methodist Protestant Church, the "James Thompson Memorial" has been established. The income from this endowment is used for the purchase of books for the departments of psychology and philosophy and religion.

The Joseph Englar Scholarship Fund: Established under a bequest of the late Joseph Englar, who was a trustee of the College from 1897 until his death in 1924. The income from this fund is to be used to assist needy students in pursuing their education.

The Harry Clary Jones Scholarship Fund: Through a bequest of the late Prof. Harry Clary Jones, two partial scholarships are offered for seniors, one in the chemistry department and one in the physics department. If in one of these departments no outstanding candidate appears in any year, two scholarships may be given in the other department. If no candidate in either of these departments meets the requirements for this honor, then no scholarship shall be awarded in that year, and the income from the investment for that year shall be placed back into the fund and used in awarding additional scholarships in succeeding years, as the committee on the award may see fit.

The Lee Scholarship Fund: Through a bequest of Miss Grace Lee, this fund was established to provide scholarship assistance for the benefit and education of deserving students. The beneficiaries are to be students who are unable to meet the full expenses of a college education.

The Florence E. Stoner Western Maryland Scholarship: By the will of the late Frank L. Stoner, of Frederick, Maryland, a trust fund was set up, the income from which is to be used for the maintenance of a partial scholarship at Western Maryland College. The trustees of this fund select the recipient.

The Stone Scholarships: The will of the late Harvey A. Stone provides that the income from the property he bequeathed to the College shall be applied to the education of male students at Western Maryland College who may be pursuing a course preliminary to entering upon a theological course.
The W. Edwin Warfield Memorial Scholarship: Provided by the Lions Club of Silver Spring, Maryland, in memory of the late W. Edwin Warfield, a member of the club and an alumnus of Western Maryland College who died in action during World War II. It provides full tuition annually to one person selected by the club.

The William G. Baker, Jr., Scholarship Fund: Established as a memorial to Mr. William G. Baker, Jr., for many years a devoted trustee of the College. It provides one tuition scholarship annually.

The Joseph S. Whiteford Fund: This fund has furnished and endowed a suite of rooms in Albert Norman Ward Hall to be occupied by two worthy young men without charge.

The William R. Winslow Scholarship Fund: The income from this fund provides three full tuition scholarships. It is the further stipulation of the donor that the recipient of the scholarship must be willing to earn money to pay for his room and board.

The Frank C. Marino Scholarship: Under the provisions of this contribution $250.00 is available annually to give scholarship aid to needy and deserving students. No discrimination is to be made against any person because of his religious faith.

The Page Etchison Memorial Scholarship: Established by the Organized Bible Class Association, of Washington, in memory of Mr. Page McKendree Etchison. It provides full tuition for one student from the Washington Area selected by the Association.

The Eleanor B. Gaither Memorial Scholarship Fund: Established under the wills of the late Mr. and Mrs. James H. Gaither in memory of their daughter who was a member of the Class of 1940.

The William W. Chase Scholarship: Established by the late William W. Chase, M.D., of the Class of 1923. It provides one full tuition scholarship annually.

The Mund Scholarship: Established by Mr. and Mrs. Allan W. Mund, of Baltimore, and the income from the fund is to be used to provide a tuition scholarship for a needy student who would be unable to attend college without such assistance.

The Gaither Lee Fischbach, Jr., Memorial Scholarship Fund: Established by the friends and fellow-students of the late Gaither Lee Fischbach, Jr., who died during his freshman year at Western Maryland College. Since it was his intention to prepare for the Christian ministry, it is the purpose of this scholarship to assist students whose aims and ideals are similar to those of Lee Fischbach.
The Laura F. Stalnaker Scholarship Loan Fund: Established in memory of Miss Laura F. Stalnaker of the Class of 1881. Loans from this fund are available to worthy students on a non-interest bearing basis and are repayable within a ten-year period after graduation.

The Cambridge Rubber Foundation Scholarships: The Cambridge Rubber Foundation has placed funds at the disposal of the College, which will provide $200.00 annually to be awarded to one or two male students in the freshman class. Character, need for assistance, and academic ability are to be the determining factors in making the award.

The Caroline Wantz Taylor Vocal Scholarship: To be awarded to a voice student of outstanding potential ability as a member of the Western Maryland College Choir and is to be nominated annually by the Choir Director.

The Florence Johnson Memorial Fund: Established by Mrs. George S. Johnson in memory of her daughter of the Class of 1921. The income will be used annually to provide assistance to a member of the Wesleyanettes preparing for full-time Christian service in music.

The Margaret Wappler Memorial Scholarship for Applied Music: Established by the Omicron Eta Chapter of Delta Omicron, this scholarship of $75.00 will be awarded annually to an upperclass music major making a significant contribution to music on the Hill.

The Emma Bowen Kistler Scholarship Fund: Established by her sister in memory of Emma Bowen Kistler of the Class of 1897.

