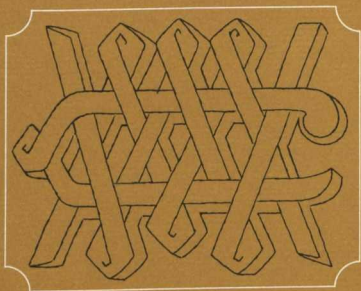


WESTERN
MARYLAND
COLLEGE



1972-1973

The
Western Maryland College
Catalogue

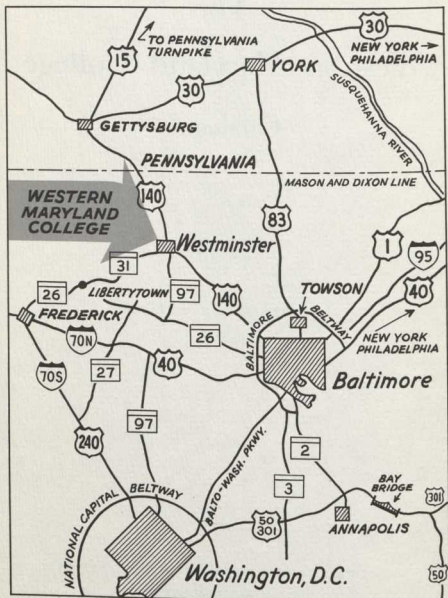
1972-1973

One-Hundred Fifth Annual Edition

WESTMINSTER, MARYLAND—21157

(Telephone 301-848-7000)

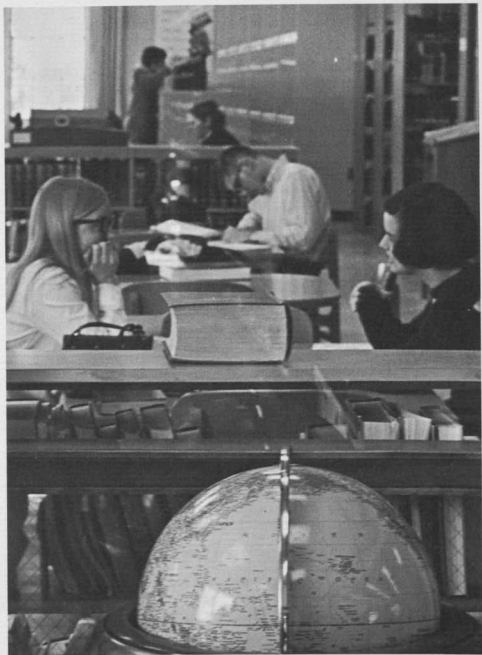
April, 1972



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The College

PHILOSOPHY

Western Maryland College believes that the finest undergraduate education occurs on the campus of a relatively small coeducational college where students with diverse backgrounds are selected from among those applicants best suited to succeed in a competitive setting, where they have the opportunity to live together, to participate in intellectual exchange among themselves and with their teachers, and to engage in independent study. The College also believes that the development of maturity of judgment and skill in human relations can best be achieved when young men and women assume some of the many roles of leadership in academic and campus activities available to them in the small college, and when they can demonstrate and strengthen their personal integrity by participation in an academic honor system administered by themselves. Finally, Western Maryland College believes that the knowledge acquired from the liberal arts curriculum and a commitment to create an environment in which there can be the pursuit of truth, and the growth of the students' attitudes, moral and spiritual values, and critical judgment will develop responsible and creative persons.

OBJECTIVES

We believe it is our purpose to assist in the development of liberally educated persons who will have:

- The qualities of curiosity, criticism, skepticism, open-mindedness, tolerance, and intellectual courage; the power of analysis, the love of truth, and the ability to communicate ideas effectively;
- A sound foundation in an area, or discipline, of knowledge;
- A sure sense of the interdisciplinary nature of all knowledge;
- An insight into the past and present of Western culture;
- A reasonable familiarity with a Non-Western culture;
- An understanding of the physical and biological environment;
- An active and critically-informed interest in an area of the fine arts;
- A recognition of the potentiality of the physical self and the importance of continuing physical activity;
- A strong sense of individuality and respect for independence in thought and action;
- A commitment to responsible moral, social, and political action.

HISTORY

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.

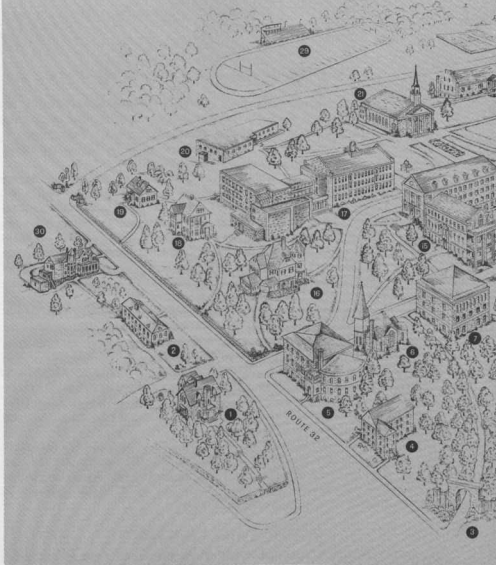
That first building, started by Mr. Buell with borrowed money, was located at the western end of Westminster on a hill which had been used at times for public meetings and as a federal artillery emplacement during the Civil War. There were just six acres and one building in the original campus. Since 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 20 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, despite its radical adoption of coeducation. Both the nation's and the College's approach to higher education have progressed from that era.

CAMPUS AND FACILITIES

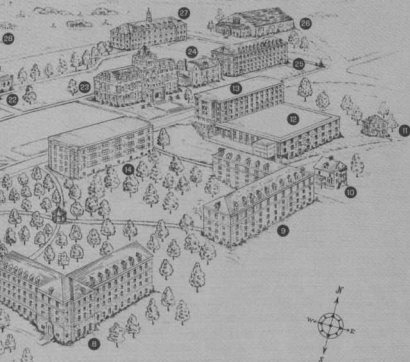
Western Maryland is located in one of the finer rural areas of Maryland. Situated on the crest of a hill, the 160 acre campus is noted for its pleasant aspect. The College is at the edge of Westminster, county seat of Carroll County, with which it maintains an unusually cordial town-and-gown relationship. 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.

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. 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 90,000 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



WESTERN MARYLAND COLLEGE

1. Ward Memorial Arch
2. Carroll Hall—Education Department and Graduate Division
3. Thompson Infirmary
4. Levine Hall—Music Department
5. Alumni Hall—Dramatic Art Department
6. Baker Chapel
7. Fine Arts Building—Art Department
8. Blanche Ward Hall—Women's Residence Hall and Gymnasium
9. Winfield Hall—Women's Residence Hall
10. French House
11. Cottage
12. Eagle Memorial Dining Hall and Barbery Swimming Pool
13. Evans Hall—Men's Residence Hall
14. Memorial Hall—Modern Languages, Economics, Sociology, English, Classics, Political Science and History Departments; Computer Processing
15. McDaniel Hall—Women's Residence Hall
16. The President's House
17. Lewis Hall of Science—Physics and Mathematics (First Floor), Biology (Second Floor), Chemistry (Third Floor)
18. Student Center
19. Dean's Cottage
20. Windows Student Center—Bank Area, Post Office, Bookstore
21. Baker Memorial Chapel—Philosophy and Religion Department
22. Library—Psychology Department on Lower Level
23. Education Hall—Administration Building, Activities Office on Second Floor
24. Publications House
25. Daniel Marlow Hall—Men's Residence Hall
26. GCB Gymnasium—Physical Education Department
27. Albert Norrman Ward Hall—Men's Residence Hall
28. Golf course and tennis courts
29. Reddy Field
30. Harrison Alumni House

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 with the addition of Lewis Hall of Science, containing an auditorium, classrooms, and laboratories. 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 computing system with high speed disks for on-line storage of users' programs and data 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 three 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 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 girl's dormitory with 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. The College physician has daily office hours in the infirmary.

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 amphi-

theater has been the scene of May Day festivals. A nine hole golf course, five playing fields, and ten tennis courts are available on the campus for student use.

