Xi

No 3 missing
Alma Mater

More than sixty years ago, a group of God-loving, God-fearing and God-living men looked about them to find a place where they might send their sons and daughters to be equipped for life's work under Christian leadership and instruction. There were many institutions of learning on the horizon, but there was felt a need for an institution in Western Maryland, moulded in accordance with the ideals for which they were striving.

And then they turned their eyes, in an ever-widening circle, to find a place where such an institution ought to be, but was not. Their eyes fell upon the fair hills of Carroll and came to rest just west of Westminster, once called Winchester. Their eyes roamed no more.

And thus Western Maryland College came into being. Born of the need of the hour, endowed with leaders of great vision and ability, through the years that have come and have gone she has not deviated from those high ideals in which she was conceived. Year by year her light grows brighter in the field of education and of service to the world.

Today Western Maryland College holds an enviable position among those approved by the Commission on Institutions of Higher Education of the Association of Colleges and Secondary Schools of the Middle States and Maryland. Her graduates are admitted to the graduate schools of the foremost universities of the country, to her credit and to her honor.

Her President is today engaged in one of the greatest educational movements of the times, organizing, co-ordinating and directing the LIBERAL ARTS COLLEGE MOVEMENT in the interest of the many hundred colleges of our land. Proud of her past, recognizing her great obligation to the generations to come, Western Maryland College stands solidly behind her President in his ideal of what a great college should be and for which he is leading the way for his Alma Mater and ours.
**The Lee Collection**

The beautiful collection of minerals left to Western Maryland College by Miss Grace Lee has recently been installed in Lewis Hall, where it is being arranged and catalogued. As the college building program progresses, a more prominent place will be found for it. Miss Grace Lee was the daughter of the late John W. Lee, noted mineralogist.

**Debate Council**

Western Maryland College is the only college outside of the state of Pennsylvania to hold a membership in the Debating Association of the Colleges of the State of Pennsylvania. Dr. George Willis, head of the Department of English, is a member of the Peabody Conservatory of Music and is a member of Delta Omicron National Musical Sorority.

Miss Marjorie Irons recently became a member of the Faculty, in the Department of Music, taking the place of Miss Hirtz. Miss Hirtz is a graduate of the Peabody Conservatory of Music and is a member of Delta Omicron National Musical Sorority.

Dr. W. B. Young, Professor of Latin who has been ill since last summer, is improving, but is not able to resume his classroom duties. During his absence, Professor Jenkins is conducting his classes.

The following members of the faculty are receiving congratulations:

Dean and Mrs. Samuel R. Schofield on the birth of a daughter, Corrine Schofield, December 29, 1930.

Professor and Mrs. Edgar R. Jenkins on the birth of a daughter, Evelyn Howard Jenkins, December 21, 1930.

Capt. and Mrs. Thomas R. Holmes, on the birth of a son, Robert Sylvester Holmes, December 13, 1930.

**Faculty Notes**

Miss Violet L. Hirtz resigned on November 1st to be married to Dr. Albert Kohler. After a motor trip to the Pacific Coast, they will make their home in Los Angeles, Cal.

**Notice: Addresses**

All Alumni who are changing residence are urged to send a notice of the new address to the Executive Secretary of the Alumni Association. A notice will be sent to all students receiving college mail without interruption.

Alumni Office, Western Maryland College, Westminster, Maryland.

**Recognition**

WILLIAM FRANKLIN ELGIN, ’83

Medical science paused to recognize the splendid work of Doctor William Franklin Elgin, the oldest employee in point of service at the Alumni Building, Asistant of the H. K. Mullford Laboratory, Dr. Elgin graduated at Western Maryland College in 1883, after which he taught school and studied medicine at the same time. He graduated from the University of Maryland medical school in 1887. During the early years of his medical practice near Washington, D. C., he studied bacteriology at the U. S. Marine Hospital Laboratory (now U. S. Public Health Service). In 1898 he associated himself with the Mullford Laboratories and was their first Director. In 1899 he began the manufacture of vaccines. Since that date more than fifty million smallpox vaccinations have been produced under his direction. This is probably the world record. His daughter, Mrs. Mary Ellen Shockey, attended Western Maryland College, being a member of the class of 1910, though she did not remain in college to graduate with her class. His grand-daughter, Miss Mary Ellen Shockey, is a student at the college, being a member of the class of 1932.

