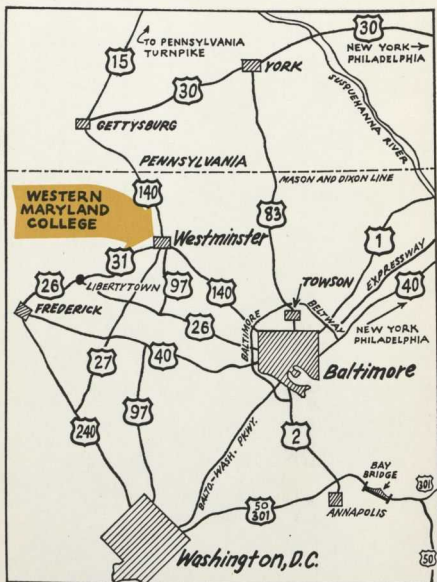




1970

1971

Western Maryland College



The
Western Maryland College
Catalogue

1970-1971

One-Hundred Third Annual Edition

WESTMINSTER, MARYLAND—21157
(Telephone 301-848-7000)

April, 1970



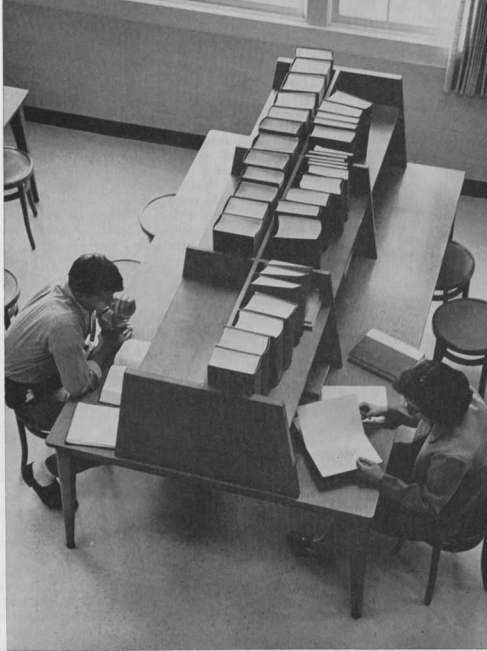
Contents

Objectives of the College	4
THE COLLEGE	
Background	6
Educational program	7
Campus and facilities	8, 9
Map of the campus	8, 9
College community	11
THE COURSE OF STUDY	
Degrees	16
Graduation requirements	16
January Term	19
Accelerated program	21
Grades and Reports	21
Honors	24
COURSES OF INSTRUCTION	
Description of courses	26
COLLEGE PROCEDURES	
Admissions	78
Preparation for a career	84
Expenses	89
COLLEGE ORGANIZATION	
Board of Trustees	92
Administrative Staff	94
Faculty	95
The Alumni Association	108
Western Maryland College Associates	109
GENERAL INFORMATION	
Annual Awards	112
Endowments	113
Enduring investments	116
The College Calendar for 1970-1971	119

■ *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

■ *The College*

Background

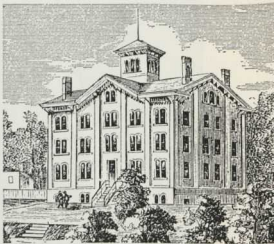
The dream of one man and the selfless labor of another account for the beginnings of Western Maryland College. Fayette R. Buell, operator of a Westminster private school, had a dream which he followed until construction actually started in 1866 on the first College building. The Rev. J. T. Ward, who 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 United 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 an 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 17 million dollars. There were 70 students enrolled when the College began; now enrollment tops 1,000. 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-



The original College building.

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

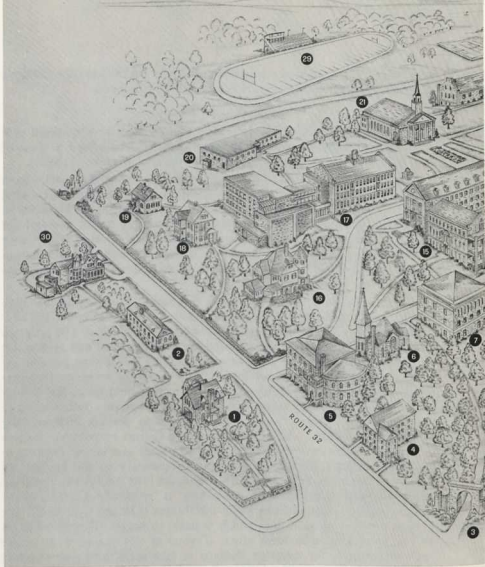
As a liberal arts college, Western Maryland presents an educational program which equips graduates with qualities of leadership and a sense of responsibility for personal development and the advancement of society.

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. On an experimental basis, the College is sponsoring a January Term and an honors program. Both encourage students to expand their areas of interest and to develop their capacity for independent study. 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.

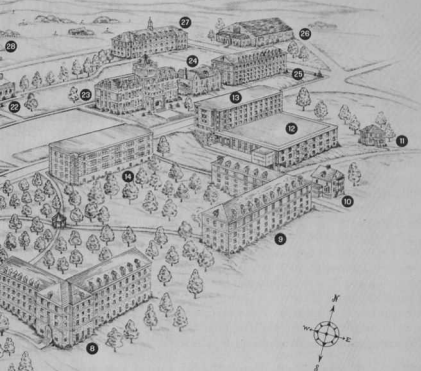
Western Maryland is accredited by the Middle States Association of Colleges and Secondary Schools and by the University Senate of the United Methodist Church. It holds membership in The American Association of Colleges for Teacher Education and the National Association of Schools of Music with the approval 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.



WESTERN MARYLAND COLLEGE

- | | |
|--|-----------------------------------|
| 1. Carroll Hall | 16. The President's home |
| 2. Thompson Infirmary | 17. Lewis Hall of Science |
| 3. Ward Memorial Arch | 18. McDaniel Cottage |
| 4. Levine Hall | 19. Dean's Cottage |
| 5. Alonzo Hall | 20. Windsor Student Center |
| 6. Baker Chapel | 21. Baker Memorial Chapel |
| 7. Fine Art Building | 22. The Library |
| 8. Blanche Ward Hall | 23. Elderlieve Hall |
| 9. Whiteford Hall | 24. Publications House |
| 10. Cottage | 25. Daniel MacLea Hall |
| 11. Cottage | 26. Gill Gymnasium |
| 12. Engler Memorial Dining Hall and Harlow Swimming Pool | 27. Albert Norman Ward Hall |
| 13. Rouser Hall | 28. Golf course and tennis courts |
| 14. Memorial Hall | 29. Hoffa Field |
| 15. McDaniel Hall | 30. Harrison Alumni House |

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 carrillonic 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 psychology department offices 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 classrooms and 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 Memorial Hall contains an 1800 data acquisition and control system available to all academic departments.

RESIDENTIAL. The President's House (1889) 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 face each other across a grassed area. Rouzer Hall, a men's dormitory completed in 1968 and housing 214 men with lounges and other social areas, is named in honor of Mr. E. McClure Rouzer, '07, a trustee since 1952. It is adjacent to the spacious, air-conditioned Englar Memorial Dining Hall, also completed in 1968 and named in honor of the members of the Englar family who have attended Western Maryland College across the years. Whiteford Hall, a girls' dormitory with spacious lounges, study and recreational areas, accommodating 180 students, was also completed in 1968 and occupies the northeast corner of the women's quadrangle. It is named in memory of Mr. and Mrs. Roger J. Whiteford. Mr. Whiteford was a member of the Class of 1906 and a trustee from 1934 until his death in 1965.

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. The "Dick" Harlow swimming pool, constructed in 1968 as a part of the dormitory-dining hall complex, meets all requirements for intercollegiate competition. It is flanked by dressing rooms for men and women as well as classrooms, a squash court, and additional physical education facilities. 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 pavillion. Numerous student picnics are held in Harvey Stone. The amphitheater has been 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 government offices, the college bookstore, a student lounge and coffee house and snack machines. 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. Elderdice 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 extra-curricular 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 in addition to the weekly Sunday evening services in the College Chapel.

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.

The Honor System. Western Maryland College students subscribe to and believe in the honor system as a self-imposed body of principles establishing a college community of high moral character. It developed from the belief that students who are accepted for enrollment at this college are people who, interested in their own education, would not be satisfied to obtain merely the symbols of education—such as grades or degrees—by unauthorized use of the work of others. Students at Western Maryland are expected to govern their academic conduct by the principles of this code and to report any infraction which may come to their attention. The integrity of an Honor Code is only possible when guaranteed by the student participants.

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 1969–1970 calendar following indicates the breadth of this program.

September 17	Lecturer, Rev. George E. Doebler
September 24	Lecturer, Rev. Jack Corrigan
October 12	Chapel speaker, Rev. H. Gerard Knoche, Jr.
October 15	Lecturer, Grattan Freyer
October 19	Chapel speaker, Rev. James H. Brown
October 29	Christian-Marxist Dialogue
November 6	The Rod Rodgers Dance Company
November 9	Chapel speaker, Dr. Alfred B. Starratt

November 19	Lecturer, Jeanne Lowe
February 18	Lecturer, Sidney Hook
February 20	The National Symphony Orchestra
March 1	Chapel speaker, Rev. Albert B. Cleage, Jr.
March 11	Lecturer, Bruno Bettelheim
March 15	Chapel speaker, Congressman John Brademas
April 12	Chapel speaker, Rabbi Martin S. Weiner
April 13, 14, 15	Sex Ethics Conference
April 26	Chapel program, St. Mark's Dance Company

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 for women was formed in 1957. Its purpose is to promote professional competency and achievement in music and to develop character, leadership and scholarship.

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.

Omicron Delta Epsilon is the national honor society in economics. It has over 140 chapters and is a member of the American Association of College Honor Societies. The local chapter was formed in 1968. Candidates must have at least 12 credits in economics with an average of B or better. A high overall scholastic average is also required.

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 Christian Science organization, 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 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

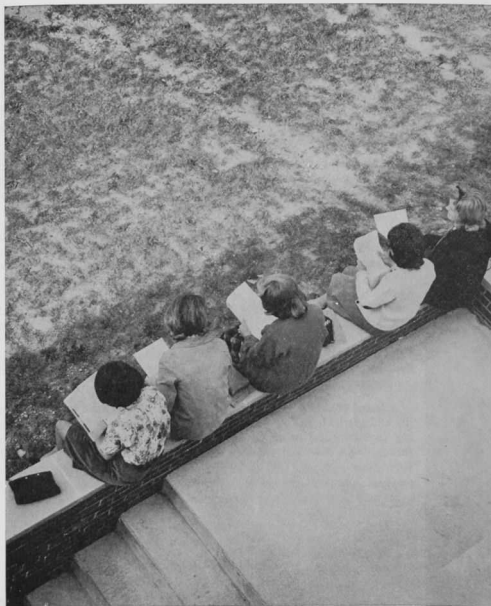
There are eight social fraternities and sororities on the campus, all of local origin: Alpha Gamma Tau, Delta Pi Alpha, Gamma Beta Chi, and Pi Alpha Alpha for men; Delta Sigma Kappa, Iota Gamma Chi, Phi Alpha Mu, and Sigma Sigma Tau for women.

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, cross country, football, golf, lacrosse, soccer, tennis, track, and wrestling. The intramural program offers basketball, golf, softball, touch football, and volleyball.

Women's athletics are organized under the Women's Athletic Association. Intercollegiate activities sponsored by the WAA include field hockey, basketball, volleyball, and tennis. Intramural competition is provided in basketball, field hockey, and tennis. In addition, several sports days which include golf, tennis, archery, and volleyball are held each year with neighboring colleges.

Co-educational all-college tournaments are held in archery, badminton, and tennis.



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 semester 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 111, 112, 122, 205, 206, 211, 212, 311, 312, 319, 320; Economics 328; Education (all courses except 303); Library Science (all courses); Military Science 304, 403; Applied Music, Music Education (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. Classes in this program are offered both on the campus and in various centers in Maryland. Information concerning this program may be obtained from the director of the graduate program.

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:

	Semester Hours
English Composition	6 ¹
Literature	6 ²
Foreign Language	12 ³
Laboratory Science	6
Social Science	9 ⁴
Religious Literature	3 ⁵
Fine Arts	2 ⁶
Military Science and/or Physical Education Activity ..	4 ⁷

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 The six semester hours may be chosen from Classics 108, 205, 225, 226, 228; Dramatic Art 325, 326; English 104, 211, 213, 214, 217, 218, 304, 311, 327, 328, 332; Religion 204 (if not used to satisfy other basic requirements).

³ 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. Students are asked to take College Board achievement tests, prior to their matriculation, in any language in which they may conceivably wish to continue. Depending on the score on this test, a student may be exempt from further language study or will be placed 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.

⁴ The nine semester hours may be chosen from history, economics, Non-Western Studies 101;102, political science, sociology.

⁵ For those graduating after 1970, the three semester hours may be chosen from Religion 107, 108, 203, 204, 215, 216.

⁶ The two semester hours may be chosen from art, music, or Dramatic Art 122, 219, 224.

⁷ Students may be exempt from this requirement by reason of age or physical disability. Students seeking such exemption must apply to the Dean of the Faculty.



This view from back campus shows The Library, Baker Memorial Chapel, and Lewis Hall at the hill's crest.

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 prior to 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 forty-two semester hours 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 the 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 music education.

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 adviser. 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, computer science, education, general science, geology, interdisciplinary studies, library science, military science, non-Western studies, Russian, and statistics.

January Term

The Philosophy and Organization of the Program

Over the past decade, Western Maryland College, like many other liberal arts colleges, has regularly examined critically its curriculum and college calendar, with an eye to improved teaching and learning in an increasingly complex society. A number of proposals have been made, which, for many reasons, have not been adopted. In 1969, however, the Faculty approved a



During January Term a course in Operations Research is conducted at the National Bureau of Standards.

curricular and calendar experiment for two years, one in which the College would retain its standard two semester organization while incorporating a three-week January Term between the semesters. During this time the student would enroll in one course or pursue one topic in depth.