General

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 seats approximately nine hundred persons. It contains a three-manual Aeolian-Skinner pipe organ, provided by Dr. Roger J. Whiteford, with carrillon bells which chime the hours and play the Alma Mater each day at noon. 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, 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 extracurricular activities, is very close but never exclusive. Because of the low student-faculty ratio 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.

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 encouraged to attend the local churches of their choice and the weekly Sunday services in the College Chapel.

All students, except those who commute from their homes and married students, are required to live on campus unless permission to live off campus has been granted by the dean of men or women.

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. Students are voting members of faculty committees and the Student Life Council directs the social program of the college year. The Council is composed of representatives of the Student Government Association and faculty members.

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.

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.

Honor Societies

A local honor society, The Argonauts, was organized at the College in 1935. Fellows, junior and senior students, are elected on the basis of scholastic achievement. Honorary members are graduates who have attained distinction in their respective fields or are members of the faculty.

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

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.

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.

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.

Extra Curricular Activities

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.

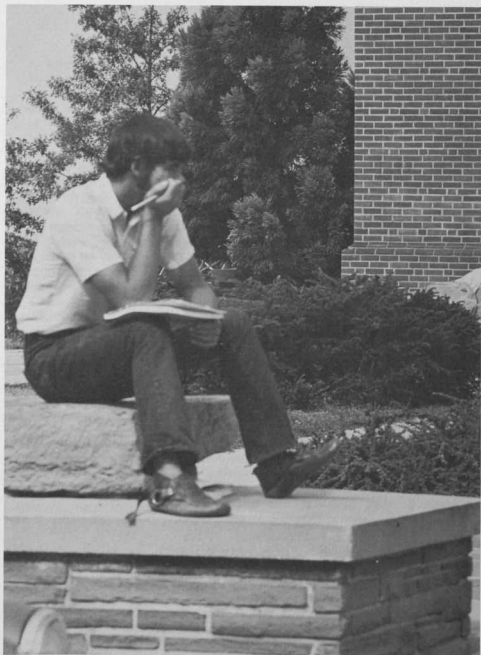
Student publications. *The Gold Bug* is a semi-monthly paper issued by the students of the College. *Traces*, the student annual, is edited and published by the senior class. A student-edited literary magazine, *Contrast*, publishes the best writing done by undergraduates.

Greek letter societies. There are six social fraternities and sororities on the campus of local origin and one national social fraternity: Alpha Gamma Tau, Delta Pi Alpha, Gamma Beta Chi, and Phi Delta Theta for men; Delta Sigma Kappa, 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, volleyball, wrestling, and a variety of other competitive events.

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.

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



Admissions

LIBERAL ARTS

The liberal arts philosophy followed by 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. The College January Term and 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 and the American University Washington Semester. Western Maryland is one of a number of schools which offer pre-professional training in forestry for Duke University. After three years at Western Maryland College and two years in the Duke School of Forestry, the student receives the A.B. and the master's degree in forestry.

ACCREDITATION

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 and a Bachelor of Science degree in music education. The College is on the approved list of the American Association of University Women.

COLLEGE PROCEDURES

Because the College admires students who have acquired control and discipline in their personal behavior, social regulations are kept at a minimum. With almost 1,000 students in residence on a coed campus, however, there are some regulations in the area of personal behavior which the college believes are necessary for the benefit of the total college community and which it assumes all students enrolling will observe. These are clearly stated in the *Student Handbook*.

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 in-

gradient of education, students also observe the Honor System (see page 12) with regard to academic matters.

APPLICATION

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 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 that 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 two semesters. The student should follow the usual admissions procedure and present the following:

1. Official transcript of college record sent directly from each college 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.

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.

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.

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 alumni and friends.

The regular college year consists of a 13-week Fall Semester, a 4-week January Term, and a 15-week Spring Semester. The January Term is considered part of the Fall Semester for cost purposes and students are charged the same tuition each semester whether they attend the January Term or not.

The tuition charge for a full-time student is \$1,000.00 per semester. Students enrolling for less than 12 semester hours during the combined Fall Semester-January Term or during the Spring Semester are not considered full-time students and are charged \$65.00 per semester hour. Room and board charges are \$512.50 per semester. (The College reserves the right to increase the amount for room and board if food or labor costs rise significantly.) An extra tuition charge is made for certain courses in education where there is individual instruction and for private instruction in voice, organ, and other musical instruments. A number of January Term courses carry additional fees for extended travel. These fees are listed under the course descriptions. The following miscellaneous fees are charged:

Late Registration	\$ 2.00
Vocational Guidance Service (Optional)	10.00

Estimate of Total Expense for an Academic Year:

Tuition	\$2,000.00
Room and Board	1,025.00
Books and Supplies	175.00
	<u>\$3,200.00</u>

The bookstore in the Winslow Student Center is operated by the College for the convenience of students. Since it is operated on a cash basis, students should be provided with approximately \$175.00 each year to purchase the necessary books and supplies. This tabulation does not include personal expenses such as clothing, laundry, spending allowances, and transportation.

PAYMENT OF BILLS

The College divides the student's charges into two half-year billings: The first due and payable on September 1 and the second on February 1. Bills are mailed several weeks in advance of each due date. Checks should be

made payable to Western Maryland College and mailed to the Cashier, Western Maryland College, Westminster, Maryland 21157. No student will be permitted to enter class, advance from one class to another, or be graduated until all financial obligations are met.

It is assumed that a student will not withdraw from the College during a semester. Refunds for tuition, fees, and room will not be allowed except in cases where the student is required to withdraw because of the student's serious illness or call by Selective Service. Such cases will be determined on an individual basis. A pro-rata credit for board will be made for students absent from college for a continuous period in excess of three weeks.

The College is not in a position to offer credit or extended payments through its business office under any circumstances. For the convenience of parents desiring monthly payment arrangements, several commercial plans are available. Brochures describing these plans are mailed to parents each spring.

FINANCIAL 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. Scholarships, which are awarded by the Financial Aid Committee, are listed on page 105. Financial aid applicants are requested to complete the Parents' Confidential Statement of the College Scholarship Service and these forms are generally available in any secondary school guidance office. Committee action on financial aid applications is normally taken in early March, therefore applications must arrive at the College by the middle of February. 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 upper-classmen. To those freshman students, however, who find it necessary to have help of this sort, the College awards Freshman Scholarships for the first year only, which give the student an outright grant equivalent to what he might earn in subsequent years.

State scholarships for Maryland residents. All scholarships listed below require the student to take 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 highest 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.



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 (88 for those entering after June 1, 1971) 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 (or 88) 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; Business Administration; Computer Science; Dramatic Art 111, 112, 122, 205, 206, 211, 212, 311, 312, 319, 320; Education (all courses except 303); Library Science; Military Science 305, 306, 405, 406; Applied Music, Music Education, Musical Organizations; Physical Education (all courses except 113 and the first three 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 a stated number of semester hours with an index (figured on work attempted at Western Maryland College) of 1.00 or above is required for the bachelor's degree. Beginning with the class graduating in 1975, the requirement is 118 semester hours.*

These 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 Liberal Arts Subjects

For either bachelor's degree the following basic subject requirements must be satisfied. All of the following requirements may be satisfied or reduced by

* For those graduating in 1973, the requirement is 122; for those graduating in 1974, the requirement is 120.

appropriate examination when available. No course may be used to satisfy more than one basic subject requirement.

	Semester Hours
English Composition	6
Literature	6 ¹
Foreign Language	12 ²
Laboratory Science	6
Social Science	6 ³
Non-Western Studies	3
Religious or Philosophical Thought	3 ⁴
Fine Arts	3 ⁵
Physical Education Activity	3 ⁶
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¹ 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.

² In foreign language, students are required to give proof of competence equal to two years of college study. This may be demonstrated by passing second-year courses or by achieving a satisfactory score in a competence test. 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.

Students whose native language is not English are exempt from the foreign language requirement.

³ The six semester hours may be chosen from economics, history, political science, sociology.

⁴ The three semester hours may be chosen from Philosophy 211, 213, 214; Religion 107, 203, 204, 215, 216.

⁵ The three semester hours may be chosen from Art 109, 113, 114, 115; Dramatic Art 119, 214; Music 109. Students majoring in art, dramatic art, or music may fulfill this requirement by the satisfactory completion of the introductory course in the major.