**Legislators**

As this Bulletin goes to press, our eyes are turned towards Annapolis, and people are wondering about the coming session of our State Legislature. Many changes took place among the Senators and Delegates at the last election. An examination of the returns discloses the names of three graduates of Western Maryland College, who have been chosen by their communities to represent them. We extend our congratulations and good wishes. They are:

Milton L. Yossey, ’96, Pocomoke City, Md. Delegate from Somerset County.

Clarence W. Woolson, ’10, Salisbury, Md. Delegate from Wicomico County.

F. Murray Benson, ’17, Baltimore, Md. Delegate from Baltimore City.

**Recent Weddings**

Miss Mary Ruth Holt, ’29, and Mr. Elbert Milton Hannold, ’27, November 29, 1930. Mr. and Mrs. Hannold are residing at Woodbury, N. J.

Miss Elizabeth Brogle, ’30 and Mr. Robert Finley Thompson, Jr., October 4, 1930. At home, Cumberland, Md.

Miss Eva Ruth Foxwell, ’29 and Rev. Harry R. Reck, January 1, 1931. At home, 1407 Hanover St., Baltimore, Md.

Miss Dorothy Lyle Gilligan, ’28 and Mr. Clarence Henry Bennett, ’23, on Christmas morning, 1930. At home, 2604 First St., N. W., Washington, D. C.

Miss Evelyn Elizabeth Pusey, ’28, and Mr. William Rountree, December 27, 1930. At home, Westover, Md.

Miss Mary Eleanor Reese, ex-’30 and Mr. George E. Cushman, January 1, 1931. Mr. and Mrs. Cushman will reside in Frederick, Md.

Miss Llewellyn Paine Otto, ’26 and Mr. Lauren Hunte, December 20, 1930. Residing in Baltimore, Md.

Miss Dorothy Edith Wheeler, ex-’30 and Mr. Dool Scott Chair, December 24, 1930.

Miss Mary Jane Stanton, ex-’31 and Mr. Clyde Van Gosch, September 17, 1930.

Miss Veiera Lewis, ’25 and Reverend Kenneth Burrows Grady, October 24, 1930.

Miss Virginia Hunter, ’27 and Mr. John O. DeVries, November 29, 1930. They are residing in Philadelphia, Pa.

**Personal Notes**

Reverend H. Fred Swarth, ’14, is engaged in graduate work at the Yale Divinity School, New Haven, Conn.

Miss Edna M. Johnson, ’26, is teaching English at Cedar’s Business College, Ashtabula, N. C.

Miss Bertha J. Hart, ’21, is teaching mathematics at the South Dakota State College, Brookings, S. D.

Mr. Harry Moore Brut, ’27, is instructor at Haddonfield High School, Haddonfield, N. J.

Miss Miriam Strange, ’25, is Registrar at St. John’s College, Annapolis, Md.

The University of Delaware department of History. While at Yale he did considerable research in Italian nineteenth century history. The result of this research is incorporated in a book, now in preparation.
The Liberal Arts College Movement

The last number of the College Bulletin was given over almost entirely to the report of the Liberal Arts College Movement begun some fifteen months ago and which is now arousing considerable interest and comment in educational circles. The Movement is to bring to the attention of thinking people the past record, present service and future work of the Liberal Arts College in America; to show that practically all of the colleges now running and others yet to be born will be needed in the next generation to take care of the rapidly growing college population.