The January Term provides for both students and faculty a rather unique educational experience. Breadth and depth, while vital components of a liberal education, should not constitute the only objectives of the student or of the faculty member in their common pursuit of learning. There is a third dimension in this pursuit—intensity—the chief motivation of which must come from within the student, developing most productively in a mutual effort and commitment between student and teacher. The January Term can be a time when the teacher places some of his special knowledge and personal interests at the disposal of the student's curiosity, in a particularly sustained, conscious and organized interaction. It is hoped that in each class or individualized project the student will have the sense of engaging with his instructor in a cooperative venture, one in which together they explore new areas, and open and extend intellectual horizons.

The January Term can and does take several directions. For one student it is the opportunity to pursue independently, in an organized and guided way, a project or area of study which deeply interests him. For another it is an opportunity to enroll in a course even though he has no previous background in the field, or to attempt to master a subject or skill for which he may lack natural aptitude. For still another it means a time for exploration of an area of interest, such as music or art, unrelated to his regular academic program. For all, it is a period of concentrated study normally beyond the range of the more usual course experiences. This flexibility and experimentation in learning which is the special feature of the January Term will thus supplement and enrich the pattern of course work in the two regular semesters.

The day by day operation of each particular program will depend upon its nature. In some cases, all or part of the work might be done off-campus. Enrollment in most on-campus courses will be limited to a small number in order to emphasize the individual contact between the instructor and the students. Credit may vary and grades are Pass-Fail.

The January Term at Western Maryland, then, is envisioned as a time of solitary study and reflection, a time for creative work, a time for experiment, a time for interdisciplinary dialogue, a time to explore art galleries, museums and libraries in the area, a time to engage in special projects, and/or a time to cultivate special interests in depth.

Administrative Procedures

Attendance and participation in the experimental January Term is *voluntary* on the part of each student. It is hoped, however, that a significant number of students will find in the January Term an opportunity to explore new academic or cultural areas, or an opportunity to gain graduation hours

while pursuing an interesting study, so that the program will be a viable one for the College Community.

Near the beginning of the Fall Semester, 1970-1971, the January Term catalog will be made available to all interested students who will in turn indicate on registration forms their several choices for courses or projects. The Director will then collate these and arrive at the final January Term curriculum, including class lists, instructors and student programs. Final registration will probably be completed by December 1. NOTE: Enrollment in the January Term will *not* be contingent upon the student's academic standing during the Fall Semester.

Because of the nature of this experimental program the College has made every effort to keep the fees for the January Term to a minimum. There will be no extra tuition charge for any of the courses or projects. (Faculty members involved will be providing their time and efforts gratis, as a contribution to the experiment.) However, there may be special fees attached to certain courses to provide for extra materials, transportation, etc.; these will be clearly indicated in the catalog if they are required. *There will be a \$50 board fee charged*, covering only the costs of food for the three week period. If a course or project requires that the student be off-campus for a certain number of meals, the cost of these will be pro-rated and returned to him (to assist him in meeting his off-campus meal expenses).

It should be understood that *only* those students registered for and enrolled in a course or project during the January Term (irrespective of specific credit hours or actual fees) will be permitted to remain on the campus and to use the facilities of the College or its Faculty during the January Term.

For further information and details, contact:

Dr. James E. Lightner
Director, January Term

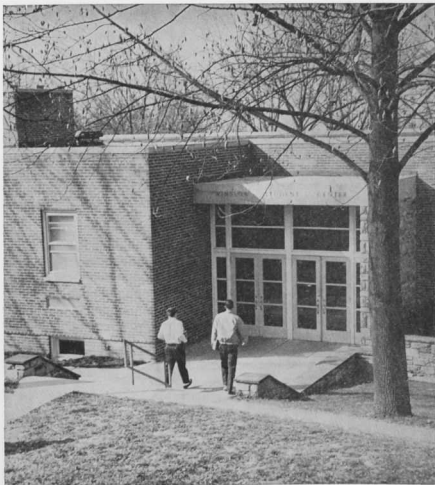
Accelerated Program

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 knowl-

* See Summer School Catalogue.



Winslow Student Center houses the grille, bookstore, and College post office.

edge 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. Qualified juniors and seniors may elect certain courses under the Pass-Fail option.

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; 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 successfully 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. 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, credits awarded by transfer, 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.

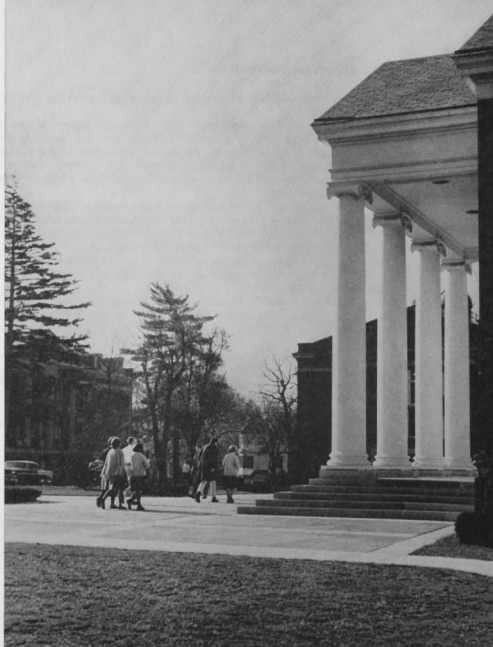
The personal records in the Dean's Office are confidential records. These are not opened to agencies outside the college except in case of court subpoena or at the request of the student. The substance of the personal record may be interpreted by the appropriate college officer only in unusual circumstances.

Honors

Honorable Mention is given for outstanding scholarship during a college year. The honor is recorded on the permanent record. 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 and on the students' permanent records. 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.....(name of the major department)*. These honors are recorded on the students' permanent records. 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.; and
 - d. Be recommended by the department.



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.

A *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.

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.*

*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.*

† Exceptions may be permitted only by the Dean of the Faculty.

- 107, 108. **Art Appreciation.** (1,1)
Lecture and laboratory to study and put into practice the fundamental principles of visual arts. *One two-hour period a week.*
202. **Crafts.** (1)
Admission to the course requires the consent of the instructor. 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)
Enrollment limited to women. 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.
- 315, 316. **Sculpture.** (1,1)
Prerequisite, Art 103, 104, or the equivalent. One two-hour period a week.
- 401, 402. **Oil Painting.** (2,2)
Prerequisite, Art 103, 104. Two two-hour periods a week.

History of Art

Art 111; 112 is prerequisite to all other courses in 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)
Alternates with Art 223. Not offered in 1970-1971.
222. **Medieval Art.** (3)
A study of Early Christian, Byzantine, Romanesque, and Gothic architecture, sculpture, and minor arts. *Alternates with Art 224. Not offered in 1970-1971.*
- 223; 224. **The Italian Renaissance.** (3;3)
Alternates with Art 221 and 222. Offered in 1970-1971.
225. **American Art.** (3)
Alternates with Art 227. Not offered in 1970-1971.
226. **Criticism and the Contemporary Arts.** (3)
Principles of taste, theories of criticism and aesthetics, and their application to the various fine arts. *Alternates with Art 228. Not offered in 1970-1971.*

227. **Baroque Art.** (3)
 The Renaissance in northern and western Europe, and the art of the seven-
 teenth and eighteenth centuries. *Alternates with Art 225. Offered in 1970-
 1971.*
228. **European Art of the Nineteenth and Twentieth Centuries.** (3)
Alternates with Art 226. Offered in 1970-1971.
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 stu-
 dents who are not candidates for such honors, but who desire to take the
 course, are also admitted.

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.



An 1800 data acquisition and control system is used for record keeping as well as the Computer Science course. Pictured are just three parts of the complex computer set-up.

BIOLOGY (09)

Professors Sturdivant, Holloway, Kerschner, and Royer;
Assistant Professor Brown; Mr. Alspach, Mrs. Lewis

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 111 is prerequisite to all other courses in biology except 115 and 116.

***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.*

115. Modern Biology. (4)

A study of biology emphasizing cellular structure, reproduction, metabolism, and heredity. *The course is intended for students who do not plan a career in the sciences. Three class periods and one three-hour laboratory period a week.*

116. Human Biology. (3)

A study of biological principles with major emphasis upon the human being. The topics considered are the origin of the race and of the individual, the fundamental structure and physiology of the body, and survival against disease. *Prerequisite, Biology 111 or 115. 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. Cell Biology of Micro-organisms.** (4)
A study of structure, metabolism, growth, and reproduction of cells with emphasis on micro-organisms. *Prerequisites, Biology 203, 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. Particular attention is given to the relationship of structure and function in the various cell organelles at the microscopic and sub-microscopic levels. *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.
- 321. 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. *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.

CHEMISTRY (15)

Professor Straughn; Associate Professors Cross and Donald Jones;
Assistant Professor Herlocker

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.*

105, 106. General Chemistry. (4,4)

An elementary study of physical and chemical reactions including organic and biochemical reactions. Qualitative analysis in an abbreviated form is covered during the second semester. *This is a one-year terminal course for non-science majors. Prerequisite, two units of high school algebra or the equivalent. Three class periods and one four-hour laboratory period a week.*

***215. 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. Three class periods and one four-hour laboratory period a week.*

- 216. 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 215; Mathematics 117 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 216. 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.
- 405. Instrumental Techniques.** (4)
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. Two class periods 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, kinetics, and electrochemistry of the various states of matter; atomic and molecular structure deduced from quantum and statistical mechanics; theory of electrolytes; radiochemistry. *Prerequisites, Chemistry 216, Mathematics 115 or 118 or the permission of the department. Juniors may be admitted by permission of the department. Three class periods and one three-hour laboratory period a week.*
- 412. Inorganic Chemistry.** (3)
A study of various metallic and non-metallic compounds, utilizing the principles of physical chemistry (including bonding theories, thermodynamics, and kinetics) to explain their structural and chemical behavior. *Prerequisite, Chemistry 216; Chemistry 408 must be taken concurrently. Juniors may be admitted by permission of the department.*

CLASSICS

Professor Ridington; Assistant Professors Panek and Melvin 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 ability 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*.
- 303. Roman Comedy.** (3)
Plautus' *Captivi* and Terence's *Phormio*, with a consideration of the characteristics of Greek and Roman comedy and their influence in later literature.
- 304. Tacitus.** (3)
Readings from *Agricola* and *Germania*, with consideration of the characteristics of various Greek and Roman writers of history.
- 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.

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. **Continental Literature I.** (3)
Characteristic selections from representative European authors to the Enlightenment.
205. **Continental Literature II.** (3)
Characteristic selections from representative European authors from the Romantic Age to the present.
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. Vogel

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 Dixon and Tribby (Chairman); Mr. Lea, Mr. Van Hart

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 prepare the college student, as a future member of his profession and community, 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.*

*111, 112. Beginning Acting and Interpretation. (2,2)

A course designed to develop in each student the basic emotional, psychological, and intellectual foundation for analyzing and developing effective characterizations in the theatre. Emphasis is placed on relaxation exercises, theatre games, improvisation, play and character analysis oriented toward physicalization, pantomime, and, in the second semester, laboratory scene work. *Each student receives individual instruction and criticism. One class period and one two-hour laboratory period a week.*

122. Dance Theory and Composition.

See Physical Education 122.

*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.*

211. Voice and Diction. (2)

A practical course focusing primarily on the improvement of the individual student actor's control over his voice and diction. Particular attention is paid to phonetics, effective development and utilization of the controllable elements of voice, proper breathing and breath control, posture, and the physical elements of voice and speech. *One class period and one two-hour laboratory period a week.*

212. Intermediate Acting. (3)

Characterization and advanced improvisation based on the fundamental principles of acting; laboratory presentation of scenes from modern and classic plays to give the student experience in a variety of roles; continued study of the principles of voice production and phonetics; fundamental principles of theatrical make-up; intensive study of the form and structure of plays.

- *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 appreciation of the live theatrical performance; basic training in the analysis of dramatic structure, characterization, setting, mood, and directing. *Three periods a week.*
- 224. Introduction to the Film.** (2)
A study of film history, aesthetics, and techniques of analysis. The basic theories of film-making will be illustrated by specific films, including the best films of important directors ranging from D. W. Griffith to Antonioni.
- 311. Advanced Acting.** (3)
The examination, in a laboratory approach, of difficult acting problems; developing a repertory of three or four short plays which will be publicly presented, emphasis on an ensemble of actors working as a cohesive group of craftsmen; the study of style in the acting of period plays; control of the voice in acting, including a special study in verse-speaking of Shakespearean plays.
- 312. Acting Laboratory.** (3)
A course designed to offer the opportunity to become familiar with new techniques of actor training through experimentation and specific character problems.
- 319, 320. Directing.** (3,3)
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. *Two class periods a week and individual assignments.*
- 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. *Not offered in 1970-1971.*
- 325. World Drama to 1850.** (3)
A study of the dramatic literature and theatres of the West and East, from primitive man to the advent of realism, with reading of plays not originally in English.
- 326. Contemporary Drama.** (3)
An analysis of the major dramatic works, movements, and theatres since Ibsen, with primary emphasis on the reading of works by European playwrights. Certain representative plays from other cultures 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.

ECONOMICS (24)

Professor Price; Assistant Professors Coffey, Law, and Seidel

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 201, 202 is prerequisite to all economics 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. Microeconomics. (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.

317. Economic History of the United States.

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.