⁶ All students must present evidence of an acceptable level of knowledge and skill proficiency in each of the following areas: *two life-time sports activities* (archery, badminton, bowling, golf, riding, rifle, skiing, squash, swimming, tennis, outdoor activities); *one team activity* (baseball, basketball, field hockey, football, lacrosse, rugby, soccer, speedball, volleyball); and *one fundamental movement activity* (body mechanics, dance, fencing, gymnastics, judo, swimming, track, wrestling). The knowledge and skill proficiency requirements may be satisfied through (1) satisfactory completion of appropriate activity courses, (2) satisfactory performance on proficiency tests, and/or (3) participation in the intercollegiate athletic program. 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.

Major Requirements

For either the Bachelor of Arts or the Bachelor of Science degree, the courses must be completed which are listed under one of the departmental objectives

in the Guidance Bulletin, a copy of which is given to each entering student during the freshman orientation period. The student must also secure a satisfactory grade on the departmental comprehensive examination.

Eighteen semester hours of C grade or better beyond the introductory courses are the minimum requirements within the department for a major. At least twelve of these semester hours must be completed at Western Maryland College. No more than forty-two semester hours, including January Term courses, in any one department will be counted toward the bachelor's degree; however, students working in special studies courses toward departmental honors may be permitted six semester hours in the department beyond the maximum regularly allowed toward graduation. Introductory courses in the departments are marked in 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, 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), music education, and physical education.

Electives

For either the Bachelor of Arts or the Bachelor of Science degree, the additional courses to total 118* 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, business administration, computer science, education, general science, Greek, interdisciplinary studies, library science, military science, non-Western studies, Russian, and statistics.

ACCELERATED PROGRAM

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

* See footnote on page 24.

ACADEMIC CALENDAR AND JANUARY TERM

In 1969, the Faculty approved a curricular and calendar experiment for two years, one in which the College retained its standard two semester organization while incorporating a three-week January Term between the semesters. During this time the student enrolled in one course or pursued one topic in depth.

For the sessions 1971-1972, 1972-1973, and 1973-1974, the Faculty has adopted a schedule including a shortened first semester (13 weeks), a four-week January Term, and a regular-length second semester (15 weeks). This will permit continued and expanded exploration of the educational advantage of an interim term without seriously affecting the currently successful program of basic subjects, majors, and electives. Evaluation will be made after each interim. A decision as to continuation and further change will be made prior to the end of the first semester, 1973-1974.

The January Term provides for both students and faculty an unusual 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 makes available some of his special knowledge and personal interests to the student, 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 may 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.

The January Term at Western Maryland, then, may be envisioned as a time to cultivate special interests in depth, 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 for solitary study and reflection.

The following guidelines have been established for the January Term:

1. Attendance and participation in the January Term is voluntary on the part of each student enrolled in Western Maryland College prior to June, 1971. Students who enter Western Maryland College after June 1, 1971, will be required to complete successfully no less than two January Terms. Students who transfer on the junior or senior level after June 1, 1971, must successfully complete one January Term for each academic year of residence.
2. Regular semester courses will not be offered during the January Term.
3. January Term courses cannot be used to satisfy basic liberal arts requirements. All courses taken in the January Term will count toward graduation. Certain courses, however, will not be counted toward departmental major requirements.
4. Normally students will carry only one full course during a January Term; they may be allowed to participate in an applied Fine Arts course for no credit or for one credit in addition to their full course registration.
5. All courses during the January Term will be graded on the Pass-Fail basis. (During the regular semester, this option is limited to juniors and seniors, but during the January Term, all students will enroll in courses on the Pass-Fail basis.)
6. The January Term will be considered part of the first semester, administratively, and students will pay the same tuition, room, and board fees each semester whether they attend the January Term or not. Students not participating in the January Term and those taking off-campus courses will receive board refunds. Students will defray the costs of all extended travel and special materials required in a January Term course.
7. Only those students enrolled in a course or project during the January Term will be permitted to remain on the campus and use the facilities of the College or faculty time during the January Term.

The list of courses available during the January Term and details about registration are published in a separate January Term catalogue issued each fall.

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 office of the personnel deans are kept all non-academic 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 other colleges or universities, employers, prospective employers, draft boards, governmental and local agencies.

The personal records in the Deans' 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.

GRADES AND REPORTS

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

The scholastic standing of students is indicated by a system of grades, designated by the letters A, B, C, D, F, and I. A, B, C, and D are passing grades, A indicating work of the highest rank, D of the lowest. Students receiving the grade of F must repeat the course if they wish 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. In the event of withdrawal from college during the last four weeks of classes a student will receive a grade of WP (withdrawn-passing) or WF (withdrawn-failing).

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 with at least an equal number of quality points. The standard rate of procedure is 30 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 section of this catalogue entitled Courses of Instruction.

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.

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 generally 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. Normally, 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 Palijczuk (Acting Chairman);
Mrs. Baughman, Mr. Fender

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

Applied Art

*103, 104. ELEMENTARY DRAWING. (1,1)

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

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

* First semester, 1971-1972.

- *105, 106. ELEMENTARY DESIGN. (1,1)
An introductory study of design principles and their application through various projects. *One two-hour period a week.*
202. CRAFTS. (1)
A studio-oriented course stressing fabrication of personal designs in jewelry, enameling, wood, and other materials. *One two-hour period a week.*
203. DRAWING. (1)
Emphasis on the figure from models.
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. Alternates with Art 209. Not offered in 1972-1973.
209. CERAMICS. (1)
A studio course investigating the coil, slab, and wheel methods of clay construction. *One two-hour period a week. Alternates with Art 207. Offered in 1972-1973.*
308. WATER COLOR PAINTING. (1)
Prerequisite, Art 103, 104. One two-hour period a week.



Students view one of a series of the one-man or group shows continuously on exhibit in Gallery One, the Fine Art Building.

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 and Appreciation of Art

Either Art 113;114 or Art 115 is prerequisite to all courses in history and appreciation of art numbered 200 and above.

All art history courses consist of a survey of one or more stylistic periods. Students also engage in research and creative analysis of specific works and relate their studies where possible to other disciplines. Field trips to museums are planned for each semester.

- 109; 109R. INTRODUCTION TO ART. (3)
 An introduction to the analysis and appreciation of art; study and application of fundamental principles of visual arts; detailed examination of representative art forms.
- 113; 114. HISTORY TO ART. (3;3)
 A survey of painting, sculpture, and architecture from 3000 B.C. to the present. The first semester course deals with Asian, Egyptian, Greek, Roman, and Medieval Art; the second, with Renaissance, Baroque, and Modern Art.
- 115; 115R. HISTORY OF WESTERN ART. (3)
 A one-semester survey of the trends in painting, sculpture, and architecture from earliest times to the twentieth century, presented through a limited number of monuments and master artists.
221. GREEK AND ROMAN ART. (3)
Alternates with Art 233. Not offered in 1972-1973.
222. MEDIEVAL EUROPEAN ART. (3)
 A study of Early Christian, Byzantine, Romanesque, and Gothic architecture, sculpture, and minor arts. *Alternates with Art 234. Not offered in 1972-1973.*
225. AMERICAN ART, 1600-1940. (3)
 Primitivism to Pollack. *Alternates with Art 237. Not offered in 1972-1973.*
226. CRITICISM AND THE CONTEMPORARY ARTS, 1940 TO THE PRESENT. (3)
 Principles of taste, theories of criticism and aesthetics, and their relationship to art. *Alternates with Art 238. Not offered in 1972-1973.*
- 233; 234. EUROPEAN ART, 1250-1600. (3;3)
 The Renaissance in Italy and in northern and western Europe. *Alternates with Art 221 and 222. Offered in 1972-1973.*

237. EUROPEAN ART, 1600–1800. (3)
The chief figures and works in the baroque and rococo styles. *Alternates with Art 225. Offered in 1972–1973.*
238. EUROPEAN ART, 1800–1940. (3)
The important movements and artists from the Neoclassicism of the Napoleonic Era to the Surrealism of the 1930's. *Alternates with Art 226. Offered in 1972–1973.*
325. AESTHETICS.
See Philosophy 325.