The Movement instituted and now headed by Dr. Albert Norman Ward, President of Western Maryland College, is certainly off to a running start with nearly twice as many member-colleges registered in the cooperative attempt to promote the general status of the institution which they represent. The further development of the Movement is vested in a Standing Committee of five appointed last May at the Washington meeting. This Committee as constituted includes Presidents Albert N. Ward of Western Maryland College, George L. Omwake of Ursinus College, Guy E. Snively of Birmingham-Southern College, J. W. McIohan of Saint Viator College, Albert C. Fox of John Carroll University, Rees E. Tulloss of Wittenberg College, W. G. Clippinger of Otterbein College, H. J. Burgstahler of Cornell College, W. J. Metlohin of Furman University, Harry M. Gage of Coe College, Irving Maurer of Beloit College, Lucia R. Briggs of Milwaukee-Denver College, Homer P. Rainey of Franklin College, and Secretaries John E. Bradford of the General Board of Education of the State Presbyterians Church, H. O. Pritchard of the Board of Education of the Disciples of Christ, and H. H. Sweet of the Department of Christian Education of the Presbyterian Church of the United States.

The headquarters of the Movement is in Washington, Smith Building, 815-15th Street, N. W., where President Ward spends two or three days of each week and where his Secretary, Miss Helen Ohler now has her desk. It is proposed that a Director of Research and Publicity, with offices in Chicago or somewhere in the Midwest, be appointed at an early meeting of the Committee of Fifteen.

The publicity organ of the Movement is the Liberal Arts College Bulletin, a twentynine page publication. The Bulletin is devoted to the liberal arts college of the future, and contains articles and reviews written by philosophers, educators, publicists and educators. It is a bimonthly magazine sponsored by the American Association of Colleges and Universities.

The Movement seeks to bring about a greater understanding of the liberal arts college and to encourage the growth of these colleges.

On the surface, it is plain to see why this is true. Most of the large colleges, the aristocrats in the collegiate field, are not college-going. It is not that they are not interested, but that they are not interested in leading the charge. It is, however, disappointing to any one interested in strengthening the upper range of our educational ladder, that the smaller and more democratic institutions have not shown more active sympathy for the movement. Some of these reach out in competition for the liberal arts college, and others from the colleges almost indifferently. They should be immensely interested in a movement which has for a major and ultimate purpose of the A. B. degree to mean more nearly the same thing from whatever college it comes. At present, it is more truthful, it is least sounds better, to say that there should be a great difference in the graduates coming from the two types of college.

We have a habit of saying that we get in this world about what we pay for. This is not always true and makes more or less a truism. Let us illustrate. Graduate A comes from Alpha College, a college with little or no endowment and a tuition charge of $150 a year. His A. B. degree costs $600, tuition fees, plus his share of endowment income. And society, even universities with endowed chairs of economics, complain that the two degrees, one costing $600 and the other $150, are indistinguishable. The Liberal Arts College Movement will put the two on a more equal footing, so here's success to the Movement.

True, the two degrees in picked cases will quite frequently compare favorably. The small college has a wider superior between the opportunities of the graduates of the greater college and graduates many superior students which equal or exceed those of the larger and richer colleges. And then, all of that $600 did not go into culture for Student B's A. B. degree. Paraphrasing Wilson, the slide shows cost more than the main tent and they add little to cultural achievement. Nevertheless many of the small colleges are seriously handicapped by lack of funds for effective operation.

Some of our opposition---and of course, it has its critics—say that it is disappointing to hear the "Movement" talk always of money and money and never a word about steps to improve the work or quality of the output. Could a statement be made more unfair coming from a university with a hundred million of endowment and other sources of large income? And what, pray, would this critic suggest as the first step in the improvement of college work? Better buildings and equipment? It takes money to build and equip. Better teachers? More money. Study and research in the fields of specialization? Still more money. Other agencies, including the universities, are studying the shortcomings of the college, and giving recommendations for their correction. What most of the colleges need is the capital to correct what they will know to be their shortcomings.