The James L. Nichols Scholarship Fund: Established by Mrs. Laura Wilson Nichols as a memorial to her late husband, The Rev. James L. Nichols, of the Class of 1925, and a former pastor of the Westminster Methodist Protestant Church. The scholarship is to be used to assist a worthy student who is preparing for a full-time career in Christian service.

The Eva L. Lewis Memorial Fund: This fund was established under the will of the late Dr. E. Ralph Lewis, the income from which will provide a scholarship to be awarded to a pre-ministerial student for his junior and senior years. The award will be made by the College on the basis of academic ability, qualification for the Christian ministry, and financial need.


The Virginia Jorden Blake Lectureship: Established by Mr. and Mrs. John V. Blake in memory of their daughter who graduated in the Class of 1950. It provides an annual lectureship on religion and higher education.
The Dr. and Mrs. Edgar B. Jenkins Student Loan Fund: Established by Dr. and Mrs. Jenkins, former faculty members, to assist capable students in receiving an education.

The Lewis C. Radford Memorial Scholarship Fund: Established in memory of Dr. Lewis C. Radford, of the Class of 1916, by his friends, family, and classmates to provide a partial scholarship for worthy and needy students.

Within the Endowment Fund, the following special funds have been contributed as Memorials: The F. Murray Benson Memorial Fund, The John T. and Birdie S. Ensor Memorial Fund, The Sally Bridges Meyls Memorial Fund, The Grace T. Stewart Memorial Fund, and The Margaret Reisler Kishbaugh Memorial Fund.

Enduring Investments

No forms of beneficence exceed in importance gifts to education. Educational institutions are not money-making institutions—their dividends are in character building and in mental development. The tuition which students are able to pay meets only part of the actual cost; the remainder must come from endowment and annual gifts. Friends of Western Maryland College should note the important work the College is doing in the field of higher education, and the opportunity the College offers for beneficence where most satisfactory results may be obtained. The success of the College has been phenomenal in many respects, but its success makes it imperative that a much larger endowment and more extensive equipment be secured if the College is to go forward in the most efficient way.

The friends of higher education are respectfully asked to consider the claims of this institution and to join in making possible the complete success of the enterprise projected.

Consideration is asked for the following items:

1. $30,000.00 will endow perpetually a tuition scholarship.
2. $50,000.00 will endow a scholarship providing both tuition and board for one student.
3. $250,000.00 will endow a full professorship bearing the donor's name.
4. Additional buildings and other facilities are needed to meet the requirements of a growing college.

Gifts in any amounts will be applied to the purposes indicated by the donors, and may be made as direct grants, annuities, living trusts, life income contracts or other arrangements convenient to the donor and helpful to the College.

Inquiries may be directed to the President of the College.
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A Handbook of Western Maryland College is published each year and is presented to all students. This publication contains the various regulations of the College, as well as other information.
The College Calendar

SUMMER SESSION
1967

June 22, Thursday, 8:30 A.M.-12:00 M. Registration for First Term.
1:00 P.M. First Term classes begin.
July 26, Wednesday. First Term closes.
July 27, Thursday, 8:30 A.M.-12:00 M. Registration for Second Term.
1:00 P.M. Second Term classes begin.
August 30, Wednesday. Second Term closes.

FIRST SEMESTER
1967-1968

September 16, Saturday, 10:00 A.M.-12:00 M. Registration of freshmen and transfer students.
September 16 to September 20. Orientation period for freshmen and transfer students.
September 20, Wednesday, 9:30 A.M. Registration for all other students.
September 21, Thursday, 8:00 A.M. The daily class schedule begins.
September 21, Thursday, 11:30 A.M. Fall Convocation.
November 9, Thursday, 12:00 M. Midsemester grades reported to Registrar’s Office.
November 22, Wednesday, 12:20 P.M. Thanksgiving Recess begins.
November 26, Sunday, 10:00 P.M. Thanksgiving Recess ends.
December 1, Friday. Last date for withdrawal from courses without penalty.
December 15, Friday, 12:20 P.M. Christmas Recess begins.

1968

January 2, Tuesday, 10:00 P.M. Christmas Recess ends.
January 18, Thursday, 8:30 A.M. Semester Examinations begin.
January 25, Thursday. First Semester closes.

SECOND SEMESTER
1968

February 5, Monday. Registration of new students and schedule changes.
February 6, Tuesday, 8:00 A.M. Second Semester classes begin.
February 10, Saturday, 8:00 A.M.-12:20 P.M. Monday classes meet.
March 18, Monday, 9:00 A.M. Midsemester grades reported to Registrar’s Office.
March 22, Friday, 12:20 P.M. Spring Recess begins.
March 31, Sunday, 10:00 P.M. Spring Recess ends.
April 15, Monday. Last date for withdrawal from courses without penalty.
May 5, Sunday, 7:15 P.M. Service of Investiture of Seniors with Academic Costume.
May 20, Monday, 8:30 A.M. Semester Examinations begin.
May 27, Monday. Second Semester closes.
June 1 and June 2. Commencement Period.