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

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.

BIOLOGY (09)

Professors Sturdivant, Kerschner, and Royer; Adjunct Associate Professor Reed;
Assistant Professor Brown; Dr. Alspach

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

- *111, 112. PRINCIPLES OF BIOLOGY. (4,4)
In the first semester, the principles and current research involved in both bioenergetics and reproduction considered at the molecular, cellular, and organismal levels, with emphasis on homeostatic controls of the ecosystems. The work of the second semester integrates the principles of maintenance, genetic control, and evolution of organisms. *Three class periods and one three-hour laboratory period a week.*
115. MODERN BIOLOGY. (4)
Underlying concepts in the areas of cellular and molecular biology, reproduction, ecology, and evolution developed by the application of scientific reasoning. *This 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)
Human inheritance, development, anatomy and physiology studied in relation to underlying biological principles. *Prerequisite, Biology 111 or 115. Two class periods and one three-hour laboratory period a week.*
201. INVERTEBRATE ZOOLOGY. (3)
Structural and functional adaptations of invertebrate animals studied in relation to their habitats and evolution. *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.*
302. MAN AND HIS ENVIRONMENT.
See Interdisciplinary Studies 302.
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. BIOCHEMISTRY OF AUTOTROPHS. (3)
The biochemistry of carbohydrates, lipids, and nitrogen-containing molecules as a basis for the developing explanations for growth, tropisms, development, and rhythms. *Prerequisites, Biology 202, Chemistry 103, 104. Two class periods and one three-hour laboratory period 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.

BUSINESS ADMINISTRATION (12)

Assistant Professors Coffey and Seidel

No major is offered in this field.

325. MANAGERIAL ACCOUNTING. (3)
Accounting principles from cases which describe real problems. Emphasis is on analysis of problems confronting business firms, using accounting information and concepts in decision-making. *Prerequisite, Economics 201, 202.*
328. PERSONAL FINANCE. (3)
The study of budgeting and saving, insurance, retirement, and investment planning: the use of consumer credit, an analysis of the different types of insurance, the use of annuities and social security in retirement planning, the financing of home ownership, and an introduction to investments and securities analysis. Students are required to make budgets, to plan insurance, retirement, and investment, to analyze cases. *Prerequisite, Economics 201, 202.*

CHEMISTRY (15)

Professor Straughn; Associate Professors Cross, Herlocker, and Donald Jones*;
Assistant Professor Van Ormer; Dr. Richard Smith

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)

A study of the fundamental laws and theories of chemistry. The first semester is concerned with a study of matter in its various forms, with emphasis on bonding and structure. The second semester is concerned with the reactions of matter, with emphasis on equilibrium. *Prerequisite, Mathematics 111 or its high school equivalent (this course may be taken concurrently). 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.*

*217, 218. 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. *Prerequisite, Chemistry 104. Three class periods and one four-hour laboratory period a week.*

220. 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.*

306. 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 218. One class period and two three-hour laboratory periods a week.*

307, 308. PHYSICAL CHEMISTRY I, II. (4,4)

The laws of thermodynamics; equilibria; electrochemistry; chemical kinetics; introductory quantum and statistical mechanics. *Prerequisites, Chemistry 220, Physics 102, Mathematics 118 or the permission of the instructor. Three class periods and one four-hour laboratory period a week.*

* On sabbatical leave, 1971-1972.



A professor and his student check an experiment.

312. BIOCHEMISTRY. (3)

The chemistry and energetics of cellular processes; the application of thermodynamics to biochemical systems; kinetics of enzymatic reactions; metabolic processes involved in the production, storage, and utilization of energy. *Prerequisite, Chemistry 218.*

352; 451; 452. SPECIAL STUDIES IN CHEMISTRY. (1 to 3)

Directed study of special topics as the interest and preparation of the student and the chemistry faculty may suggest. *This course is open primarily to students who are full chemistry majors.*

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. *Prerequisites, Chemistry 218, 220, 307 (this course may be taken concurrently). Two class periods and two three-hour laboratory periods a week.*

409. PHYSICAL CHEMISTRY III. (4)

Quantum and statistical mechanics; advanced topics; application of the computer to chemical systems. *Prerequisite, Chemistry 308. Three class periods and one four-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. *Prerequisites, Chemistry 217, 218, 307. Juniors may be admitted by permission of the department.*

CLASSICS

Professor Ridington; Associate Professor Palmer^a, Mrs. Palmer^b, Mrs. Ridington

Students may complete a major in Latin 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.

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 covers the material usually offered in 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 covers the material usually offered in the third and fourth years of high school Latin.

^a On sabbatical leave, second semester, 1971–1972.

^b First semester, 1971–1972.

- 105; 106. OVID AND LIVY. (3;3)
First semester: selection 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 include epic, comedy, tragedy, philosophy, history, satire, lyric poetry, and science. The course is particularly oriented to Greek ideas, but deals with the readings as literature and considers 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 treats the influence of Roman literature on English and other literatures.

COMPUTER SCIENCE (19)

Mr. Vogel, Mr. Dawkins*, Mrs. Martin^b

The Western Maryland College Computer Center is located on the ground floor of Memorial Hall. The equipment currently in use includes an IBM 1800 computing system with high speed disks for on-line storage of users' programs and data. There are also remote terminals located on campus, permitting users to interact directly and immediately with the computer.

No major is offered in this field.

101. INTRODUCTION TO THE USE OF THE DIGITAL COMPUTER. (3)
An introduction to specific procedure-oriented languages for describing computational processes. There will be practice in solving elementary problems on the computer. Special emphasis is placed on the programming languages, NUTRAN and FORTRAN IV. *Two class periods and one three-hour laboratory period a week.*
203. BASIC CONCEPTS OF COMPUTER SCIENCE FOR MATHEMATICS AND SCIENCE MAJORS. (3)
The significance of computers and the fundamental techniques of computer science; concept of and properties of algorithms; language, notation, and style for describing algorithms; analysis of computational problems and development of algorithms for their solution; use of a programming language to solve problems over a wide range of applications on the computer.

* On leave, second semester, 1971-1972.

^b Second semester, 1971-1972.

205. BASIC CONCEPTS OF COMPUTER SCIENCE. (3)

The significance of computers and the fundamental techniques of computer science; concept of and properties of algorithms; language, notation, and style for describing algorithms; analysis of computational problems and development of algorithms for their solution; use of a programming language to solve problems over a wide range of applications on the computer. This course is oriented to the social and behavioral sciences.

251; 252. SPECIAL PROJECTS IN COMPUTER SCIENCE. (1 to 3)

Independent study designed to provide further insight into the many facets of computer science; extensive reading assignments, preparation of written and oral reports; the programming and documentation of significant computer projects. *Prerequisite, Computer Science 101 or permission of the instructor.*

DRAMATIC ART (21)

Associate Professor Tribby*

Assistant Professors Dixon and Weinfeld; 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.*

*113, 114. BEGINNING ACTING AND INTERPRETATION. (3,3)

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.*

*119; 119R. THE DRAMA. (3)

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.

* On sabbatical leave, first semester, 1971-1972.

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.*

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.

213. VOICE AND DICTION. (3)

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.

214. INTRODUCTION TO THE FILM. (3)

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.
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; Associate Professor Law; Assistant Professors Coffey and Seidel

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

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.

- *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.

302. MAN AND HIS ENVIRONMENT.
See Interdisciplinary Studies 302.

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

304. INTERNATIONAL ECONOMICS. (3)
Principles of international trade, exchange, and investment; problems of trade restriction, cartels, the European Common Market, underdeveloped areas of the world; commercial policies of countries of the world.
310. MONEY AND BANKING. (3)
A study of the history of money, principles of banking, international monetary problems, and modern monetary theory and policies.
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. MACROECONOMIC THEORY. (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.
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.*



Recent acquisitions are put on display at the Library entrance.