There is a tendency, originating in the larger schools, to standardize the whole procedure in higher education from laboratory equipment and the manipulation of the laboratory library to the paper qualifications and salaries of teachers. When enrollments approach or exceed five thousand, five thousand is the norm. What is done about it. Everything must be gauged and calibrated to internesh with the least friction, i. e. the least bother to the administrators mass production; standardized: all parts interchangeable. In the matter of students, it is 60% A's and B's and nothing below C, the Missouri Curve, et al. In the matter of teachers, it is 60% Ph. D.'s and nothing below A. M. If the institution's students are to be 10% of these, the educational, 50% of these must be; professors, committees, personnel, and heads of departments to be shared between from this faculty of fifty. The large schools and the accrediting agencies have gone far toward standardizing the series of college credits which is a time when the small college secured some of its "many superior teachers" for love rather than for money. It is time for sympathy toward the young, love for teaching, love for the college. This can seldom be done today. The small college must buy its teachers in the general market in competition with those more fortunately placed. Certainly, larger financial income is one of the first needs of many of the small colleges.

Another question asked by critics of the movement to better the position of the small college is: "Why canonical or defy the small college in comparison with the larger college when administrators of education in the city-secondary-field are advocating high school units for 5000 or more pupils? Does any one think for a minute that the city administrator thinks the 5600 high school unit ideal for the child? It may be best and cheapest for the tax payer. It is probably the best they can do for the crowded city population. And then, the high school population is in competition with the home, and guidance from the school is not so essential as for the college student. Certainly there is a point in numbers, generally conceded to be around 1500. And the college, the standing committee, effectively administered, is best for most types of college students.

It is understood at the outset that the Movement does not come out of Western Maryland College because of any selfish personal interest. None is not in the larger third, financially, of the 700 odd colleges reporting. The work of the College and its accrediting have been favorably mentioned frequently during the past ten years and our graduates succeed in every field. However, we are not in the forty million, nor even in the four million dollar class. Our more enrollment would mean more building and equipment and better work. A word to the wise and able is sufficient.

Some progress of the Liberal Arts College Movement will be reported from time to time in this Bulletin.

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In Memoriam

Dr. J. F. Somers, '81, died at his home in Crisfield, Md., October 17, 1936. Dr. Somers received his M. D. from the University of Maryland. He belonged to the Somerset Medical Society and served as president of that organization. He was also a member of the Medical Staff of Mt. Vernon Memorial Hospital.

Mr. Richard Lee Ogbum, '25, was accidentally killed at his father's lumber mill, Sumner, N. C., and arrived by his wife, Dorothy E. Holland Ogbum, '24, who his parents, and a sister, Mrs. Mary Ogbum Blackburn, ex-25.

Miss Louise Walters Werntz, '31, died from injuries received in an automobile accident, December 19, 1939.

Jacob Caspar Shumberger, '04, whose home was in Payette, Idaho, died during the summer.

Miss Leslie W. Orr, '12, died at her home in Locasom, during the summer of 1930.

Mrs. Henrietta Eldridge Kemp Waters died at her home on the Severn River August 13, 1939. She was a member of the Preparatory School, 86.
The Banquet

Two notices of the mid-winter banquet have been sent out to all the members of the Alumni Association. This Bulletin will come into the hands of a much larger number of our friends. Each reader will have the privilege of attending. It is hoped that in the absence of a personal invitation this notice will be all that is necessary. We want you there.

Briefly, the program is—

6.20-7.00 Reception in the Banquet corridor, where you will have time to meet old friends and make new ones. Class reunions.
7.00-8.30 Banquet in the beautiful "Banquet Hall" of the Lord Baltimore Hotel.
8.30-9.30 College songs; vocal selections; instrumental offerings.