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. **Industrial Organization and Public Policy.** (3)
Study of past and present structure of industry in the United States and its relationship to government; economically desirable goals of governmental policies relating to business; past and present governmental policy towards business and labor.
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.
329. **Urban Economics.** (3)
Economic reasons for the existence and location of cities, economic analysis of problems of urban areas, including urban renewal, urban transportation, and education, industry in urban areas, analysis of value of urban land, concept of externalities and the furnishing of urban services.
331. **Seminar in 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.
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.
452. **Senior Thesis.** (1 to 3)
Open only to economics majors. Honors students are normally expected to register for three semester hours.
- 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.*

EDUCATION (27)

Professors Bailer, Bowlsbey, and Vernon; Associate Professor Thompson;
Assistant Professor Patrick

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.

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. *Eight periods a week, six weeks.*

409; 409R. Student Teaching. (6)

Conferences, observation, and participation in the high schools of Maryland. *Prerequisites, Education 303 and 307. Extra tuition fee, \$125. Eight weeks.*

411; 411R. Guidance. (2)

Principles and techniques of guidance by the homeroom and classroom teacher. *Six periods a week, six weeks.*

Facing on College Drive are Lewis Hall and Baker Memorial Chapel.



- 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. *Six periods a week, six weeks.*
- 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. *Six periods a week, six weeks.*

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 his 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. *Six periods a week, six weeks.*

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

- 421; 421R. **The Teaching of English.** (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)
- 443; 443R. **The Teaching of Modern Languages.** (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)

Professor John Makosky; Associate Professors Phillips and Richwine (Chairman); Assistant Professors Lawler, Melvin Palmer, Panek, and Stevens; Mrs. Darcy, Mrs. Palmer, Mrs. Weber

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. Introduction to Literature.** (3)
A study of important works by six to eight British and American authors. *This course does not count toward a major in English but does 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.
- 217. 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.
- 218. Literature of the British Renaissance.** (3)
Readings in British writers beginning with Sir Thomas More and terminating with John Milton.
- 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.*
- 251; 251R. 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.*
- 253; 254. 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.*

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.
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.
327. **The Classical Period in British Literature.** (3)
A study of British classicism from John Dryden to Samuel Johnson.
328. **British Nineteenth Century Writers.** (3)
The Romantic and Victorian periods and their outstanding authors.
332. **Twentieth Century British Literature.** (3)
The principal trends and authors.
- 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)

Professor Achor

No major is offered in this field.

- 111, 112. **Physical Science for Non-Scientists.** (3,3)
A study of the nature of solids, consisting of an integrated sequence of lectures and laboratory exercises drawn from chemistry and physics. *The course is open only to students not majoring in the sciences. Two class periods and one three-hour laboratory period a week.*

GEOLOGY (39)

Professor 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 (48)

Professor Whitfield; Assistant Professor Darcy

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)

Offered in 1970-1971 and in alternate years.

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

Offered in alternate years, not in 1970-1971.

211. Greek History. (3)

Offered in 1970-1971 and in alternate years.

212. Roman History. (3)

Offered in 1970-1971 and in alternate years.

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.

304. Latin American History. (3)

Offered in alternate years, not in 1970-1971.

- 305; 306. **American Foreign Policy.** (3;3)
A history of American diplomacy from 1776 to the present. *Offered in 1970-1971 and in alternate years.*
308. **History of England.** (3)
A study of English history from Henry VII to the present.
310. **Civil War and Reconstruction.** (3)
Offered in alternate years, not in 1970-1971.
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. *Not offered in 1970-1971.*
- 351; 352; 451; 452. **Special Studies in History.** (1 to 3)
Students majoring in history must complete at least three semester hours of work in these courses.

INTERDISCIPLINARY STUDIES (50)

Associate Professors Phillips and Richwine;
Assistant Professors Melvin Palmer, Tribby, and Zepp* (Coordinating Staff)

No major is offered in this field.

- 101, 102. **Interdisciplinary Colloquium.** (4,4)
An experimental approach to certain of those disciplines regarded by the College as basic requirements for graduation. Open only to selected freshmen participating in the Second-Track Curriculum experiment. In 1970-1971, the subject will be *Man as Maker: A Study of Man's Attempts to Structure His World*, as analyzed in cultural anthropology, literature, the arts, mathematics, physical education, and theology. The first semester concentrates on a survey of the topic; the second semester emphasizes analysis. Considerable training is provided in research techniques, writing, and oral discussion.

* On sabbatical leave, 1969-1970.

201, 202. Interdisciplinary Colloquium. (4,4)

An experimental approach to certain of those disciplines regarded by the College as basic requirements for graduation. In 1970-1971, the colloquium will be a comparative decade study; the first semester concentrates on the 1930's; the second semester, on the 1960's. Considerable training is provided in research techniques, writing, and oral discussion. *Open only to selected students participating in the Second-Track Curriculum experiment.*

301R; 401R. Interdisciplinary Colloquium. (2)

An interdisciplinary discussion of some topic of particular interest and significance to the disciplines involved. *Not offered in 1970-1971.*

In the fall of 1969, fifteen incoming freshmen were selected to participate in the evolution of a Second-Track Curriculum. This curriculum emphasizes an interdisciplinary approach to certain of those disciplines required for graduation and includes a series of independent study and tutorial units primarily in the student's major field of interest.

The first year of the program consists of enrollment in Interdisciplinary Colloquium 101,102, and the completion of an independent study unit during the January interterm. Each of the subsequent three years will include participation in interdisciplinary colloquia and an increased use of independent study and tutorials in the major.

LATIN (51)

See Classics.

LIBRARY SCIENCE (54)

Professor Simkins; Mr. Smith

The courses in library science provide the number of hours required for a Maryland librarian certificate for schools and also offer preparation for 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. Selection of Books and Materials for Young Adults. (3)

A study of the various types of literature and the general principles for its selection for junior and senior high school libraries; the use of book selection tools, the making of oral reports, booklists, and annotations. *Alternates with Library Science 320. Not offered in 1970-1971.*

320. Cataloging and Classification. (3)

Principles and techniques of cataloging books, with special reference to the school library. *Three class periods and one two-hour laboratory period a week. Alternates with Library Science 318. Offered in 1970-1971.*

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. Not offered in 1970-1971.*

- 326. Librarianship.** (3)
The origin and evolution of the library as a social institution, with attention to the history of books and printing; philosophy, professional standards, organizations, and publications; social trends and problems affecting modern library service. *Alternates with Library Science 324. Offered in 1970-1971.*
- 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.

MATHEMATICS (57)

Associate Professor Lightner; Assistant Professors Duren and Jordy;
Miss Eshleman, Mrs. Sorkin

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. Most majors begin in the freshman year with the course in analytic geometry and calculus.

- *111. 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. *Four class periods a week.*
- *115, 116. Calculus II, III.** (3,3)
Definite integrals and applications, series, expansion of functions, hyperbolic functions, partial differentiation and applications, multiple integrals. *This course will not be offered after 1970-1971.*
- *117. Analytic Geometry and Calculus I.** (3)
A study of the line, conic sections, curves and curve sketching, functions and limits, the derivative, the integral, and applications of differentiation and integration. *Prerequisite, Mathematics 111 or placement by the department; proficiency in trigonometry is essential for this course.*
- *118. Analytic Geometry and Calculus II.** (3)
A study of the trigonometric, exponential, and logarithmic functions and their derivatives, methods of integration, definite integrals and their applications, parametric equations, polar coordinates, partial differentiation, multiple integrals, and infinite series. *Prerequisite, Mathematics 117 or placement by the department.*
- 204. Differential Equations.** (3)
A study of equations of order one and degree one, with applications; equations of order one and higher degree; linear equations with constant coefficients; the LaPlace transform. *Prerequisite, Mathematics 116 or 118.*
- 221. Fundamental Concepts of Algebra.** (3)
An introduction to modern algebraic theory; emphasis on the nature of the structures of algebra, including groups, rings, fields, and vector spaces; selected topics from elementary number theory, polynomial theory, and matrix theory.

- 222. Fundamental Concepts of Geometry.** (3)
The 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.
- 308. History of Mathematics.** (2)
A study of the development of mathematics from primitive counting systems to modern mathematics, with particular emphasis on the seventeenth century.
- 311. Topology.** (3)
Introductory to set theory; topological spaces, product spaces; limit points, open and closed sets; countability axioms; separability; continuous mappings and homeomorphisms; varieties of compactness; separation axioms; varieties of connectedness; metric spaces.
- 317. Abstract Algebra.** (3)
A rigorous presentation of the theory of groups, rings, and fields through a study of selected topics, with emphasis on the study of groups; homomorphisms and isomorphisms of groups and rings; isomorphism theorems; Sylow theorems; ideals; Galois theory. *Prerequisite, Mathematics 221.*
- 318. Linear Algebra.** (3)
A study of the theory of finite-dimensional vector spaces, linear transformations, matrices, determinants, bilinear forms, and inner products. *Prerequisite, Mathematics 221.*
- 323. Probability.** (3)
A study of sample spaces, counting techniques, different types of events in a discrete or continuous setting, random variables and related moments, binomial, Poisson, normal, and other standard distributions. *Prerequisite, Mathematics 115.*
- 324. Mathematical Statistics.** (3)
A study of multidimensional random variables, Chebychev inequality, Central Limit Theorem, sampling and statistical inference, descriptive statistics. *Prerequisite, Mathematics 323.*
- 325. Projective Geometry.** (3)
A study of the fundamentals of synthetic projective geometry, including the projective plane, incidence relations, harmonic sequences, projective transformations, and the principle of duality; selected topics from analytic projective geometry, including transformations, cross ratios, and conics; the theorems of Desargues, Pappus, and Pascal. *Prerequisite, Mathematics 222.*
- 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.*
- 403; 403R. Intermediate Real Analysis I.** (3)
A rigorous study of infinite sets, functions, limits, continuity, derivatives, and Riemann integrals.
- 404. Intermediate Real Analysis II.** (3)
A continuation of Mathematics 403; a rigorous presentation of sequences and series of real numbers; topics selected from metric spaces, elementary functions, sequences, and series of functions.

- 416. Complex Analysis.** (3)
An introductory course in the theory of the functions of a complex variable.
Prerequisite, Mathematics 116.
- 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 to give 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, 215, 216, 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 Mitchum; Majors Curcio and Lewis;
Captains Feurer and Shoemaker

Since 1919 Western Maryland has had an ROTC unit. The unit is 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 each year a number of graduates choose 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 basic course (first two years) is elective for all eligible male students. The advanced course is offered to those juniors who have completed the basic course or received credit for the same through active service in the armed forces. Transfer students interested in the advanced course should contact the Professor of Military Science not later than June 1 prior to their transfer. Advanced course students must be selected by the Professor of Military Science 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.



Hard wind after a snow storm makes The Library's entrance treacherous.

105; 106. Military Science.

(1;1)

Organization of the Army and ROTC, individual weapons and marksmanship, United States Army and National Security, drill and ceremonies. *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; counterinsurgency operations; American military history; drill and ceremonies. *Three periods of class and laboratory work a week.*

303, 304. Advanced Military Science.

(0,3)

Leadership; military teaching principles; organization, function, and missions of the arms and services, small unit tactics and communications; counterinsurgency operations; drill and ceremonies. *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 procedures, military estimates and combat orders, military intelligence and training management; logistics, including supply and evacuation, troop movements, and motor transportation; Army administration; military law; service orientation; Army drill and ceremonies. *Five periods of class and laboratory work a week, first semester; two periods a week, second semester.*

MODERN LANGUAGES

Associate Professor Rivers*; Assistant Professors Cipolla, Derasse, Hendrian, and Zauche (Departmental Coordinator); Dr. Alzola, Mr. Buttner, Mrs. Buttner, Mrs. Long, Miss McDearmon, Mr. Savell

The courses in modern foreign languages are designed to make a vital contribution to general education in the liberal arts, to prepare students 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 courses in modern languages, in conjunction with the aural-linguistic method, a language laboratory is available.

French (33)

*107, 108. Elementary French.

(3,3)

Phonetics and fundamentals of grammar; basic vocabulary; the geography and civilization of France; speaking, writing, and reading practice; a graded reader in the second semester.

*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.*

122. French Conversation.

(2)

Practice in the spoken language. Students are trained to express themselves in the common idiom of the foreign country. Emphasis will be placed upon cultural as well as contemporary topics of general interest. *Prerequisite, French 110 or the equivalent. With the permission of the department, students may enroll for this course concurrently with 110.*

151. Introduction to French Literature.

(3)

A general survey of French literature from its beginning to the present, with selected readings. *Required of French majors. Prerequisite, French 109, 110, or the equivalent.*

* On sabbatical leave, first semester, 1969-1970.

- 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 Moliere; 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; the geography and civilization of Germany; speaking, writing, and reading practice; a graded reader in the second semester.
- *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.*

- 110S. Scientific German.** (3)
Review and expansion of grammar continued; reading and translating of selections from scientific and commercial German. *Prerequisite, German 109.*
- 122. German Conversation.** (2)
Practice in the spoken language. Students are trained to express themselves in the common idiom of the foreign country. Emphasis will be placed upon cultural as well as contemporary topics of general interest. *Prerequisite, German 110 or the equivalent. With the permission of the department, students may enroll for this course concurrently with 110.*
- 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 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. Offered in 1970-1971.*
- 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. Offered in 1970-1971.*
- 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. Not offered in 1970-1971.*

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. Not offered in 1970-1971.*

351; 352; 451; 452. 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; the geography and civilization of Russia; speaking, writing, and reading practice; a graded reader in the second semester.

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.*

122. Russian Conversation. (2)

Practice in the spoken language. Students are trained to express themselves in the common idiom of the foreign country. Emphasis will be placed upon cultural as well as contemporary topics of general interest. *Prerequisite, Russian 110 or the equivalent. With the permission of the department, students may enroll for this course concurrently with 110.*

Spanish (93)

***107, 108. Elementary Spanish. (3,3)**

Phonetics and fundamentals of grammar; basic vocabulary; the geography and civilization of Spain; speaking, writing, and reading practice; a graded reader in the second semester.