EDUCATION (27)

Professors Bowlsbey and Vernon; Associate Professor Thompson;
Assistant Professors Davis, Hargraves, and 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)

An overview of the development of education in the United States, its present status, and its controversies. European background material is presented as it relates to the development of American institutions. *Students spend fifteen hours observing in the public schools.*

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.*

413. EDUCATIONAL MEDIA. (2)
A study of available equipment and materials to augment classroom instruction. Related theory applicable to effective use is included. *Six periods a week, six weeks.*
417. CURRICULAR PRINCIPLES AND PRACTICES. (2)
A study of the bases of curricula with special emphasis upon procedures in curriculum development and use by classroom teachers. Particular attention is given to the development, implementation, and evaluation of educational objectives. *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 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 specialists in the various fields.

421. THE TEACHING OF ENGLISH. (2)
425. THE TEACHING OF MATHEMATICS. (2)
428. THE TEACHING OF SCIENCE. (2)
433. THE TEACHING OF LATIN. (2)
435. THE TEACHING OF ART. (2)
437. THE TEACHING OF HISTORY AND SOCIAL SCIENCE. (2)
443. THE TEACHING OF MODERN LANGUAGES. (2)
445. THE TEACHING OF DRAMATIC ART. (2)
447. THE TEACHING OF READING. (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.

Undergraduate Courses in the Education of the Deaf

Western Maryland College and the Maryland School for the Deaf, in Frederick, Maryland, have developed a program for training students to teach the deaf. This is the only such program in the State of Maryland. Nationally recognized, it is partially supported by a federal grant. Applications for stipends through this grant and for state scholarships in the education of the deaf are available in the Education Department.

Upon graduation, students who have completed twenty semester hours of work in this field are employed to teach their major subject in a school for the deaf. Full certification in accordance with standards set by the Council on Education of the Deaf follows completion of the Master of Education program in this field, also available at Western Maryland College.

131, 132. **MANUAL COMMUNICATION I, II.** (1,1)

A course designed to develop manual communication skills and provide opportunity for practice of these skills with deaf people.

303. **EDUCATIONAL PSYCHOLOGY.**

See Education 303.

330. **PSYCHOLOGY OF DEAFNESS AND PROFOUND HEARING LOSS.**

See Psychology 330.

481. **LANGUAGE DEVELOPMENT IN DEAF CHILDREN.** (3)

A study of language development in the normally hearing child and the effects of deafness on the development of language and communication skills of the deaf child.

483. **AUDITORY AND VOCAL MECHANISMS.** (3)

Anatomy, physiology, and neurology of the hearing and speech systems.



Windowsills have many uses—one is relaxing.

484. SPEECHREADING. (3)
Review of theory and methods used in teaching speechreading to the aurally impaired; study of research in speechreading and its relationship and application to teaching deaf children.
486. HEARING TESTS AND AUDITORY TRAINING. (3)
Introduction to auditory evaluation including pure tone, bone conduction, and speech audiometry; rationale for auditory training and consideration of individual and group amplification systems. *Observations and practicum are provided.*

ENGLISH (30)

Professor John Makosky; Associate Professors Palmer^a, Phillips, Richwine (Chairman), and Stevens; Assistant Professors Lawler, Panek, and Van Der Voort^b; Mrs. Palmer^c, Mr. Sapora, Mrs. Sapora^b

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.*
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; attention to the historical development of the English language.
211. AMERICAN LITERATURE TO 1850. (3)
Puritan and Colonial writers, Bryant, Cooper, Poe, Hawthorne, Emerson, Thoreau, and Melville.

^a On sabbatical leave, second semester, 1971-1972.

^b Second semester, 1971-1972.

^c First semester, 1971-1972.

- 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)
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 and themes. 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)

Mr. Edmund Makosky

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.*

GERMAN (42)

See Modern Languages.

GREEK (45)

See Classics.

HISTORY (48)

Professor Whitfield; Associate Professor Darcy (Chairman); Mrs. Ridington

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 1972-1973 and in alternate years.
202. EUROPEAN HISTORY, 1453-1789. (3)
Offered in alternate years, not in 1972-1973.
211. GREEK HISTORY. (3)
Offered in 1972-1973 and in alternate years.
212. ROMAN HISTORY. (3)
Offered in 1972-1973 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 1972-1973.
- 305; 306. AMERICAN FOREIGN POLICY. (3;3)
 A history of American diplomacy from 1776 to the present.
Offered in 1972-1973 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)
312. REVOLUTION AND CONSTITUTION, 1776-1789. (3)
 A study in depth of the American Revolution, the adoption of the Articles of Confederation, and the Constitution.
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 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.
- 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)

Faculty members from the departments involved

Interdisciplinary courses have as their purpose the blending of two or more regular academic disciplines within the framework of one course.

The three-hundred and four-hundred level courses listed below are open to all juniors and seniors as an opportunity to integrate their previously acquired departmental foundations. The one-hundred and two-hundred level courses, on the other hand, are part of the Western Maryland College experiment known as the Second-Track Curriculum.

Each fall since 1969, a group of incoming freshmen have been selected to participate in 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 Term. Each of the subsequent three years will include participation in interdisciplinary colloquia and an increased use of independent study and tutorials in the major.

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. In 1972-1973, the subject will be Man and Play: The Role of Play and Game in Culture, 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. *Open only to selected freshmen participating in the Second-Track Curriculum experiment.*

- 201, 202. INTERDISCIPLINARY COLLOQUIUM. (4,4)
 An experimental approach to certain of those disciplines regarded by the College as basic requirements for graduation. In 1972-1973, 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.
302. MAN AND HIS ENVIRONMENT. (3)
 The biological, sociological, and economic crises of contemporary man; the result of his development of culture as an adaptive mechanism; the impact of increasing resource use, of growing populations, and of affluence on the structure and function of the ecosystem; policies for the preservation of the ecosystem. *Prerequisites, Biology 111 or 115; Economics 201.*

LATIN (51)

See Classics.

LIBRARY SCIENCE (54)

Associate Professor Bachmann; Mrs. Richwine, Mr. Myron 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.

No major is offered in this field.

318. LITERATURE FOR ADOLESCENTS. (3)
 A critical review of literature to be used with students in middle and high schools. *Alternates with Library Science 324. Not offered in 1972-1973.*
320. CATALOGING AND CLASSIFICATION. (3)
 Principles and techniques of cataloging materials, with special reference to school media centers.
321. REFERENCE AND BIBLIOGRAPHY. (3)
 Evaluation and use of various types of reference materials, print and non-print.
324. OPERATION OF SCHOOL MEDIA CENTERS. (3)
 Acquisition, circulation, utilization, and maintenance of library materials; organization of effective school media programs; media center facilities and equipment; publicity and exhibits; evaluation of media services. *Alternates with Library Science 318. Offered in 1972-1973.*

413. MEDIA DESIGN, PRODUCTION, AND USE. (3)
Analysis of commercially available materials; design and production of media to meet local school needs; utilization of all non-print forms in classroom situations; skill in operational techniques.

MATHEMATICS (57)

Associate Professor Lightner; Assistant Professors Boner,
Duren, and Rosenzweig; Miss Eshleman

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; intensive study of circular, linear, quadratic, polynomial, exponential, and logarithmic functions, and concepts from analytic geometry. *Four class periods a week.*
- *117. ANALYTIC GEOMETRY AND CALCULUS I. (3)
A review of the line, conic sections, curves and curve sketching; study of 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 118.*
- *218. LINEAR ALGEBRA. (3)
A study of the theory of finite-dimensional vector spaces, linear transformations, matrices, determinants, bilinear forms, and inner products.
- *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.

305. INTRODUCTION TO MATHEMATICAL ANALYSIS. (3)
A review of the theory of elementary calculus including a rigorous treatment of functions, limits (functions and sequences), uniform continuity, derivatives, and Riemann integration. Topological properties of the real and complex numbers with an introduction to the topology of metric spaces. *Prerequisite, Mathematics 118.*
310. HISTORY OF MATHEMATICS. (3)
A study of the development of mathematics from primitive counting systems to modern mathematics, with particular emphasis on the seventeenth century.
312. REAL ANALYSIS. (3)
A rigorous study of the convergence of sequences and series of functions, and functions of several variables; introduction to measure and Lebesgue integration. *Prerequisite, Mathematics 305.*
316. COMPLEX ANALYSIS. (3)
An introductory course in the theory of functions of a complex variable. Properties of general holomorphic functions, classical theorems on integrals, Taylor and Laurent expansions, and applications. *Prerequisite, Mathematics 305.*
322. 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.
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 118.*
324. MATHEMATICAL STATISTICS. (3)
A study of multidimensional random variables, Chebychev inequality, Central Limit Theorem, sampling and statistical inference, descriptive statistics. *Prerequisite, Mathematics 323.*
326. 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 218, 322.*
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.*

353; 354; 453; 454. SPECIAL STUDIES IN MATHEMATICS. (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.