This will be the last regular notice you will receive before you are expected to make your plans for your participation in the festivities which are scheduled below. The completeness of your plans will in a large measure determine the ultimate success of the TWENTY-SIXTH ANNUAL Mid-Winter Banquet Friday, Feb. 13, 1931 AT THE Lord Baltimore Hotel Baltimore, Md.

6.20 P.M.

With this in mind will you therefore make your purchase of your tickets at once. Do you wish to be placed at a table with your classmates? If so, when you get your tickets you should ask the Treasurer to see that you are placed at a table with your class. He will do the rest.

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Athletics

For the benefit of those who have been out of touch with things athletic, we repeat here the result of all scheduled events up to December 31, 1930.

WARSIL FOOTBALL
59 Univ. of Baltimore 0
18 St. John's 0
10 Georgetown 0
40 Loyola 7
29 All Marines 0
27 John Carroll Univ. 0
33 Mt. St. Mary's 0
7 Allbright 7
5 Muhlenberg 0
7 Univ. of Maryland 0

FRESHMAN FOOTBALL
13 Belleville 19
18 St. John's 6
6 Bucknell 48
9 Navy 6
6 Georgetown 20

SOCCEI
3 State Normal 0
3 Dickinson 0
3 State Normal 1
1 Navy 3
4 Franklin and Marshall 2
7 Dickinson 1
1 University of Pennsylvania 16
6 Penn State 3

BASKETBALL
24 Navy 36
24 Navy 36

This was the only game played before the Christmas holidays.

ATHLETICS FOR WOMEN

While there were no scheduled events with outside institutions last fall, the women's department made very satisfactory strides toward the development of women's sports. Inter-class events were held, and much enthusiasm was shown.

There is every indication that this department of college activities will be heard from to our credit next season.

For the coming months, there are many interesting events scheduled, including: Basketball—women. Basketball—men. Lacrosse Boxing Baseball

In addition to organized sport, the many hikes and student activities of an impromptu nature insure that student life at Western Maryland College is not lacking in out-of-door indulgence in fresh air.

Dr. E. D. Stone, Jr., Treas.
827 West 36th Street, Baltimore, Md.

Dear Sir:—

Enclosed find ($_____) to cover tickets for the Western Maryland College Midwinter Banquet, Friday, February 13th.

Remarks: My correct address is __________________________ (Name and Class)

(Street)

(Town and State)

For the convenience of those in or near Westminster, tickets may be secured from T. K. Harrison at the College.
To Friends of Western Maryland College

This number of the Bulletin is published in the interest of students who are about to graduate from High School, many of whom will enter college next fall. When you have read this Bulletin, please hand it to some High School Senior whom you think ought to go to college.

In this period of economic depression, with its accompanying unemployment, it will be good economy that as many of these high school graduates as possible should continue their education rather than add to the unemployment problem by trying to enter the vocations at this time.
A Letter to High School Seniors

My dear Young Friend:

You are facing a great problem, probably the greatest problem of your life, that of deciding "What next after High School?"

Will you choose a vocation? We can list hundreds of positions open to high school graduates—farm, shop, counter, desk, salesmanship, trade. One large department store lists 1,291 types of positions in its organization, most of which can be filled by high school graduates. But these vocations are already overcrowded and are sources of serious unemployment. In those times of depression it would seem best that you should continue your education and enter later on the vocation of your choice better prepared for the promotion or advancement that may open for you. Those times of depression will pass away—so may your opportunity for an education.

Will you go to college?

Four years ago when you finished the grades your answer to the question, "What next?" was "I shall continue my education.

Religious Education

You cannot look your spirit in quarantine for four years while you educate your mind. Your religion will feel the same impact and evaluation that your politics and your economics will feel. . . . I speak with complete certainty of only one thing— you will not be able to run away from the personal challenge of religion. You may look your door against it, but it will fly on unseen wings through the strongest panel and past the solid bulk on your study table, or hide itself in some tiny corner of your mind."