***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.*

122. **Spanish Conversation.** (2)
Practice in the spoken language. Students are trained to express themselves in the common idiom of the foreign country. Emphasis will be placed upon cultural as well as contemporary topics of general interest. *Prerequisite, Spanish 110 or the equivalent. With the permission of the department, students may enroll for this course concurrently with 110.*
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. Offered in 1970-1971.*
312. **Spanish Dramatic Literature of the Golden Age.** (3)
Analysis and appreciation of dramas by Lope de Vega, Tirso de Molina, Alarcon, and Calderon de la Barca; supplementary readings and reports. *Prerequisite, Spanish 152. Alternates with Spanish 314. Offered in 1970-1971.*
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. Not offered in 1970-1971.*
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. Not offered in 1970-1971.*
- 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, Heggemeier, and Spangler;
Assistant Professors Dietrich and Hering; Mr. Bill, Mrs. Hitchcock

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 music education (either vocal or instrumental).

Students beginning a major in music should be able to play piano accompaniments of moderate difficulty.

Theoretical Courses

***103, 104. Music Theory. (3,3)**

Basic knowledge of musical materials; written and keyboard harmony through the dominant seventh chord; sight-singing and melodic and harmonic dictation. *Prerequisite, satisfying the requirements for taking piano for credit. Five periods a week.*

***203, 204. Music Theory. (3,3)**

The continuation of Music 103, 104 through altered chords; advanced sight-singing; harmonic, two- and three-part melodic dictation; original compositions utilizing these materials. *Five periods a week.*

301. Counterpoint. (3)

The study of the combination of melodic lines in the Renaissance style; analysis, performance, and composition in two-, three-, and four-part forms in this style.

302. Form and Analysis. (3)

The study of harmonic and contrapuntal forms with analysis of representative compositions.

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.



On the opening day of school, exuberance can lead to a disdain for steps on the way to lunch.

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-period private lessons. An extra tuition charge of \$75.00 per semester is made for one period of private instruction a week, \$40.00 per semester for one half-period of private instruction a week. Music majors are normally expected to take one period of private instruction 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 or two semester hours 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, such compositions as the Bach Well-Tempered Clavier 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 should 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 are required to take six semester hours of piano.

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, 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, such compositions as sonatas by Beethoven and a concerto, sonatas, and pieces of corresponding grade by composers of the preclassic, classic, romantic, and modern schools.

Sixteen semester hours credit in violin are required for a violin major. Students majoring in violin are required to take six semester hours of piano.

Other Instruments

Students are accepted in all stages of proficiency for the study of other string instruments, woodwinds, 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.

Music History and Literature

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.*

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. Not offered in 1970-1971.*

214. Masters in Music. (3)

A study of one major composer's life and representative compositions. *Prerequisite, Music 105;106; or permission of the instructor. Alternates with Music 216. Not offered in 1970-1971.*

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. Offered in 1970-1971.*

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. Offered in 1970-1971.*

303, 304. History of Music. (3,3)
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. *Four periods a week.*

403. History and Literature of the Piano. (2)
A survey of literature for harpsichord, clavichord, and piano; a study of the development of these instruments and the history of piano technique and performance. *Prerequisite, Music 105;106; or permission of the instructor.*

Music Education

The courses listed under this heading constitute the courses in special methods of teaching music; they do not count toward a major in music but are used to satisfy teaching certificate requirements.

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

221, 222. Survey of Band and Orchestral Instruments. (1,1)
The history, use, construction, literature, sound, and pedagogy of all band and orchestral instruments. *Required of Vocal Music Education Majors. Alternates with Music 233 and 234. Not offered in 1970-1971.*

233. Brass and Percussion Instruments. (2)
Instruction in and methods of teaching brass and percussion instruments. *Required of Instrumental Music Education Majors. Alternates with Music 221. Offered in 1970-1971.*

234. String and Woodwind Instruments. (2)
Instruction in and methods of teaching string and woodwind instruments. *Required of Instrumental Music Education Majors. Alternates with Music 222. Offered in 1970-1971.*

333, 334. Methods of Teaching Piano. (1,1)
Methods of teaching piano to beginners of all ages; a survey of suitable teaching materials for all grades, including discussion of the technical and musical problems involved. *Prerequisite, permission of the instructor. One class period and one period of supervised teaching a week.*

337, 338. Teaching Vocal Music in the Secondary Schools. (2,2)
A study of methods of teaching junior and senior high school general music classes and vocal groups.

339, 340. Teaching Instrumental Music in the Secondary Schools. (2,2)
The methods of teaching various phases of instrumental music in the secondary schools.

409. Techniques of Instrumental and Choral Conducting. (2)
Score reading and conducting all types of music.

411. Advanced Teaching Vocal Music in the Secondary Schools. (1)
A continuation of Music 337, 338.

Musical Organizations

Membership in the college band, choir, glee club, orchestra, or college singers is not limited to students majoring in music. *Members of the band, choir, or orchestra may 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 gained 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 periodically. There are also opportunities to hear concerts by visiting artists and organizations. *Attendance at recitals is required for students majoring in music.*

NON-WESTERN STUDIES (66)

Professors David and Holthaus

No major is offered in this field.

In 1969-1970, Hood College, Mt. St. Mary's College, and Western Maryland College began a cooperative international studies program. Each college is offering courses on its campus open to students in the three colleges.

The courses listed below are the courses offered by Western Maryland College. (In 1969-1970, courses in Indian Thought and in Indian Art were offered at Hood College and Mt. St. Mary's College respectively.)

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.

108. Introduction to Non-Western Religions.

See Religion 108.

210R. Political Institutions of India.

See Political Science 210R.

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

Professors Holthaus and Crain; Assistant Professors Hartman and Zepp*

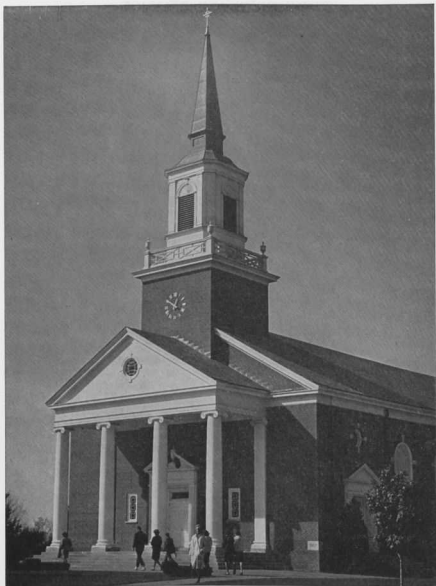
Students may plan their program for general liberal education, for graduate study, or for special objectives in religious work including the ministry, religious social work, foreign missionary service, and related fields.

A student may elect a major in philosophy, in religion, or in philosophy and religion. For the major in philosophy and religion, of the courses in the department marked with an asterisk, the first two courses taken 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, Leibnitz, 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 alternate years, not in 1970-1971.*
- 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)
A study of the development of philosophy in the United States, with special attention to the lives and writings of selected leaders from Edwards to Dewey. *Alternates with Philosophy 308. Offered in 1970-1971.*
- 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. Not offered in 1970-1971.*

* On sabbatical leave, 1969-1970.



Baker Memorial Chapel stands in the center of the campus.

323. Social Philosophy. (3)

An evaluation of man's history, institutions, and social control.

325. Aesthetics. (3)

A survey of the chief distinctive points of view in the philosophy of art and problems presented by the arts.

327. East Asian Philosophy. (3)

A study of some of the Asian philosophies, including psychologies and systems of values. *Offered in 1970-1971 and in alternate years.*

Religion (84)

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

One course in religion (three semester hours) is prerequisite to all courses in religion numbered 300 or above.

***107. Introduction to Western Religions. (3)**

A general consideration of religious phenomena and interpretation, followed by treatment in greater detail of the two major western religions—Judaism and Christianity.

***108. Introduction to Non-Western Religions. (3)**

A study of the major non-western religions—Hinduism, Buddhism, Confucianism, Taoism, Shintoism, and Islam.

***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.

***215. The History of Christian Thought: Early and Medieval. (3)**

A survey of developments in Christian thought to about 1500 A.D., with particular emphasis upon St. Augustine and St. Thomas Aquinas.

***216. The History of Christian Thought:
Reformation to the Present. (3)**

A survey of the main developments in Christian thought since 1500 A. D., with particular emphasis upon the Protestant reformers, the Counter-Reformation, the Evangelical Revival and Protestant Liberalism, and the Ecumenical movement.

- 301. Religion in America.** (3)
A study of the social and intellectual contexts for the development of religion in American history, with an emphasis upon major movements and thinkers among Jews, Catholics, and Protestants.
- 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 1970-1971.*
- 314. Studies in the History of Christian Thought.** (3)
A study of one major interpreter or period of Christianity. In 1970-1971, the subject will be The Thought of the Protestant Reformers: Luther, Cranmer, and Calvin.
- 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.
- 317. Studies in Contemporary Religious Thought.** (3)
A study of a man, movement, or problem in modern religious interpretation. In 1970-1971, the subject will be Martin Luther King, Jr.
- 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. *Not offered in 1970-1971.*

-
- 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)

Professor Clower; Assistant Professors Case, Fern Hitchcock, Ronald Jones, and Weyers*; Mr. Carpenter, Miss Fritz, Miss Laidlaw, Mr. Ober

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.

* On leave, 1969-1970.

Activity

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) | XXII. Advanced Badminton |
| XXI. Rifle | XXX. Advanced Fencing |
| XXIII. Beginning Swimming | |
| XXV. Advanced Tennis | |
| XXVII. Advanced Golf | |

- | | |
|---|-----|
| *105; 105R. Gymnastics. | (1) |
| *106; 106R. Recreational Activities. | (1) |
| *107; 107R. Folk, Square, Social Dance. | (1) |
| 108; 108R. Contemporary Dance. | (1) |
| 109; 109R. Intermediate Swimming. | (1) |
| 110; 110R. Water Safety. | (1) |
| 111; 111R. Outdoor Activities. | (1) |
| 119; 119R. Life-Saving. | (1) |

Fencing students work out in Gill gymnasium.



Theory

- 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 achieve 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. *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.
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. Offered in 1970-1971.*
219. **Prevention and Care of Injuries.** (2)
Prevention and emergency care of injuries associated with activity. Conditioning exercises, support methods, and first aid care are studied. *Three periods a week. Alternates with Physical Education 217. Not offered in 1970-1971.*
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.

Albert Norman Ward Hall and Gill gymnasium face a grassy quadrangle.



PHYSICAL SCIENCE

See General Science.

PHYSICS (75)

Professor Achor; Assistant Professor Yedinak; Mr. Edmund Makosky

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 prerequisite to all other courses in physics.

*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 117, 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 117.*

207. Particles and Structure. (4)

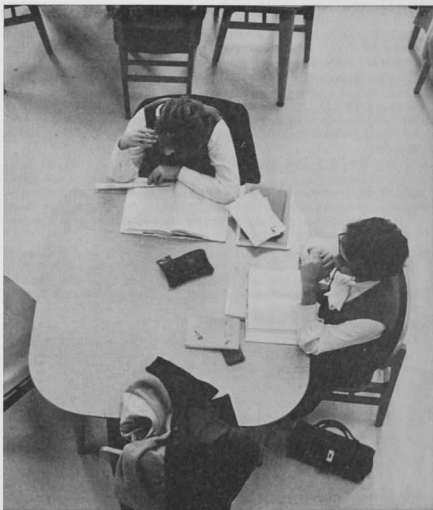
Properties of electrons, nucleons, and other fundamental particles. Elementary quantum mechanics is developed and used in the study of atoms, molecules, solids, and nuclei. *Prerequisite, Mathematics 115 or 117. Three class periods and one three-hour laboratory period a week.*

208. Electronics. (4)

Physical electronics of vacuum tubes and semiconductor devices, electronic circuits and circuit theory. *Prerequisite, Mathematics 115 or 117. 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 115 or 117. Three class periods and one three-hour laboratory period a week.*



Tables in the Library's reference room offer a quiet place to work.

210. Heat and Statistical Physics. (4)
 Thermodynamics, kinetic theory, and statistical mechanics. *Prerequisite, Mathematics 115 or 117. Three class periods and one three-hour laboratory period a week.*

211. Mathematical Physics. (3)
 The applications of mathematics to physical systems. Topics studied are integration techniques, solutions to boundary value problems, advanced vector techniques, and some matrix theory. *Prerequisites, Physics 101, 102, and Mathematics 115 or 118.*

- 303, 304. Electricity and Magnetism.** (4,4)
Electrostatics, magnetostatics, electromagnetism, dielectric and magnetic materials, Maxwell's equations, electromagnetic radiation. *Prerequisite, Mathematics 116 or 118; Physics 211 is a prerequisite or corequisite. 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 116 or 118. Three class periods and one three-hour laboratory period a week, first semester; three class periods a week, second semester.*
- 341; 342; 441; 442. Physics Seminar.** (1; 1; 1; 1)
Study of advanced topics in physics, emphasizing each semester one matter of particular importance to contemporary physics. Students enrolled will be required to present material relevant to the topic. *Prerequisite, a minimum of eight semester hours of physics beyond the introductory level. One and one-half class periods per week.*
- 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 Schrodinger equation, physical meaning of quantum mechanics, solutions of one- and three-dimensional problems. *Prerequisites, Mathematics 204, Physics 207, 211, 303, 313.*

POLITICAL SCIENCE (78)

Professor David; Assistant Professor Weber;
Visiting Assistant Professor Nakhleh*; Mr. Thigpen

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 political science 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.

* Second semester, 1969-1970.