405. TOPICS IN MATHEMATICS. (3)

A study of advanced topics in mathematics selected from theory of equations, applied mathematics, analysis, algebra, etc. A different topic will be chosen each year, based on students' interests and needs.

406. 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.*

407. INTRODUCTION TO NUMERICAL ANALYSIS. (3)

A study of classical as well as recently developed numerical methods, with emphasis on those adapted to the use of a computer, for the solution of linear and non-linear equations, numerical integration and differentiation, solution of ordinary differential equations, and eigenvalue problems. *Prerequisites, Mathematics 218, Computer Science 203.*

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, 217, 218, 220, 307 (308, 409 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 Myers; Majors Gordon and Shoemaker;
Captains Henry and Mekkelsen

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.

105; 106. MILITARY SCIENCE. (1;1)

Organization of the Army and ROTC; individual weapons and marksmanship; American military history; drill and ceremonies. *One class period and one one-hour laboratory period a week.*

205; 206. MILITARY SCIENCE. (1;1)

Map and aerial photograph reading; basic military tactics; drill and ceremonies. *One class period and one one-hour laboratory period a week.*

305, 306. ADVANCED MILITARY SCIENCE. (1,2)

Leadership; military teaching principles; branches of the Army; small unit tactics and communications; drill and ceremonies. *Two class periods and one one-hour laboratory period a week.*

405, 406. ADVANCED MILITARY SCIENCE. (2,1)

Command and staff organization; administrative management; intelligence; logistics; military law; the military team; organization for operations; drill and ceremonies. *Two class periods and one one-hour laboratory period a week.*

MODERN LANGUAGES

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

The courses in the 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.

* First semester, 1971-1972.

Several opportunities to enrich and expand the academic program are available to both majors and non-majors: January Term, on campus and/or abroad; summer program abroad; junior year abroad; laboratory facilities; modern language houses, which offer the French, German, and Spanish students on-campus living facilities under the guidance of a native speaker.

A student may elect a major in French (33), German (42), or Spanish (93); no major is offered in Russian (87). The courses offered in Russian are usually limited to 107, 108, 109, 110.

Basic Language Courses (33, 42, 87, 93)

- *107, 108. ELEMENTARY COURSE. (3,3)
Fundamentals of grammar and pronunciation; basic vocabulary; reading, speaking, and writing practice.
- *109, 110. INTERMEDIATE COURSE. (3,3)
Review and expansion of grammar; oral and written practice in language; cultural aspects of the country. *Prerequisite, 108 or the equivalent.*
- 117. INTRODUCTION TO COMPOSITION. (3)
An intensive study of sentence structure and its application in controlled and free composition. *Prerequisite, 110 or the equivalent. Required of majors.*
- 118. CONVERSATION. (3)
Practice in the spoken language; training in the common idiom of the language; emphasis on cultural as well as contemporary topics. *Prerequisite, 109; may be taken concurrently with 110.*
- *151. INTRODUCTION TO LITERATURE. (3)
A general survey of literature from its beginning to the present, with selected readings. *Prerequisite, 110 or the equivalent. Required of majors.*
- *152. METHODS OF LITERARY ANALYSIS. (3)
Training in the methods of analysis as applied to various literary genres. *Prerequisite, 151 or permission of the instructor.*

Advanced Language Courses

Courses on the two-hundred level are offered in alternate years; those on the three-hundred level are offered every third year. The courses to be offered during the current year are so indicated.

French (33)

- 215. LITERATURE OF THE RENAISSANCE. (3)
Representative authors of the sixteenth century. *Offered in 1972-1973.*
- 216. ART MOVEMENTS OF THE TWENTIETH CENTURY. (3)
The major artistic outburst in France from the beginning of the century: cubism, dadaism, surrealism, "Nouvelle critique" new novel, the theater of the absurd.

217. FRENCH PHONETICS AND DICTION. (3)
 Sounds and rhythmic groups; practical exercises of pronunciation based on phonetics; laboratory drills, recordings, oral readings, and recitations of literary texts.
218. ADVANCED COMPOSITION. (3)
 An intensive study of the more complex aspects of discourse and style. *Prerequisite, French 117. Offered in 1972-1973.*
315. THE MIDDLE AGES. (3).
 A study of five centuries of literature, with excerpts from the Song of Roland and other epics, poems of courtly love, the "chroniqueurs," the didactic literature, the various dramatic genres from the religious theater to the farce, the Roman de Renard and lyric poetry. *Offered in 1972-1973.*
316. SEVENTEENTH CENTURY DRAMA. (3)
 The main dramatic currents of the seventeenth century and their consequences on French literature. *Offered in 1972-1973.*
317. FRENCH ROMANTICISM. (3)
 A study of the Romantic movement in France through an analysis of poetry, drama, and the novel, with emphasis on the development of the Romantic sensibility.
318. NINE DECADES OF THE EIGHTEENTH CENTURY. (3)
 The main authors of the eighteenth century, emphasizing the role of French literature in the Revolution of 1789.
319. SEVENTEENTH CENTURY MODES OF THOUGHT. (3)
 Evolution of seventeenth century French thought, studied through poetry and prose.



On a warm day a good place to study is under the nearest tree.

320. FRENCH REALISM, NATURALISM, AND SYMBOLISM. (3)
The theory and practice of realism and naturalism in the novel, and of symbolism in poetry.

- 453, 454. INDEPENDENT STUDY. (1 to 3)
Independent study in an area selected to meet the student's interest or need as determined by his background and the mutual agreement of student and instructor. *Admission to the course requires the permission of the department.*

German (42)

215. GERMAN LYRIC POETRY. (3)
An analytic study of representative lyrics in each literary period. The course begins with the Minnesanger and terminates with contemporary poets. *Offered in 1972-1973.*
216. GOETHE AND SCHILLER. (3)
A critical look at the contributions of these two literary masters to the Sturm-und-Drang, Classical, and Romantic movements in Germany. *Offered in 1972-1973.*
217. THE NOVELLE OF THE NINETEENTH CENTURY. (3)
An analytic study of representative Novellen studied in relationship to literary periods of the nineteenth century. Emphasis is placed upon the Novelle as an art form.
218. ADVANCED COMPOSITION. (3)
An intensive study of the more complex aspects of discourse and style. *Prerequisite, German 117.*
- 315; 316. GERMAN CIVILIZATION. (3;3)
A critical study of the development of major political and social institutions as well as historical and artistic trends in the development of German culture from the age of Charlemagne to the present day.
317. MIDDLE HIGH GERMAN MASTERPIECES. (3)
An in-depth study of three medieval German masterpieces: Das Nibelungenlied, Perzival, and Tristan und Isolde.
318. REFORMATION, RENAISSANCE, HUMANISM. (3)
A study of the ideas and events of the first half of the sixteenth century in Germany; emphasis upon the works of Luther, Durer, and Erasmus.
319. HEINRICH HEINE. (3)
A study of Heine and his time, with emphasis on his major poems and prose. *Offered in 1972-1973.*
320. MANN, KAFKA, HESSE. (3)
Selected prose works of three prominent twentieth century German writers. *Offered in 1972-1973.*

- 453; 454. INDEPENDENT STUDY. (1 to 3)
Independent study in an area selected to meet the student's interest or need as determined by his background and the mutual agreement of student and instructor. *Admission to the course requires the permission of the department.*

Spanish (93)