Glen Frank, President University of Wisconsin

Western Maryland College draws most of its students from Christian homes and every opportunity and encouragement is given for growth in the spiritual life. Our newly organized School of Religious Education gives the same appreciation, "impact and evaluation" for things spiritual that other departments of the college give to things academic. The college Y. M. C. A. and Y. W. C. A., Ministerial Club, Student Volunteers, and like organizations give practice in the field of Religious Education.

Music

Music fills a larger and larger place in the life of the race as we come down the ages. Today thousands of artists entertain while practically all of the people listen.

Courses in piano, voice, public school music, pipe organ, violin and orchestra with the accompanying courses in musical theory lead to various certificates of accomplishment while the College Choir, Glee Clubs, Powder Puffs, Orchestra, and Band give practice to those who can and care to sing or play.

Dramatics, Speech, Debating

The Literary and debating societies with their attendant forensic and dramatic trials are still very much alive on College Hill. Departments of Speech and Dramatics, frequent college plays and recitals and other more informal organizations gives practice and entertainment for those interested.

Recreation and Play

Proving for play and recreation is a major American industry. "To begin with, the grand total of over twenty billion dollars—and I am convinced that this is a conservative estimate—indicates that not far from one quarter of the entire national income of America is expended for play and recreation."

Stewart Chase in Whither mankind.

We believe in play as a recreation from work. Football, baseball, lacrosse, soccer, tennis, volley ball, basketball, boxing, wrestling, track, hockey, dancing—all conducted on the campus in our fine field, four or six supplementary fields, and two gymnasiums.

Social Clubs

The college does not sanction fraternities. Six or more social clubs housed in the dormitories and other social and other advantages bring together those who are most temporal and offer social and other advantages without some of the attendant disadvantages of the national organizations.

The Library

Almost as important as the laboratories in science courses, and indispensable in the arts courses, the College Library is in constant use. 25,000 volumes on its shelves, current periodicals and newspapers, and a comfortable, well-lighted reading room make it an efficient working library.

College Publications

An introductory course in Journalism, a course in Higher Composition, and the college publications, the Gold Bug, weekly; the Western Maryland College Bulletin, quarterly; the Alaba, yearly, help to find those among the students who have the ability and the desire to write.

Departmental Clubs

Poets' Club, Shakespeare Club, Le Cercle Francais, Science Club, Home Economics Club, and Informal Seminars in History and in Biology, all are incentives to independent thinking and study.
Western Maryland College

Offers---

A faculty of forty-six professors and teachers, trained in twenty-six colleges and universities in the United States, who contribute their learning, skill, and experience to the effective instruction of their students.

Courses of study leading to the Bachelor of Arts degree in Astronomy, Biology, Bible, Chemistry, the Classics (Greek and Latin), Dramatics, Education, English, French, Geology, German, History, Home Economics, Mathematics, Mechanical Drawing, Military Science, Music (Piano, Organ, Voice, Violin, and Public School Music), Philosophy, Psychology, Physical Education, Physics, Religious Education, Social Science (Economics, Political Science, and Sociology), Spanish, and Speech.

A preparation for graduate study of law, medicine, various types of engineering, the ministry, and education; a preparation to enter directly business, research, social work, high school teaching, and other like vocations.

Cost, Self-help, Student Loans

Do you know what it costs to go to college? Endowment funds, contributions from various sources, some state aid, and economical administration have kept the cost of attendance at Western Maryland College remarkably low.

The important items of cost are:

- Tuition ....................... $150
- Room and Board .................. 350
- Total .......................... $500

payable in approximately equal amounts in September and February.

Considering that Western Maryland ranks among the better colleges of the State and high among the colleges of the East, we doubt whether more can be had anywhere for what it costs here.

Self-help. Various types of student self-help are available on the campus and in Westminster for a limited number of students.

Student Loans. Certain plans for student loans will be explained on request. A limited student-loan fund is administered by the college.