- *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)
An analysis of attempts which have been made and are being made to deal with international problems through international cooperation, such as the United Nations and the Specialized Agencies, the International Court, defense organizations, the European Community, the Organization of American States, and International Commodity Controls. *A field trip to the United Nations is a required part of the course.*
- 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.
- 210R. Political Institutions of India.** (3)
A study of the political process, governmental structure, and foreign relations of India. *Prerequisite, an introductory course in political science, or an introductory course in Indian Civilization, or permission of the instructor. Not offered in 1970-1971.*
- 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.
- 301. Political Behavior.** (3)
An introduction to political behavior through an application of sociological principles to political data. Special attention is given to political socialization, voting behavior, and social forces underlying political conflict. *Prerequisite, Sociology 103.*
- 305. Public Administration.** (3)
An examination of the nature and development of public administration in the United States with attention to policies of organization, management, personnel, budgeting, forms of administrative responsibility, and governmental services. *Alternates with Political Science 307. Offered in 1970-1971.*
- 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. Offered in 1970-1971.*
- 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. Not offered in 1970-1971.*

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. Not offered in 1970-1971.*
- 351; 352; 451; 452. **Special Studies in Political Science.** (1 to 3)
Directed individual study.
353. **Directed Reading.** (1)
A program of directed independent reading of a number of major modern political writings. *This reading is ordinarily completed in the summer and tested by examination. Open only to political science majors.*
453. **Independent Study in Political Science.** (3)
An independent research paper.

PREMEDICAL COURSE

See page 48.

PSYCHOLOGY (81)

Professor Vernon; Associate Professor Miller (Chairman);
Assistant Professors Edward Palmer^a and Prince; Mr. Jump, Mr. McDowell^b

This department seeks to promote knowledge of the basic facts and principles of human experience and behavior by introducing the student 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 prerequisite to all other courses in psychology.

- *203; 203R. **General Psychology.** (3)
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.

^a On leave, second semester, 1969-1970.

^b Second semester, 1969-1970.



Whiteford Hall, for women, opened in the fall of 1968.

- *214. Experimental Psychology.** (4)
 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. Three class periods and one three-hour laboratory period a week.*
- 220. Psychology of Personality.** (3)
 A study of the major contemporary approaches to personality theory and research.
- 301. Social Psychology.** (3)
 Analysis of the behavior of the individual as a member of social groups. Included are topics such as motivation, beliefs, attitudes, prejudices, propaganda, group dynamics, and social problems.
- 302. Psychological Measurement and Assessment.** (3)
 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.*
- 309. Psychology of Abnormal Behavior.** (3)
 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 220. *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.** (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.*
324. **Learning and Behavior Modification.** (3)
A study of basic psychological principles governing human behavior within the conceptual framework of learning theory. Special emphasis is placed on vicarious, symbolic, and self-regulatory processes. An evaluation is made of the efficacy of various methods of behavior change.
330. **Psychology of Deafness and Profound Hearing Loss.** (3)
An examination of the effects of a lack of hearing on personality and behavior. The literature in this and related fields is interpreted in terms of its theoretical and practical meaning for persons with hearing losses and for professionals who serve in their habilitation and education. Through an understanding of the effect of auditory deprivation, the course offers insight into the role of hearing in the psychological development of those with normal hearing.
- 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.
- 421; 422. **Senior Seminar in Humanistic Psychology.** (3;3)
A study of contemporary issues in psychology within the framework of a humanistic approach. A different subject is offered each semester. *Prerequisite, twelve semester hours of psychology.*

RELIGION (84)

See Philosophy and Religion.

RUSSIAN (87)

See Modern Languages.

SOCIOLOGY (90)

Professors Griswold and Earp; Visiting Professor Mitchell*;
Assistant Professors Elwell and Shook; Mr. Grier, Mr. Tait

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

Sociology 103 is prerequisite to all other courses in sociology.

* First semester, 1969-1970.

- 103, 104. Principles and Problems of Sociology.** (3,3)
 Social problems treated within the context of the social structures which produce them. The first semester concentrates upon the analysis of social organization, the nature of culture, personality, groups and associations; the second semester includes the study of collective behavior, human ecology, social change, and the institutions of society.
- 201. Cultural Anthropology.** (3)
 A study of man's culture, with material drawn from both primitive and complex societies.
- 202. The Family.** (3)
 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 causes, incidence, treatment, and prevention of crime and delinquency.
- 210. Population.** (3)
 The composition, growth, distribution, and changes in population of the United States and other areas of the world.
- 211. The Negro in American Life.** (3)
 A study of the sociology of Negro life in the United States from slavery to the present. Emphasis is placed upon the contemporary Negro and the role he is playing in urban America.
- 301. Social Psychology.**
 See Psychology 301.
- 306. Community Planning.** (3)
 The community as a social system; community organization; community planning; other selected aspects of community life, including the fusion of rural and urban patterns.
- 307, 308. Social Welfare as a Social Institution.** (3,3)
 Social welfare in modern America; historical development and current institutional nature; aspects of social agencies and social work as functioning in this system; consideration of programs designed to meet specific needs and problems; evaluation of the effectiveness of current programs; evaluation of social welfare and its future direction. *Prerequisite, six semester hours of sociology.*
- 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.

403. The Development of Sociological Theory. (3)

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.*

404. Social Change. (3)

A study of the variations or modifications taking place in the social process, social structure, or society. It includes theories of change as well as a study of causal factors.

405. Introduction to Social Case Work. (3)

The theory and application of the principles underlying social investigation and treatment in the fields of public and private welfare. *Prerequisite, Sociology 307.*

406. Field Experience in Social Work. (3)

Supervised experience in methods of social work in a community social welfare agency with direct involvement in delivery of service. A variety of agencies and methods will be used with each student spending time weekly in a specific agency. Seminar sessions will integrate and interpret experiences gained in the field. *Prerequisites, Sociology 307, 308, 405.*

SPANISH (93)

See Modern Languages.

STATISTICS (96)

Assistant Professors Law and Seidel

No major is offered in this field.

215. Elementary Statistics for Social Science. (3)

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. (3)

Specific problems in statistics such as multiple regression and correlation, index numbers and time series analysis, chi-square, variance analysis, and quality control. Elements of determinants and matrix algebra necessary for the performance of some of these procedures are included. Stress is placed here on solution of problems related to the discipline of the individual student. *Two class periods and one one-hour laboratory period a week.*



College Procedures

■ **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 United 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 Sunday evening services in the College Chapel.

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

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 (see page 12) 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

FRESHMAN ADMISSIONS

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 and a language achievement test given by the College Entrance Examination Board. Since a large portion of each entering class is accepted early in the student's senior year, it is recommended that the Scholastic Aptitude Test be taken at the end of the applicant's junior year. Students not taking the test until their senior



The admissions counselor interviews two prospective students.

year should take the test during the November administration. The language achievement test is required of all students seeking exemption from the general requirement of the College and all students desiring to continue a language studied in high school. For those seeking exemption, the test can be taken either at the end of the senior year or at the close of the final year of language study. For those continuing the language in college, the test must be taken at the May (or July) administration just prior to college entrance to enable proper placement by the Language Department. This test is used for placement and is not required at the time of admission. 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, 08540.

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 848-7000. 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.

Making Application: Secondary school students desiring admission to the College for the fall term are urged to make application immediately following their junior year. All other candidates for admission are likewise urged to make applications 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). A system of rolling admissions is used and 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, faculty members, and two senior students of the College, 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: Students completing their applications prior to November 1 will generally receive Admissions Committee decisions during the month of November. The remaining students will normally receive their decisions three to four weeks following the completion of their application. Some delay may be encountered by December applicants due to the holiday period.

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 \$80 is also made at this time to confirm the student's sincere desire to attend. This amount includes the matriculation fee of \$30 and a \$50 room deposit. One half of the

matriculation fee plus the room deposit (a total of \$65) can be reclaimed until April 1.

Note: 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.

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. In addition, a letter of recommendation from the Dean of Students of the last institution attended is required. 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.

Students from two-year institutions are encouraged to complete the first two years before transferring. Applications to Western Maryland College should generally be made following the completion of the first three semesters. The student should follow the usual admissions procedure and present the following:

1. Official transcript of college record sent directly from all colleges attended.
2. Official high school record sent directly from last high school attended.
3. Official record of College Entrance Examination Board Scholastic Aptitude Test scores, if taken.

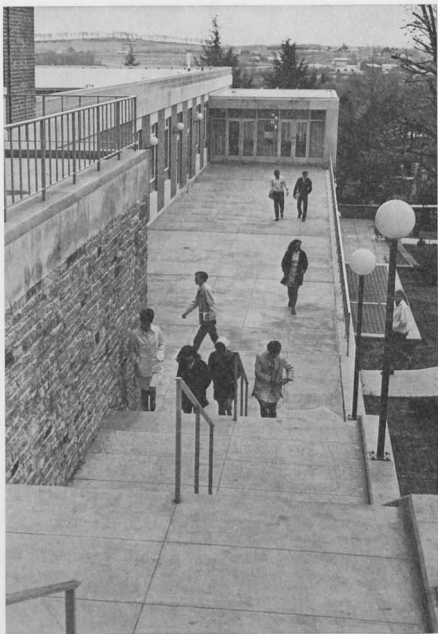
An indication of transfer credits will be made by Western Maryland College at the time of the Admissions Committee decision.

ADVANCED STANDING and/or 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, other than language, 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 desiring college credit for courses taken in high school are required to take the appropriate Advanced Placement Examination(s) of the C.E.E.B. With the approval of the appropriate academic department, satisfactory scores on such tests will enable students to receive college credit toward graduation in addition to advanced placement.

Applicants who have done College-level work that is "over age" for transfer credit may prove the "aliveness" of their educational experience by submitting scores made in the College Level Examination Program of the College Entrance Examination Board.



Englar Memorial Dining Hall has cafeteria style service.

Applicants who have had non-school or irregular experiences which may have furnished knowledge equivalent to that acquired in regular college courses may establish their claim to credit for such knowledge by taking either the APT or the CLEP examination appropriate to the subject matter.

Scores from such tests should be submitted in time for evaluation by administrative officers at Western Maryland.

HOUSING

All students not commuting from the homes of their parents or immediate relatives are required to reside in college housing. Assignments are made by the Deans of Men and Women.

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 to supplement the possible aid from the College.

College Scholarships and Special Grants: A number of scholarships and special grants, valued from \$100 to \$1750 per year, are awarded annually to worthy students. Included in this category are Freshman Scholarships (see campus employment) and National United Methodist Scholarships.

The National United 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 \$600, and no annual grant can exceed \$1,000. The interest rate of 3% does not begin until 9 months after the student terminates his higher education, and a special reduction clause enables prospective teachers to cancel up to 50% (in some cases even more) of the amount borrowed.

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

Campus Employment: There are a number of self-help positions on the campus whereby a student can earn up to four or five 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 upperclassmen. 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 the November or December Scholastic Aptitude Test (S.A.T.). A Parents' Confidential Statement *must* be filed with the Educational Testing Service, Princeton, New Jersey, *by December 1*. Materials to meet these requirements may be obtained from the high school guidance office. 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 each of the local State Senators to award a minimum of 145 scholarship units per year. Each scholarship unit is valued at \$100 and a recipient is not allowed to hold more than 15 units of aid (\$1,500) in any one academic year. These scholarships may be held for four years, and interested students are urged to contact the local State Senator for additional information and possibly a personal interview.
- b. General State Scholarships: These scholarships are awarded by the State Scholarship Board using the Scholastic Aptitude Test and the Parents' Confidential Statement. Half of the scholarships in each political subdivision of Maryland will be awarded to students showing the greatest financial need and the other half will be awarded to meet the need of those students having the greatest aptitude (S.A.T. scores). Each Scholarship unit is valued at \$100 and a student may receive as many as 15 units annually. This type of scholarship does not restrict the recipient to any particular academic field of study or vocational choice.

Federal Scholarships: Educational Opportunity Grants, ranging in size from \$200 to \$1,000, are made each year to students possessing a high degree of financial need based on a formula of family income, assets, and number of dependent children. The size of this award may vary in subsequent years if these characteristics are modified in any way. Students receiving these grants must also receive an equivalent amount of aid from either the College itself or from some outside scholarship source. These grants are primarily designed to help students from families with low incomes and families with numerous dependent children, and the grants may be held for four years.

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 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.

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 his-



With the Fine Art Building in the background, two students stop and chat.

tory, 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.

The College has a computer on campus. This makes it possible to provide acquaintance with computer techniques to students majoring in fields where such acquaintance is becoming important.

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

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.

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. Any student interested in such an arrangement should consult with the engineering school of his choice and 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.

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.

Many male Western Maryland graduates enter the Army after completing the College's ROTC program. The Navy and Marine Corps also offer training programs for students working toward a Bachelor's degree and who intend to enter these branches of the service following graduation.

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 United 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 \$875 per semester. Students carrying less than 12 semester hours are not considered full-time students and are charged \$55 per semester hour. Board and room charges are \$475 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.

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 :

Vocational Guidance Service (optional).....	\$10.00
Late Registration.....	2.00

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 payable in full 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 \$2,850.00 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.)