215. INTRODUCTION TO SPANISH-AMERICAN CULTURE. (3)
Historical and contemporary culture of the Spanish-speaking countries of Latin America. *This course is offered in English.*
216. INTRODUCTION TO SPANISH-AMERICAN LITERATURE. (3)
A general view of Spanish-American literature from its beginning to the present through characteristic selections.
217. INTRODUCTION TO SPANISH CULTURE. (3)
Historical and contemporary culture of peninsular Spain. *Offered in 1972-1973.*
218. ADVANCED COMPOSITION. (3)
An intensive study of the more complex aspects of discourse and style. *Prerequisite, Spanish 117.*
315. SPANISH LITERATURE OF THE NINETEENTH CENTURY. (3)
Selected works from the novel, drama, and poetry of the period. Critical works are examined with reference to romanticism, realism, and regionalism; supplementary readings and reports. *Offered in 1972-1973.*
316. SPANISH LITERATURE OF THE TWENTIETH CENTURY. (3)
A study of philosophical writings, the novel, poetry, and drama with emphasis on the generations of 1898 and 1927; supplementary readings and reports. *Offered in 1972-1973.*
317. SPANISH LITERATURE OF THE MIDDLE AGES. (3)
Selected works from the poetry, prose, and dramatic genres; supplementary readings and reports.
318. SPANISH-AMERICAN LITERATURE OF THE TWENTIETH CENTURY. (3)
Selected works from poetry, essays, short stories, and novels.
319. SPANISH POETRY AND THEATER OF THE GOLDEN AGE. (3)
The most important poetry from the Renaissance to the Baroque; selected works of Spanish drama from Lope de Vega to Calderon de la Barca; supplementary readings and reports.
320. LAZARILLO DE TORMES AND DON QUIJOTE DE LA MANCHA. (3)
The Picaresque novel as exemplified by the Lazarillo; Cervantes' masterpiece, Don Quijote; supplementary readings and reports.
- 453; 454. INDEPENDENT STUDY. (1 to 3)
Independent study in an area to meet the student's interest or need as determined by his background and the mutual agreement of student and instructor. *Admission to the course requires the permission of the department.*

MUSIC (63)

Professor Cole; Associate Professors 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, 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.

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 and second years: one or two semester hours each semester.

Third and fourth years: 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

- 109; 109R. INTRODUCTION TO MUSIC. (3)
A study of music as an art through its elements: rhythms, melody, harmony, form, and timbre; a survey of the various musical styles. Increased listening perception in all types of music is the course goal. *The course is open to all students; no technical knowledge is required.*
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 109, or permission of the instructor. Alternates with Music 215. Not offered in 1972-1973.*
214. MASTERS IN MUSIC. (3)
A study of one major composer's life and representative compositions. *Prerequisite, Music 109, or permission of the instructor. Alternates with Music 216. Not offered in 1972-1973.*
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 109, or permission of the instructor. Alternates with Music 213. Offered in 1972-1973.*
216. OPERA. (3)
A survey of opera, from its beginnings to our own day, viewed against its historical, literary, and cultural background. *Prerequisite, Music 109, or permission of the instructor. Alternates with Music 214. Offered in 1972-1973.*

- 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 109, 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 1972-1973.*
223. 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 1972-1973.*
224. 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 1972-1973.*
- 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 secondary 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.*



Marching band members get ready for an outdoor practice session.

NON-WESTERN STUDIES (66)

Professors David^a and Holthaus; Visiting Professors Broussard^b
and Morrison^b

No major is offered in this field.

- 101; 102. ASIAN CIVILIZATION. (3;3)
A general introduction to Asian civilization. The first semester will focus on China, the second semester on India. Each semester deals with the heritage from ancient times to the present and includes a study of the history, religion, art, social conditions, politics, and economics of the area.
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.
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.
- *213. HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY. (3)
An introduction to philosophy through a study of the systems from the Pre-Socratics through the Nominalists; particular emphasis on Plato, Aristotle, and major figures of the Middle Ages. *Alternates with Philosophy 311. Not offered in 1972-1973.*

^a On sabbatical leave, 1971-1972.

^b Second semester, 1971-1972.

- *214. HISTORY OF MODERN PHILOSOPHY. (3)
 An introduction to modern philosophy through a study of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant, whose systems comprise classical rationalism and empiricism. *Alternates with Philosophy 312. Not offered in 1972-1973.*
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.
- 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.*
311. PHILOSOPHY OF THE NINETEENTH CENTURY. (3)
 A study of the century's Idealism (Fichte, Schelling, Hegel), the Left-wing Hegelisms (Feuerbach, Marx, Kierkegaard), Positivism (Comte), Evolutionism and Utilitarianism (Spencer, Mill), and the thought of Nietzsche. *Prerequisite, Philosophy 211, 213, or 214. Alternates with Philosophy 213. Offered in 1972-1973.*
312. PHILOSOPHY OF THE TWENTIETH CENTURY. (3)
 A study of contemporary schools, such as Naturalism (Dewey, Whitehead), Existentialism (Sartre, Heidegger, Jaspers), Positivism (Ayer, Schlick), Phenomenology (Husserl, Merleau-Ponty, Ricoeur), and Linguistic Analysis (Wittgenstein, Austin, Wisdom). *Prerequisite, Philosophy 211, 213, or 214. Alternates with Philosophy 214. Offered in 1972-1973.*
323. SOCIAL PHILOSOPHY. (3)
 An evaluation of man's history, institutions, and social control. *Not offered in 1972-1973.*
325. AESTHETICS. (3)
 A survey of the chief distinctive points of view in the philosophy of art and problems presented by the arts. *Not offered in 1972-1973.*
327. EAST ASIAN PHILOSOPHY. (3)
 A study of some of the Asian philosophies, including psychologies and systems of values. *Offered in 1972-1973 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.

An introductory 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.
314. STUDIES IN THE HISTORY OF CHRISTIAN THOUGHT. (3)
A study of one major interpreter or period of Christianity. In 1972–1973, the subject will be the Thought of John Wesley.

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 1972-1973, the subject will be Religion and Ecstasy.
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 1972-1973.*

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- 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, Fritz, Fern Hitchcock, Ronald Jones, and Weyers; Mr. Carpenter, Mrs. Clower,* 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.

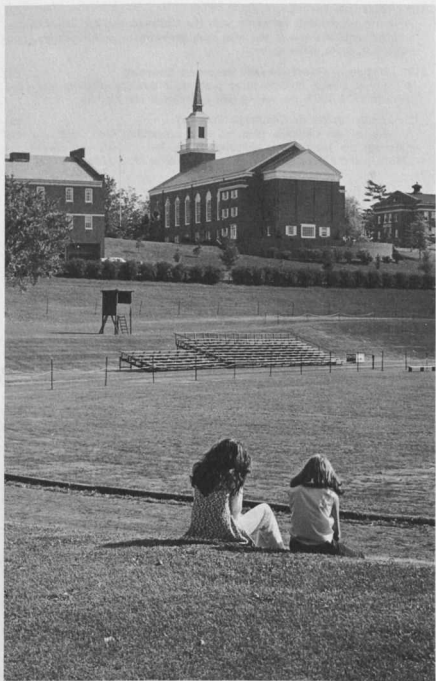
Activity

The basic college requirement is competence in three areas of activity—body movement activities, team activities, and life-time sports activities. This requirement may be satisfied by demonstration of competence or by completing courses chosen from the activity courses listed below. *Each course meets two periods a week.*

Most of the courses listed below will be offered each semester. A list of specific courses to be offered in a particular semester is provided at the time of registration.

Students who satisfy all or part of the physical education requirement through testing or participation may not enroll in the beginning level of any activity in which proficiency has been demonstrated. A student may not receive credit twice for the same activity.

* Second semester, 1971-1972.