For further information, the current Catalog, or Application Blanks, address

The Registrar,
Western Maryland College
Westminster, Md.
MORITURISALUTAMUS

"We Who Are About To Die Salute You!"

I wish to make an appeal to the men and women of my own generation.

The men and women of my generation are starting out on the last lap of the journey of life. Within ten or fifteen years our work will be done. The familiar places will then know us no more forever. What remains for us to do must be done quickly if it is to be done at all. The night must come down, sooner or later. It may come sooner than we think.

I want the men and women of my generation who have loved and who still love Western Maryland College to join me in consecrated years which may bring to pass a dream which most of us have dreamed, a dream of a Greater Western Maryland College. The years that remain will be sufficient in number to bring this thing to pass if we make the right use of them. We can make no better use of our money, whether much or little, than to build a great college which will last through the ages, carrying on in character-building and in mental and spiritual uplift for the youth of succeeding generations who will take our places when we are gone. What we give to most things will soon pass away, but what we give to education in perpetual endowments will never pass away. "If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellow-men, we will engrave upon those tablets something which will brighten to all eternity."

I have given much time and thought to these plans of ours for a greater college, a college "set upon a hill which cannot be hid," an institution which will last for all time if its friends will it so. What needs to be done can be done without loss of time, for the needs are great and the possibilities are tremendous for this institution. There should be no delay. These times of depression should not retard but quicken. These are not times to give up but to go forward. Colleges of the type of Western Maryland are sorely needed in these times of depression and uncertainty, and they will be more needed in the future than now. Civilization is at the cross-roads. Christian colleges will bring forth the leadership for the days to come. Without them and the Church there will be no future with a shadow of hope for mankind.

There is a lot of money in the world, enough for all our needs, great or small, if it can only be properly distributed. Among my friends and the friends of this college, here and there, are men and women who could bring this dream to a glorious reality, in much shorter time than the ten years suggested, if they only would! This Dream City could be built almost over-night. A thought or prayer or two, a letter, a telegram, and the dream comes true! That my friends can do the things I ask, I know full well; that they will is my most earnest prayer.

Morituri Salutamus! Men and women of my generation, or older or younger, let us salute the rising generation with this gift for education in a college which will be dear to our hearts as long as we live and are able to behold it, and which will become immortal as we take on our own immortality; and coming into possession of which the youth of succeeding generations will rise up to bless us! And let us do this while we still live. We can do no more worthy thing than to build ourselves into a college which will live forever. And what we do should be done right now, without waiting.

Albert Norman Ward,
President of Western Maryland College.
A GENERAL VIEW OF THE PROPOSED BUILDING SCHEME

The plans for a Greater Western Maryland College, which have been approved by the Board of Trustees, call for a physical plant which will meet the expanding needs of an institution which is growing rapidly and which is destined to occupy a commanding place among the leading institutions of higher learning in the United States. The above scheme of buildings will make ample provision for this program. Included in the building plans, as pictured above, are: a Social-Religious Building, a Library, a Hall of Fine Arts, three additional dormitories, two for men and one for women, a Women's Building providing for apartments for women teachers and additional social facilities for women students, a Science Building, a Home Economics Building, a new Power Plant, and a Gymnasium—eleven buildings in all. Seven permanent buildings have already been erected.

Two million one hundred thousand dollars will be needed to carry the building program to completion, including the laying out of roads and walks and the landscaping of this "Campus Beautiful." A similar amount will be needed for endowment. The ten-year program for a Greater Western Maryland College calls for an additional investment of four million two hundred thousand dollars. The program for the next three years calls for one million five hundred thousand dollars to be used in the erection of seven new buildings.
THE NEXT STEPS

I. THE BUILDING PROGRAM

Plans for a Greater Western Maryland College, approved by the Board of Trustees, and as announced elsewhere in this Bulletin, call for an expenditure of $4,200,000 in endowment and buildings during the next ten years. The successful carrying out of this program will make full provision for a student body of seven hundred and fifty students—five hundred boarding students and two hundred and fifty day students. This will place Western Maryland College on a par with the very best colleges of the United States.