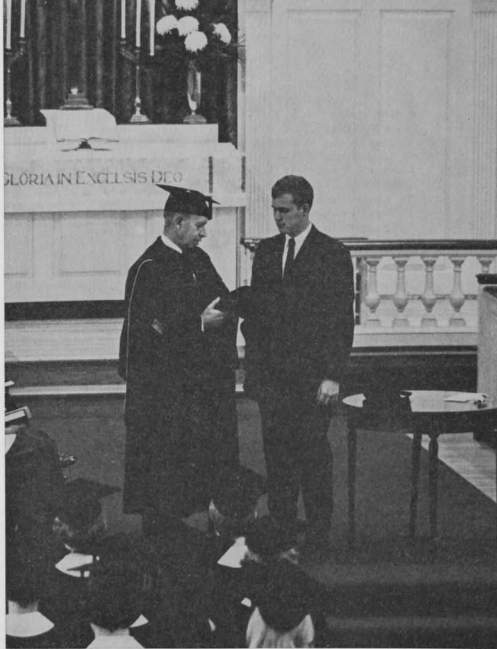
or

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

BISHOP J. H. STRAUGHN, D.D., LL.D., ('99)	Baltimore, Md.	1915
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, <i>Emeritus</i> , ('98)	Gaithersburg, Md.	1939
*J. LEAS GREEN, D.D., ('16)	Baltimore, Md.	1940
LOWELL S. ENSOR, D.D., L.H.D., LL.D.	Westminster, Md.	1944
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. CARLYSLE MACLEA, ('22)	Baltimore, Md.	1949
WILLIAM R. WINSLOW, <i>Emeritus</i>	Washington, D.C.	1950
HILDA LONG ADKINS, ('22)	Salisbury, Md.	1951
G. RUSSELL BENSON	Westminster, Md.	1951
E. McCLEURE 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
LEWIS F. RANSOM, D.D., ('35)	Baltimore, Md.	1957
HENRY L. DARNER, M.D., Sc.D., ('16)	Washington, D.C.	1957
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, LL.D.	Towson, Md.	1960
BISHOP JOHN WESLEY LORD, D.D., S.T.D., LL.D., L.H.D.	Washington, D.C.	1960
CLARENCE L. FOSSETT, D.D.	Washington, D.C.	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
MARY BROWN BRYSON, ('35)	Westminster, Md.	1967
RICHARD W. KIEFER, LL.B., ('34)	Baltimore, Md.	1967
WILBUR D. PRESTON, JR., LL.B., ('46)	Baltimore, Md.	1967
CLARENCE H. BENNETT, ('28)	Washington, D.C.	1967
CLEMENTINE L. PETERSON, A.M.	Baltimore, Md.	1969

* Deceased.

OFFICERS OF THE BOARD

Chairman, Emeritus: Mr. Gill; *Chairman:* Mr. Miles; *Vice-Chairman:* Mr. MacLea; *Secretary:* Mr. Ensor; *Treasurer:* Mr. Schaeffer.

Executive Committee: Messrs. Miles, Broll, Fisher, Gill, MacLea, Mathias, Mund, Preston, Woodward; *Alumni Visitor,* Mr. Dyke.

Finance Committee: Messrs. Rouzer, Bair, Bennett, Fisher, Gill, Mund, Penn, Stewart; *Alumni Visitor,* Mr. Scott.

Committee on Degrees and Curriculum: Messrs. Ensor, Barnes, Mrs. Herr, Messrs. Jones, Kiefer, Ransom; *Alumni Visitor,* Mrs. Barnes.

Buildings and Grounds: Messrs. MacLea, Darner, Faw, Fossett, Mathias, Preston; *Alumni Visitor,* Mr. Edwards.

Nominating Committee: Messrs. Meyls, Clayton, Malkus, Ransom, Riffin.

Development Committee: Messrs. Mund, Bair, Mrs. Bryson, Messrs. Faw, Fisher, Gill, Mathias, Meyls, Penn, Rouzer, Stewart; *Alumni Visitor,* Dr. Mansberger.

ALUMNI VISITORS TO THE BOARD

Ex officio

JULIAN L. DYKE, JR., ('50) *President, Alumni Association*..Kansas City, Mo.
C. FRASIER SCOTT, ('43) *President-Elect*.....Bethesda, Md.
PHILIP E. UHRIG, ('52) *Executive Secretary*.....Westminster, Md.

Term expires June, 1970

MARY TODD FARSON, ('48).....Bethesda, Md.
JOHN H. EDWARDS, ('53).....Baltimore, Md.

Term expires June, 1971

BETH WITZKE BARNES, ('53).....Baltimore, Md.
ARLIE R. MANSBERGER, JR., ('68).....Ellicott City, Md.

Term expires June, 1972

LOIS HICKS EARLL, ('51).....Westminster, Md.
JOHN O. SEILAND, ('51).....Randallstown, Md.

Administrative Staff

LOWELL SKINNER ENSOR, A.B., B.D., D.D., L.H.D., LL.D., *President*
HARRY LEE HOLLOWAY, JR., B.S., A. M., Ph.D., *Dean of the Faculty*
PHILIP BLETTERN SCHAEFFER, A.B., *Treasurer and Business Manager*
JOSEPH RAYMOND BAILER, B.S., A.M., Ph.D., *Director of the Graduate Program*
ELIZABETH LAIDLAW, B.S., A.M., *Dean of Women*
CALVIN WRAY MOWBRAY, JR., A.B., A.M., *Dean of Men*
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., *Associate 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., Ph.D., *Director of Admissions and Financial Aid*
BERNICE TALBOTT BEARD, *Assistant Director of Admissions*
RONALD CARL SISK, A.B., *Assistant Director of Admissions*
MARTIN GROSS, M.D., *Consulting Psychiatrist*
WILLIAM PATTON RUDROW, JR., B.S., *Manager of the Bookstore*
FRANCES RATH FREY, *Director, McDaniel Hall*
JANE LUSSIER STRONG, *Director, Whiteford Hall*
JUNE COOK HOMAN, *Director, Blanche Ward 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 ALLEN VOGEL, A.B., *Director of Computer Processing*
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, College of Notre Dame of Maryland [1947]

MAUDE GESNER, *Professor of Music, Emeritus* [1917]

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

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

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

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

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

MARIE 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* [1930]

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; Archivist* [1919]

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

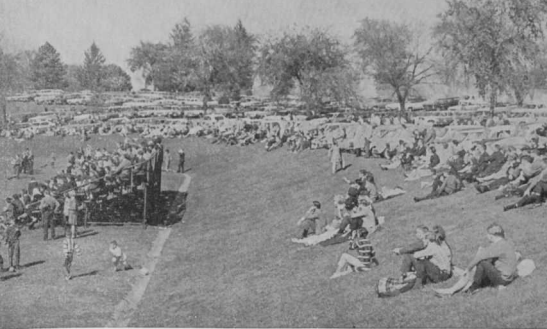
SARA ELIZABETH SMITH, A.B., A.M., Ed.D., *Professor of Education, Emeritus* [1926]

PHILIP SAMUEL ROYER, A.B., A.M., *Assistant Professor of Music, Emeritus* [1930]

CLYDE ALLEN SPICER, A.B., A.M., Ph.D., *Professor of Mathematics, Emeritus* [1929]

* Deceased, December 18, 1969.

- ALFRED WINFIELD DE LONG, *Associate Professor of Music, Emeritus* [1936]
- KATHRYN BELLE HILDEBRAN, A.B., A.M., Ph.D., *Professor of Modern Languages, Emeritus* [1940]
- EVELYN WINGATE WENNER, A.B., A.M., Ph.D., *Professor of English, Emeritus* [1931]
- WILLIAM THOMAS ACHOR, *Professor of Physics*
B.S., Auburn University; M.S., Vanderbilt University; Ph.D., Vanderbilt University. [1965]
- GEORGE SAMUEL ALSPACH, Jr., *Instructor in Biology*
A.B., Antioch College; M.S., Oregon State University; additional studies, Oregon State University. [1969]
- MARY ANN ASHCRAFT ALSPACH, *Graduate Laboratory Assistant*
(First semester, 1969-1970)
A.B., Wilson College. [1969]
- CONCEPCIÓN ALZOLA, *Instructor in Modern Languages*
A.B., Institute of Secondary Education of Marianao, Cuba; Ph.D., University of Havana. [1969]
- 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]
- WILLIAM MICHAEL BILL, *Special Instructor in Music*
Peabody Conservatory of Music. [1968]
- LEONARD STANLEY BOWLSBEY, JR., *Professor of Education*
A.B., Western Maryland College; Ed.M., Western Maryland College; Ph.D., University of Iowa. [1969]
- MICHAEL MATHISON BROWN, *Assistant Professor of Biology*
B.S., Lebanon Valley College; Ph.D., University of Delaware. [1968]
- HANS-PETER F. G. BÜTTNER, *Instructor in Modern Languages*
A.B., Grove City College; M.S., Georgetown University; additional studies, University of Maryland. [1968]
- SHEILA ELIZABETH BÜTTNER, *Special Instructor in Modern Languages*
A.B., Grove City College. [1969]
- JAMES RICHARD CARPENTER, JR., *Instructor in Physical Education*
B.S., West Virginia Wesleyan College. [1969]
- HOWARD SAMUEL CASE, *Assistant Professor of Physical Education*
B.S., Western Maryland College; Ed.M., Western Maryland College; additional studies, The Ohio State University. [1965]
- WILLIAM FRANCIS CIPOLLA, *Assistant Professor of Modern Languages*
A.B., University of Pennsylvania; A.M., Johns Hopkins University; additional studies, Ecole Pratique des Hautes Etudes, Paris, France, Johns Hopkins University. [1969]



A unique feature of Western Maryland home games is parking around the bowl.

RICHARD ALLEN CLOWER, *Director of Athletics and Professor of Physical Education*

A.B., Western Maryland College; M.S., Springfield College; Ed.D., West Virginia University. [1956]

ANN HARPER COFFEY, *Assistant Professor of Economics*

A.B., Randolph-Macon Woman's College; additional studies, Massachusetts Institute of Technology, Johns Hopkins University. [1968]

GERALD EDWARD COLE, *Associate Professor of Music*

B.Mus., University of Kansas; M.Mus., Oberlin College; additional studies, Eastman School of Music. [1955]

CHARLES EDWARD CRAIN, *Professor of Religion (The Baltimore Conference Chair)*

A.B., Asbury College; B.D., Drew University; Ph.D., Drew University; additional studies, Cambridge University, University of Tübingen. [1949]

DAVID RALSTON CROSS, *Associate Professor of Chemistry*

A.B., Wesleyan University; A.M., Wesleyan University; Ph.D., Syracuse University. [1964]

ANTHONY JAMES CURCIO, JR., *Major, Infantry, Assistant Professor of Military Science*

B.S., Temple University. [1968]

CORNELIUS PAUL DARCY, *Assistant Professor of History*

A.B., Bowdoin College; A.M., Harvard University; Ph.D., Columbia University. [1963]

- ELEANOR STARR DARCY, *Special Instructor in English*
A.B., Smith College; additional studies, Smith College. [1964]
- WILLIAM MORRIS DAVID, JR., *Professor of Political Science*
A.B., Dartmouth College; A.M., Columbia University; Ph.D., Columbia University. [1952]
- 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]
- CARL LEO DIETRICH, *Assistant Professor of Music*
B.Mus., Peabody Conservatory of Music; M.Mus., Peabody Conservatory of Music. [1967]
- MAX WESNER DIXON, *Assistant Professor of Dramatic Art*
A.B., DePauw University; A.M., University of Colorado; additional studies, Indiana University. [1969]
- LOWELL REID DUREN, *Assistant Professor of Mathematics*
B.S., Southwestern State College; M.N.S., University of Oklahoma; Ph.D., The Ohio State University. [1968]
- JAMES PEARSALL EARP, *Professor of Sociology*
B.S., University of Pennsylvania; A.M., Columbia University; Ph.D., Northwestern University. [1938]
- MARY ELLEN SMITH ELWELL, *Assistant Professor of Sociology*
A.B., Western Maryland College; M.S.W., University of Pennsylvania. [1969]
- LINDA RUTH ESHLEMAN, *Instructor in Mathematics*
B.S., Florida State University; A.M., Bowdoin College. [1969]
- MICHAEL HERBERT FEURER, *Captain, Infantry, Assistant Professor of Military Science*
B.S., Loyola College. [1969]
- MIRIAM GUYTON FLYNN, *Special Instructor in Art*
A.B., Western Maryland College; additional studies, Pennsylvania Academy of Fine Arts. [1963]
- CAROL ANN FRITZ, *Instructor in Physical Education*
B.S., West Chester State College; Ed.M., Western Maryland College. [1967]
- GEORGE ARCHER GRIER, *Special Instructor in Sociology*
B.S., Johns Hopkins University.
- LEONARD EARL GRISWOLD, *Professor of Sociology*
A.B., Johns Hopkins University; A.M., University of Kentucky; Ph.D., University of Kentucky. [1956]
- ROBERT HILL HARTMAN, *Assistant Professor of Philosophy and Religion*
A.B., Oberlin College; S.T.B., Boston University; Ph.D., Northwestern University. [1969]



Rouzer Hall, for men, faces on College Drive. Down the steps are the entrances to Englar Memorial Dining Hall. The complex was opened in the fall of 1968.

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]

BARBARA HENDRIAN, *Assistant Professor of Modern Languages*

A.B., Smith College; A.M., Middlebury College, France; Diplôme, Sorbonne, France; additional studies, Rutgers University. [1967]

EVELYN SMITH HERING, *Assistant Professor of 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]

FERN RUDOLPH HITCHCOCK, JR., *Assistant Professor of Physical Education*

A.B., Western Maryland College; Ed.M., University of Maryland. [1962]

JULIA TAYLOR HITCHCOCK, *Instructor in Music*

B.Mus.Ed., Oberlin Conservatory; B.Mus., Oberlin Conservatory. [1960]

HARRY LEE HOLLOWAY, JR., *Dean of the Faculty and Professor of Biology*

B.S., Randolph-Macon College; A.M., University of Richmond; Ph.D., University of Virginia. [1969]

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]

- DONALD EUGENE JONES, *Associate 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]
- JAMES LOUIS JORDY, *Assistant Professor of Mathematics*
B.S., Pennsylvania State University; M.T.S., College of William and Mary; additional studies, Cornell University. [1968]
- THEODORE DAVID JUMP, *Special Instructor in Psychology*
A.B., Yale University; Ed.M., Johns Hopkins University; C.A.S.E., Johns Hopkins University. [1967]
- JEAN KERSCHNER, *Professor of Biology*
A.B., Hood College; Ph.D., University of Pennsylvania. [1952]
- ELIZABETH LAIDLAW, *Dean of Women*
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; Ph.D., Rutgers University. [1966]
- ROBERT WEST LAWLER, *Assistant Professor of English*
A.B., University of Illinois; A.M., Claremont Graduate School; additional studies, Claremont Graduate School. [1968]
- JOHN KEPLER LEA, *Special Instructor in Dramatic Art*
A.B., Miami University; A.M., Miami University. [1967]
- ALAN BLANCHARD LEWIS, *Major, Armor, Assistant Professor of Military Science*
B.S., Lehigh University. [1968]
- CARYL ENSOR LEWIS, *Special Instructor in Biology*
A.B., Western Maryland College; A.M., Bryn Mawr College. [1969]
- JAMES EDWARD LIGHTNER, *Associate Professor of Mathematics*
A.B., Western Maryland College; A.M., Northwestern University; Ph.D., The Ohio State University. [1962]
- MADLINE BERGEROVA LONG, *Special Instructor in Modern Languages*
Charles University of Prague; additional studies, Gettysburg College, Johns Hopkins University, Middlebury College. [1959]
- ELIZABETH HELEN McDEARMON, *Instructor in Modern Languages*
A.B., Mills College; A.M., Indiana University. [1968]
- PETER BOWMAN McDOWELL, *Special Instructor in Psychology*
(Second semester, 1969-1970)
A.B., Gettysburg College; Ed.M., Western Maryland College. [1970]
- EDMUND EUGENE MAKOSKY, *Instructor in Physics*
A.B., Western Maryland College; A.M., University of Delaware. [1965]

JOHN DONALD MAKOSKY, *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; additional studies, Washington School of Psychiatry, Mendocino State Hospital, Talmage, California, San Francisco Gestalt Therapy Institute. [1962]

PARREN JAMES MITCHELL, *Visiting Professor of Sociology*

(First semester, 1969-1970)

A.B., Morgan State College; A.M., University of Maryland. [1969]

BOBBIE WILLIAM MITCHUM, *Lieutenant Colonel, Infantry, Professor of Military Science*

B.S., Clemson University. [1968]

CALVIN WRAY MOWBRAY, JR., *Dean of Men*

A.B., Western Maryland College; A.M., The American University. [1969]

EMILE A. NAKHLEH, *Visiting Assistant Professor of Political Science*

(Second semester, 1969-1970)

A.B., St. John's University (Minnesota); A.M., Georgetown University; Ph.D., The American University. [1970]

ALEXANDER GEORGE OBER, *Instructor in Physical Education*

A.B., Western Maryland College; Ed.M., Western Maryland College. [1969]

WASYL PALIJCZUK, *Instructor in Art*

A.B., University of Maryland; A.M., University of Maryland; additional studies, The Maryland Institute College of Art. [1967]

EDWARD LEO PALMER, *Assistant Professor of Psychology*

(On leave of absence, second semester, 1969-1970)

A.B., Gettysburg College; B.D., Lutheran Theological Seminary at Gettysburg; M.S., Ohio University; additional studies, Ohio University. [1968]

MELVIN DELMAR PALMER, *Assistant Professor of English*

A.B., University of Maryland; A.M., University of Maryland; Ph.D., University of Maryland. [1965]

NANCY BAUGH PALMER, *Special Instructor in English*

B.S., Western Kentucky State College; A.M., University of Maryland. [1965]

LEROY LAD PANEK, *Assistant Professor of English*

A.B., Marietta College; A.M., Lehigh University; Ph.D., Kent State University. [1968]

DONALD LEO PATRICK, *Assistant Professor of Education*

B.S., Towson State College; Ed.M., Western Maryland College; additional studies, George Washington University. [1966]

- RAYMOND CLARENCE PHILLIPS, JR., *Associate Professor of English*
A.B., Dickinson College; A.M., Columbia University; Ph.D., University of Pennsylvania. [1963]
- 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., *Assistant Professor of 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, *Associate Professor of English*
B.S.Ed., State Teachers College, Shippensburg; A.M., Pennsylvania State University; Ph.D., University of Pennsylvania. [1962]
- EDITH FARR RIDINGTON, *Special Instructor in Classics*
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]
- GEORGINA SABAT GUERNICA RIVERS, *Associate Professor of Modern Languages*
(On sabbatical leave, first semester, 1969-1970)
Diploma, Profesor de Idionia Francés, Universidad de Oriente, Santiago de Cuba; Certificat d'Etudes de Langue et Civilisation Françaises, Université de Paris, Sorbonne, France; A.M., Johns Hopkins University; Ph.D., Johns Hopkins University. [1963]
- ISABEL THOMPSON ISANOGLU 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]
- DON PATRICK SAVELL, *Special Instructor in Modern Languages*
A.B., Wesleyan University; A.M., University of Maryland; additional studies, University of Maryland. [1969]
- MARY LEE YOUNGER SCHMALL, *Graduate Laboratory Assistant*
A.B., Western Maryland College. [1964]
- ETHAN ABBA SEIDEL, *Assistant Professor of Economics*
A.B., Johns Hopkins University; M.B.A., Wharton Graduate School, University of Pennsylvania; additional studies, Johns Hopkins University. [1969]
- MARY LOUISE SHIPLEY, *Associate Professor of Art*
A.B., Western Maryland College; additional studies, Martinet School of Art, The Maryland Institute College of Art. [1938]
- DOUGLAS BRYANT SHOEMAKER, *Captain, Field Artillery, Assistant Professor of Military Science*
A.B., College of William and Mary. [1969]



Western Maryland (white suits) comes down with the ball.

HARRY KENNETH SHOOK, *Director of Admissions and Financial Aid, Assistant Professor*

A.B., Western Maryland College; A.M., Wesleyan University; Ph.D., 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]

BARBARA PERSION SMITH, *Graduate Laboratory Assistant*

A.B., Western Maryland College. [1968]

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]

MYRON JOHN SMITH, JR., *Assistant Librarian, Instructor*

A.B., Ashland College; A.M., Shippensburg State College; M.S.L., Western Michigan University. [1969]

SYLVIA JEAN SMARDO SORKIN, *Instructor in Mathematics*

A.B., College of Notre Dame of Maryland; A.M., University of Maryland. [1967]

- OLIVER KINGSLEY SPANGLER, *Associate Professor of Music*
A.B., Otterbein College; B.Mus., Otterbein College; M.Mus., Peabody Conservatory of Music. [1938]
- 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]
- 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]
- RONALD KEITH TAIT, *Instructor in Sociology*
A.B., University of Delaware; A.M., University of Delaware; additional studies, University of Maryland. [1968]
- NEAL DORSEY THIGPEN, *Special Instructor in Political Science*
A.B., University of Maryland; A.M., University of Maryland; additional studies, University of Maryland. [1969]
- THERON BARKER THOMPSON, *Associate 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*
A.B., Western Maryland College; A.M., The University of Iowa; Ph.D., The University of Iowa. [1958]
- JOHN HARLAN VAN HART, *Special Instructor in Dramatic Art*
A.B., Western Maryland College. [1968]
- MCCAY VERNON, *Professor of Psychology*
A.B., University of Florida, M.S., Gallaudet College; A.M., Florida State University; Ph.D., Claremont Graduate School. [1969]
- RICHARD ALLEN VOGEL, *Director of Computer Processing, Instructor*
A.B., Johns Hopkins University. [1967]
- ANN FALLOWFIELD WEBER, *Special Instructor in English*
A.A., Towson State College; A.B., Washington College; additional studies, University of Maryland. [1969]
- ROBERT JOSEPH WEBER, *Assistant Professor of Political Science*
B.S., University of Wisconsin-Milwaukee; A.M., University of Maryland; Ph.D., University of Maryland. [1969]



Sorority row on Robinson Garden is decorated each Christmas.

JOAN RITA WEYERS, *Assistant Professor of Physical Education*
(On leave of absence, 1969–1970)

B.S., Wisconsin State College at La Crosse; Ed.M., University of North Carolina at Greensboro; additional studies, Johns Hopkins University. [1963]

THEODORE MARSHALL WHITFIELD, *Professor of History*

A.B., University of Richmond; Ph.D., Johns Hopkins University. [1929]

PETER DEMERTON YEDINAK, *Assistant Professor of Physics*

B.S., Union College; A.M., Clark University; Ph.D., Clark University. [1967]

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*
(On sabbatical leave, 1969–1970)

A.B., Western Maryland College; B.D., Drew Theological Seminary; additional studies, University of Edinburgh, University of Göttingen. [1963]

STANDING COMMITTEES

Administrative Advisory Council: Ensor, Cross, Heggemeier, Holloway, J. Makosky, Mowbray, Price, Tribby

Admissions and Standards: Law, Clower, Cross, Holloway, Lightner, J. Makosky, Shook; consultants: Dean of Men and Dean of Women; 2 students

Advisory Committee on College Policies: Stevens, Achor, Case, Clark, Clower, David, Lightner, Mowbray, Phillips; 3 students

Athletics, Men: Holthaus, Clower, Jordy, Mowbray, Phillips, Schaeffer; 2 students

Athletics, Women: Coffey, Fritz, Laidlaw; 2 students

Auditing Student Organizations: Cline, Duren, Patrick

Calendar and Schedule: Holloway, Clower, Kerschner, Lightner, Mowbray, Perry; 2 students

Class Sponsors: Freshman, Case; Sophomore, D. Jones; Junior, Tribby; Senior, Uhrig

Concerts: Cole, Derasse, Dietrich, Dixon, Shipley; 2 students

Curriculum: Holloway, Achor, Bowlsbey, Price, Richwine, Tribby; 2 students

Examinations (Comprehensive and Special): W. Ridington, Holloway, Miller, E. Palmer, Prince, Whitfield; 2 students

Faculty Affairs: Kerschner, David, Griswold, D. Jones, Richwine

Faculty Handbook: Royer, Holloway, J. Makosky, W. Ridington

Financial Aid: Holthaus, C. Darcy, Schaeffer, Shook, Straughn; consultants:
Dean of Men and Dean of Women

Foreign Students: W. Ridington, David, Derasse, Hendrian, Rivers, Thompson;
4 students

Graduate Affairs: Bailer, Holloway, Patrick, Richwine, Sturdivant, Vernon

Graduate Scholarships: W. Ridington, Herlocker, M. Palmer, Thompson,
Whitfield

Honor Court: Laidlaw, Mowbray, D. Jones, M. Palmer, Royer; 18 students

Lecture: Price, Earp, Heggemeier, Panek, Yedinak; 2 students

Library: Whitfield, Bailer, Brown, Cole, Derasse, Duren, Simkins, Stevens,
2 students

Orientation: Laidlaw, Mowbray (co-chairmen), Lightner, Perry, Richwine,
Zauche; 3 students

Religious Life Council: Hartman, P. Büttner, Crain, C. Darcy, Rivers,
Spangler; 4 students

Student Life Council: Griswold, Clower, Heggemeier, Laidlaw, J. Makosky
Mowbray; 6 students

Student Personnel Problems: Mowbray, Jordy, Straughn; 2 students

Note: Student members are nominated by the Student Government Association.

The Alumni Association

THE BOARD OF GOVERNORS

Julian L. Dyke, Jr., '50.....	President
C. Frasier Scott, '43.....	President-Elect
Wilmer V. Bell, '30.....	Past-President
Lowell S. Ensor.....	President of the College
James E. Lightner, '59.....	Treasurer
Philip E. Uhrig, '52.....	Executive Secretary

Directors

Alumni Visitors to the Board of Trustees

Term Expires 1970

Isabel Douglas Rein, '31	John H. Edwards, '53
Harry L. Lawrence, '31	Mary Todd Farson, '48

Term Expires 1971

Eloise Chipman Payne, '38	Beth Witzke Barnes, '53
Leo J. Lathroum, '51	Arlie R. Mansberger, Jr., '68

Term Expires 1972

Richard B. Brawley, '58	Lois Hicks Earll, '51
Nancy Caskey Voss, '54	John O. Seiland, '51

CHAPTER PRESIDENTS

Margaret Reynolds Adolph, '42.....	Baltimore Metropolitan Area
To be elected.....	California, Northern
Daniel W. Bradley, '50.....	California, Southern
William B. Dulany, '50.....	Carroll County
James M. Voss, '53.....	Central Delmarva
Mary Kennedy Carr, '47.....	Central Florida
Richard F. Kline, Jr., '57 (acting).....	Frederick County
Fred P. Eckhardt, '48.....	New York Metropolitan Area
To be elected.....	Norfolk Area
Albert T. Grimes, '51.....	Philadelphia Metropolitan Area
Daniel W. Moylan, '56.....	Washington County
Donald M. Rembert, '61.....	Washington Metropolitan Area
William E. Beatty, '40.....	Western New York
C. Philip Kable, '51.....	Western Pennsylvania
Benjamin G. Smith, '43.....	Wicomico County
Katherine Manlove Jester, '49.....	Wilmington Metropolitan Area

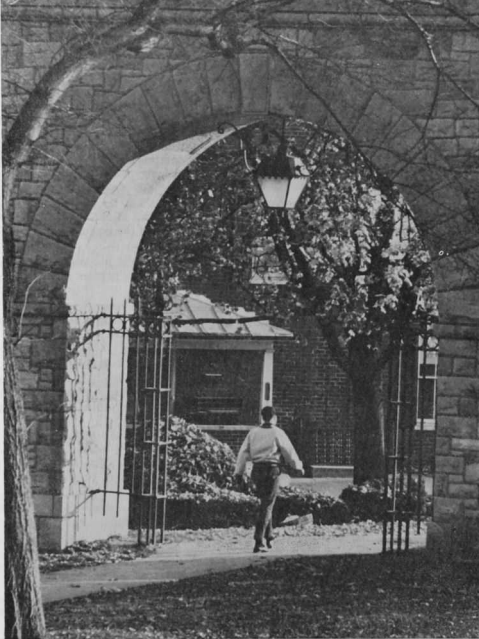
Western Maryland College Associates

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
L. Albert Beaver.....	Westminster, Maryland
Granville E. Bixler.....	New Windsor, Maryland
Augustus K. Bowles, III.....	St. Petersburg Beach, Fla.
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
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
Lt. Col. Frederick W. Pyne	Linwood, Maryland
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
Edwin W. Shauck	Westminster, Maryland
J. Thomas Sinnott	Westminster, Maryland
L. D. Snyder	Littlestown, Pennsylvania
Lloyd B. Thomas	Westminster, 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 the 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 steady 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.