The next step—covering a period extending through the next three years—calls for the erection of seven buildings in the order named: a boy’s dormitory, a girl’s dormitory, a gymnasium, the Social-Religious Building, the Library, the Hall of Fine Arts, a boy’s dormitory. The cost of these buildings will be approximately one million five hundred thousand dollars. Friends of the college are asked to cooperate in the most generous way possible, with this program which means so much for the immediate future of the college. There ought to be found seven friends of the college who would be willing to donate these buildings and thus identify their names for all time with this institution. The approximate cost of these buildings will be as follows: three dormitories, $150,000 each; gymnasium, $150,000; Social-Religious Building, $350,000; Library, $250,000; Hall of Fine Arts, $250,000. Or if seven persons would each give one-half the cost of one of these buildings, the balance could be provided for in an appeal to the public. If one or two men were to step forward with a proposition along this line, others would surely follow in their train.

II. SCHOLARSHIPS AND A STUDENT LOAN FUND

Tuition paid by students only provide about forty percent of the actual cost of education. This is true of all institutions. If students paid the full cost of their education, only the children of the well-to-do could secure a college education. Therefore, tuitions must be kept within the reach of young people of average ability. But this should not be done at the expense of the curriculum. All loans should be sufficient to take care of the annual budget. Those who are financially able should be expected and required to pay as large a proportion as possible, within reasonable limits, of the actual cost of education; but provision should be made whereby worthy students unable to meet the tuition charges, should be assisted in the way of scholarships or loans.

The income from a Scholarship Fund of $200,000 would provide tuition scholarships for fifty students, which is about the average number of students requiring such aid in a college of 500 students. In addition to this a Student Loan Fund of $70,000 would provide a fund from which students could borrow. From this fund loans could be made at a low rate of interest, and such loans should be repaid after the student has become self-supporting.

A Student Loan Fund will be inaugurated at Western Maryland College beginning with the school year 1931-32. Five thousand dollars have been donated for this purpose and will become the nucleus of a fund of fifty thousand dollars needed for this purpose. Beginning with this year loans will be made to a limited number of students, not to exceed $200 a year, for the Junior and Senior years. Next year loans will be made to Sophomores also, but it is not proposed to make loans to Freshmen. Any help given Freshmen will be in the nature of scholarships. All loans will be made with great care.

The Student Loan Fund will become a Revolving Fund. No student will be permitted to borrow in excess of $500 for the full period of three years. Within four years after graduation the entire amount borrowed must be paid back into the Student Loan Fund. The loans returned will then become available for other worthy applicants, who will then be helped in this way. This method of assisting students is coming into general approval throughout the country. It is being accepted as the best way to furnish help to worthy boys and girls as it places the whole matter upon a self-respecting and self-supporting basis.

The Board of Trustees and the Alumni Association of Western Maryland College have each given endorsement to this proposed Student Loan Fund. An effort will be made to raise ten thousand dollars a year for five years in order to bring this fund up to the $50,000 needed. A gift of $500 will make it possible to help a student through college, and the money thus borrowed when returned will start all over again, and thus become perpetuating as a loan fund. A gift of $150 to this fund will meet the tuition of a student for one year, and when returned will help another student in the same way, and thus be continued perpetually.

Our friends are asked to consider this proposition carefully and to give accordingly. It is a fine way to assist worthy students who otherwise would not be able to go to college.

THE PROPOSED SOCIAL-RELIGIOUS BUILDING

The Social-Religious Building will be the most commanding building on the campus. It will be the center of college life and activities, and will make ample provision for the Department of Religious Education. In addition it will provide the assembly hall for daily chapel, and thus become perpetually as a loan fund. A gift of $150 to this fund will meet the tuition of a student for one year, and when returned would not be able to go to college.

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