The James B. Moore Memorial Award is made annually to that member of the sophomore class who during his freshman year showed superior qualities of character and leadership in all phases of campus life and activity including ROTC. The award was established by the family, classmates, and friends of Lt. Col. James B. Moore, '53, who in 1967 gave his life for his country in Vietnam and who during his student days and as an officer in the United States Army demonstrated in an unusual fashion these same qualities of character and leadership.

The Clyde A. Spicer Award, in honor of Dr. Clyde A. Spicer, professor of mathematics at Western Maryland College for 40 years, is made annually to that student who during the freshman and sophomore years at the College shows the greatest potential for becoming a mathematics major.

Endowments

Within the framework of the general Endowment Fund of the College, totaling approximately \$3,250,000, 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 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 student preparing for fulltime 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 R. Y. Nicholson Scholarship Fund: Established by Mrs. Altie B. Nicholson in memory of her husband, The Rev. Dr. Reuben L. Nicholson, who was a trustee of the College from 1929 to 1947.

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.

The Eyer Associates Scholarship is awarded to an incoming freshman, in need of financial assistance, who has demonstrated interest in and an aptitude for the sciences. The scholarship is renewable for four years. Although this is in reality a grant and not a loan, it is expected that the recipient will attempt to repay it within a ten-year period so that in the future additional students may be helped as the fund increases.

The G. Frank Thomas Scholarship Fund: Established by contributions from the G. Frank Thomas Foundation and Mrs. Catharine Betson Thomas, his widow, in memory of Mr. Thomas who graduated from Western Maryland College in 1908 and was a trustee from 1951-1965.

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 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 future 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 guaranteeing its future.

Consideration is asked for the following items:

1. \$15,000.00 will endow a permanent annual lectureship bearing the donor's name.
2. \$40,000.00 will endow perpetually a full tuition scholarship.
3. \$250,000.00 will endow a full professorship bearing the donor's name.
4. Additional buildings and other facilities, spanning a wide range of costs, 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.

Index

	PAGE		PAGE
Accelerated Program	21	Latin	45
Accreditation of College	7	Library Science	45
Activities (See College Community)	11	Mathematics	46
Administrative Staff	94	Military Science	48
Admission, Requirements for	78	Modern Languages	50
Alcoholic Beverages, Regulations		Music	55
Concerning the Use of	78	Music Education	59
Alumni Association	108	Non-Western Studies	60
Visitors to the Board of Trustees	93	Organ	57
Application for Admission	80	Philosophy	61
Fee	80	Physical Education	64
Art	26	Physics	68
Associates, Western Maryland		Piano	57
College	109	Political Science	70
Astronomy	28	Premedical	72
Athletics	14	Psychology	72
Awards	112	Religion	74
		Russian	74
Bachelor of Arts Degree	16	Sociology	74
of Science Degree	16	Spanish	76
Basic Courses Required for		Statistics	76
Graduation	17	Theoretical Music	55
Bills, Terms of Payment	89	Violin	58
Biology	29	Voice	57
Board of Trustees	92		
Buildings	8	Degrees	16
		Bachelor of Arts	16
Calendar for 1970-71	119	Bachelor of Science	16
Campus and Facilities	8	Master of Education	16
Career, Preparation for	84	Departmental Honors	24
Chapel Attendance	12, 78	Dormitories	10
Chemistry	31	Dramatic Art	35
Church, Connection of the College		Drew University Semester at the	
with the	6	United Nations	7, 70
Classics	32	Economics	37
Clubs (See College Community)	11	Education	38
Commencement Honors		Elective Subjects	19
Requirements for	24	Endowments	113
Community, College	11	Enduring Investments	116
Computer Science	34	Engineering	87
Concert and Lecture Program	12	English	40
Courses of Instruction	26	Expenses	89
Art	26	Extracurricular Activities	11
Astronomy	28	Facilities	8
Biology	29	Faculty, List of the	95
Chemistry	31	Standing Committees of the	106
Classics	32	Fees (See Expenses)	89
Computer Science	34	Application	80
Dramatic Art	35	Education (Student Teaching)	39
Economics	37	Health	89
Education	38	Registration	89
English	40	Room and Board	89
French	42	Tuition	89
General Science	42	Textbooks and Stationery	89
Geology	42	Vocational Guidance Service	89
German	43	Forestry	87
Greek	43	Fraternities and Sororities	14
History	43	French	42
Instrumental Music	57		
Interdisciplinary Studies	44		

	PAGE		PAGE
General Science	42	Premedical Course	72
Geology	42	Prizes (See Awards)	112
German	43	Professional Courses	85
Grades and Reports	21	Psychology	72
Graduate Study	85	Publications, Student	14
Graduation Honors	24		
Greek	43	Quality Points	24
Health Fee	89	Recitals, Music	60
Historical Background	6	Refunds	89
History	43	Registration Fee	89
Honor Societies	13	Regulations	
Honor System	12, 78	Alcoholic Beverages, concerning	
Honorable Mention	24	the use of	78
Honors, Requirements for	24	Administrative	78, 118
		Chapel Attendance	12, 78
Industry and Government Service ..	87	Grades and Reports	21
Instrumental Music	57	Religion	74
Interdisciplinary Studies	44	Religious Organizations	14
		Reports, Grades and	21
January Term	19	Requirements	
Junior Year Abroad	7, 50	Admission	78
		Basic Courses	17
Languages, Classical	32	Degree	16
Modern	50	Graduation	16
Latin	45	Graduation Honors	24
Law	85	Major	18
Library Science	45	Room and Board Fee	89
		Russian	74
Majors	18		
Master of Education Degree	16	Scholarships	83
Mathematics	46	Social Work	88
Medals (See Awards)	112	Sociology	74
Medicine	85	Sororities and Fraternities	14
Military Science	48	Spanish	76
Ministry	85	State Scholarships	84
Modern Languages	50	Statistics	76
Music	55	Student Activities	11
Education	59	Aid	83
Recitals	60	Government	12
Theoretical	55	Organizations	11
Musical Organizations	60	Publications	14
National United Methodist		Teaching, Qualifications for	39, 85
Scholarships	83	Theoretical Music	55
Non-Western Studies	60	Transfer Students, Requirements for	
Nursing	88	the Admission of	81
		Trustees, Board of	92
Objectives	4	Alumni Visitors to the	93
Organ	57	Officers	93
Organizations	11	Standing Committees	106
		Tuition Fee	89
Philosophy	61	Tuition Plan	89
Physical Education	64		
Physics	68	Violin	58
Piano	57	Vocational Guidance Service	89
Points, Quality	24	Voice	57
Political Science	70	Withdrawal from College	23

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.

1970

	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
							1 2 3								1 2								1 2 3
JAN	4	5	6	7	8	9	10		3	4	5	6	7	8	9		6	7	8	9	10	11	12
	11	12	13	14	15	16	17		10	11	12	13	14	15	16		13	14	15	16	17	18	19
	18	19	20	21	22	23	24		17	18	19	20	21	22	23		20	21	22	23	24	25	26
	25	26	27	28	29	30	31		24	25	26	27	28	29	30		27	28	29	30			
									31														
	1	2	3	4	5	6	7			1	2	3	4	5	6								
FEB	8	9	10	11	12	13	14		7	8	9	10	11	12	13		4	5	6	7	8	9	10
	15	16	17	18	19	20	21		14	15	16	17	18	19	20		11	12	13	14	15	16	17
	22	23	24	25	26	27	28		21	22	23	24	25	26	27		18	19	20	21	22	23	24
									28	29	30						25	26	27	28	29	30	31
	1	2	3	4	5	6	7								1 2 3 4		1	2	3	4	5	6	7
MAR	8	9	10	11	12	13	14		5	6	7	8	9	10	11		8	9	10	11	12	13	14
	15	16	17	18	19	20	21		12	13	14	15	16	17	18		15	16	17	18	19	20	21
	22	23	24	25	26	27	28		19	20	21	22	23	24	25		22	23	24	25	26	27	28
	29	30	31						26	27	28	29	30	31			29	30					
															1								
APR	5	6	7	8	9	10	11		2	3	4	5	6	7	8								
	12	13	14	15	16	17	18		9	10	11	12	13	14	15		6	7	8	9	10	11	12
	19	20	21	22	23	24	25		16	17	18	19	20	21	22		13	14	15	16	17	18	19
	26	27	28	29	30				23	24	25	26	27	28	29		20	21	22	23	24	25	26
									30	31							27	28	29	30	31		

1971

	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
							1 2								1								1 2 3 4
JAN	3	4	5	6	7	8	9		2	3	4	5	6	7	8		5	6	7	8	9	10	11
	10	11	12	13	14	15	16		9	10	11	12	13	14	15		12	13	14	15	16	17	18
	17	18	19	20	21	22	23		16	17	18	19	20	21	22		19	20	21	22	23	24	25
	24	25	26	27	28	29	30		23	24	25	26	27	28	29		26	27	28	29	30		
	31								30	31													
	1	2	3	4	5	6									1 2 3 4 5								
FEB	7	8	9	10	11	12	13		6	7	8	9	10	11	12		3	4	5	6	7	8	9
	14	15	16	17	18	19	20		13	14	15	16	17	18	19		10	11	12	13	14	15	16
	21	22	23	24	25	26	27		20	21	22	23	24	25	26		24	25	26	27	28	29	30
	28								27	28	29	30					31						
															1 2 3								
MAR	7	8	9	10	11	12	13		4	5	6	7	8	9	10		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		11	12	13	14	15	16	17		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		18	19	20	21	22	23	24		21	22	23	24	25	26	27
	28	29	30	31					25	26	27	28	29	30	31		28	29	30				
															1 2 3 4 5 6 7								
APR	4	5	6	7	8	9	10		1	2	3	4	5	6	7								
	11	12	13	14	15	16	17		8	9	10	11	12	13	14		5	6	7	8	9	10	11
	18	19	20	21	22	23	24		15	16	17	18	19	20	21		12	13	14	15	16	17	18
	25	26	27	28	29	30			22	23	24	25	26	27	28		19	20	21	22	23	24	25
									29	30	31						26	27	28	29	30	31	

The College Calendar

SUMMER SESSION

1970

June 22, Monday, 8:30-11:30 A.M. Registration for first term.

11:45 A.M. First term classes begin; morning classes will meet in the afternoon.

July 24, Friday. First term closes.

July 27, Monday, 8:30-11:30 A.M. Registration for second term.

11:45 A.M. Second term classes begin; morning classes will meet in the afternoon.

August 28, Friday. Second term closes.

FIRST SEMESTER

1970-1971

- September 12, Saturday, 9:00 A.M.-12:00 M. Registration of freshmen and transfer students.
- September 12 to September 15. Orientation period for freshmen and transfer students.
- September 15, Tuesday, 9:30 A.M. Registration for all other students.
- September 16, Wednesday, 8:00 A.M. The daily class schedule begins.
- September 16, Wednesday, 10:00 A.M. Fall Convocation.
- September 30, Wednesday. Last date for course changes.
- November 2, Monday, 9:00 A.M. Midsemester grades reported to Registrar's Office.
- November 18, Wednesday. Last date for withdrawal from courses without penalty.
- November 24, Tuesday, 5:00 P.M. Thanksgiving recess begins.
- November 29, Sunday, 11:15 P.M. Thanksgiving recess ends.
- December 18, Friday, 5:00 P.M. First semester classes end. Christmas recess begins.

1971

- January 3, Sunday, 11:15 P.M. Christmas recess ends.
- January 4 to January 6. Reading Days.
- January 6, Wednesday, 1:00 P.M. First semester examinations begin.
- January 13, Wednesday, 11:30 A.M. First semester examinations end.

JANUARY TERM

(See page 19)

- January 18, Monday, 8:00 A.M. January term begins.
- February 5, Friday, 5:00 P.M. January term ends.

SECOND SEMESTER

1971

- February 6, Saturday, 9:00 A.M.-12:00 M. Registration of new students and schedule changes.
- February 8, Monday, 8:00 A.M. Second semester classes begin.
- February 22, Monday. Last date for course changes.
- March 19, Friday, 5:00 P.M. Spring recess begins.
- March 22, Monday, 9:00 A.M. Midsemester grades reported to Registrar's Office.
- March 28, Sunday, 11:15 P.M. Spring recess ends.
- April 21, Wednesday. Last date for withdrawal from courses without penalty.
- April 26, Monday, 1:00 P.M. Institutional administration of Undergraduate Record Examination.
- May 2, Sunday, 7:15 P.M. Honors and Investiture Convocation.
- May 21, Friday, 5:00 P.M. Second semester classes end.
- May 22, Saturday, 1:00 P.M. Second semester examinations begin.
- May 29, Saturday, 4:00 P.M. Second semester examinations end.
- June 6, Sunday. Commencement.