*101; 102. PHYSICAL EDUCATION ACTIVITY. (1;1)

Instruction in a wide variety of individual and team activities and movement experience. *Two activities must be completed to receive credit for the course.*

- | | |
|--------------------------------|----------------------------|
| 001. Body Mechanics | 002. Fencing |
| 003. Judo | 004. Beginning Swimming |
| 005. Wrestling (men only) | 006. Track and Field |
| 007. Synchronized Swimming | 012. Advanced Fencing |
| 031. Field Hockey (women only) | 032. Softball (women only) |
| 033. Football | 034. Rugby (men only) |
| 035. Soccer-Speedball | 036. Basketball |
| 037. Lacrosse | 038. Volleyball |
| 061. Archery | 062. Badminton |
| 063. Tennis | 064. Beginning Swimming |
| 065. Golf | 066. Skiing |
| 067. Riding | 068. Squash-Handball |
| 069. Rifle | 070. Bowling |
| 071. Advanced Archery | 072. Advanced Badminton |
| 073. Advanced Tennis | |
| 075. Advanced Golf | |

105. GYMNASTICS. (1)

107. FOLK, SQUARE, SOCIAL DANCE. (1)

108. MODERN DANCE. (1)

114; 164. INTERMEDIATE SWIMMING. (1)

116; 166. LIFE SAVING. (1)

117; 167. WATER SAFETY. (1)

120. MODERN JAZZ DANCE. (1)

121. BALLET. (1)

169. OUTDOOR ACTIVITIES. (1)

Theory and Methods

- 106; 106R. RECREATIONAL ACTIVITIES. (1)
The theory and practice of teaching games of low organization. *Two periods a week.*
- 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.
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 1972-1973.*
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 1972-1973.*
222. PHYSIOLOGY OF EXERCISE. (3)
An examination of the basic physiological principles governing motor activity. Energy sources, methods of conditioning, ergogenic aids, diet, and other pertinent topics are considered. *Prerequisite, Biology 111 or 115 or the equivalent.*

224. KINESIOLOGY. (3)
The mechanical and anatomical principles underlying body movement. Movement analysis, flexibility, neuromuscular development, balance, and motor efficiency are examined.
241. SPORTS COACHING (MEN). (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 (MEN). (3)
The theory of coaching, officiating, and administering interscholastic basketball, track, and lacrosse programs. *Students are required to engage in extensive field work.*
243. SPORTS COACHING (WOMEN). (3)
The theory and practice of coaching 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. SPORTS COACHING (WOMEN). (3)
The theory and practice of coaching 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.*
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 AND EVALUATION IN PHYSICAL EDUCATION. (3)
An examination of evaluation techniques in physical education. Principles of test construction and selection, methods of evaluating fitness, nutritional status, body mechanics, sports skills and knowledge, and social and motor development are considered.

PHYSICAL SCIENCE

See General Science.

PHYSICS (75)

Professor Achor^a; Assistant Professors Hoff^b and 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.*

206. HEAT AND STATISTICAL PHYSICS. (3)

Thermodynamics, kinetic theory, and statistical mechanics. *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 117. Three class periods and one three-hour laboratory period a week.*

^a On sabbatical leave, second semester, 1971–1972.

^b Second semester, 1971–1972.

208. ELECTRONICS. (4)
Physical electronics of vacuum tubes and semiconductor devices, electronic circuits and circuit theory. *Prerequisite, Mathematics 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 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. *Prerequisite, Mathematics 118.*
- 303, 304. ELECTRICITY AND MAGNETISM. (4,4)
Electrostatics, magnetostatics, electromagnetism, dielectric and magnetic materials, Maxwell's equations, electromagnetic radiation. *Prerequisite, Mathematics 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 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*; Visiting Associate Professor Nakhleh;
Assistant Professor Weber; Mr. Terry Smith

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 off-campus programs—the Drew University Semester at the United Nations, the Washington Semester at the American University.

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.

- *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.*

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.

* On sabbatical leave, 1971–1972.

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 1972-1973.*
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 1972-1973.*
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 1972-1973.*



Political Science students study a British Honduran sugar mill.

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 1972-1973.*
- 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.

Off Campus Programs

WASHINGTON SEMESTER PROGRAM

To enable students to spend one term in specialized study of public affairs in the nation's capital, Western Maryland College participates in the Washington Semester Program sponsored and administered by the American University. In the spring semester one or more students may study the American Government, the formulation of American foreign policy, or the District of Columbia as an urban area, engaging in research projects, seminars, and other formal courses at American University. Credit earned becomes a part of the Western Maryland College record.

THE UNITED NATIONS SEMESTER

A limited number of students will have an opportunity to broaden their liberal arts study by participation in the Drew University semester at the United Nations. The students will engage in observation and analysis of the United Nations on the scene in New York. In addition to a seminar and a research paper, participants may enroll in six to nine semester hours in the regular Drew University program. Students must be recommended by the Campus Coordinator. Credit earned becomes a part of the Western Maryland College record.

PREMEDICAL COURSE

See page 59.

PSYCHOLOGY (81)

Professor Vernon; Associate Professor Miller (Chairman);
Assistant Professors Colyer and Orenstein

This department seeks to promote knowledge of the basic facts and principles of the behavior of humans and infrahuman animals from the vantage point of the scientist. 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 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.
- *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 AND ORGANIZATIONAL DEVELOPMENT. (3)
Analysis of the behavior of the individual as a member of social groups and organizations; focus on strategies to bring about planned organizational change using behavioral-science knowledge. *Three class periods a week and directed observation in the field.*
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. Three class periods a week and directed observation in mental hospitals, clinics, and other agencies.*
- 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.*



The Mourner's Bench is a good place to study or wait for a date.

323. 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. *Prerequisite, Psychology 214 or permission of the instructor. Three class periods a week and laboratory work.*
328. COMPARATIVE PSYCHOLOGY. (3)
A course in the comparative aspects of social behavior with the emphasis on the evolution of behavior and the principles of adaptation which generalize from species to species. Special attention is given to man's place in phylogeny. *Prerequisite, Psychology 214 or permission of the instructor.*
329. PHYSIOLOGICAL PSYCHOLOGY. (3)
An analysis of the basic physiological mechanisms underlying behavior, with emphasis on the brain and central nervous system. *Prerequisite, Psychology 214.*
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.
332. PSYCHOLOGY OF PERCEPTION. (3)
Intensive treatment of problems in psychophysics; the organization, stability, and development of perceptual processes together with a detailed consideration of current theories of perception and their experimental bases. *Prerequisite, Psychology 214 or permission of the instructor. Three class periods a week and laboratory work.*
- 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.

RELIGION (84)

See Philosophy and Religion.

SOCIOLOGY (90)

Professors Griswold and Earp; Assistant Professors Elwell and Shook;
Visiting Lecturer Ashburn; Mr. Grier, Mr. Hadary, Mr. Tait*

Students majoring in sociology may prepare for graduate study in community planning, liberal arts, social work, or theology.

A social work concentration within the sociology major prepares students for the practice of social work. The specific courses required in this concentration are listed in the Guidance Bulletin. Graduates of this program can move directly into social work positions or may enter some graduate schools of social work with advanced standing.

Sociology 103 is prerequisite to all other courses in sociology.

- *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.
212. SOCIAL STRATIFICATION AND INEQUALITY. (3)
A survey of classical and contemporary theories and research dealing with the development and consequences of inequality in small groups and large societies. Topics include the emergence of hierarchies in groups, distributive justice and status consistency, class conflict, social mobility, and the relations between status and conformity deviance.

* On leave, 1971-1972.

301. SOCIAL PSYCHOLOGY AND ORGANIZATIONAL DEVELOPMENT.
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.*

405. INTRODUCTION TO SOCIAL WORK METHODS. (3)
The theory and application of the principles underlying social work methods of intervention 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)

Associate Professor Law; Assistant Professor Seidel

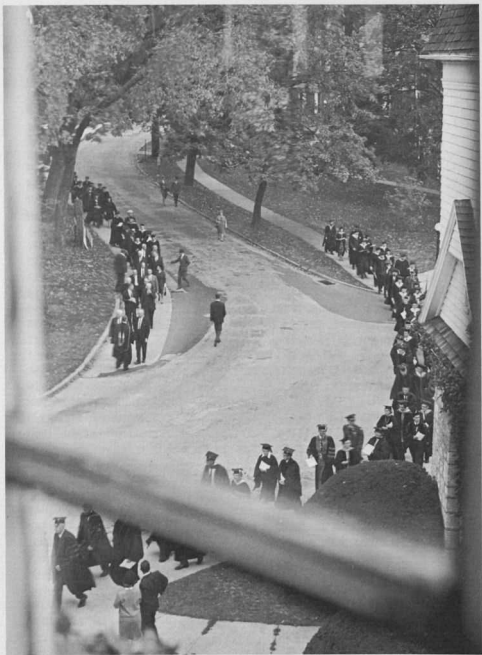
No major is offered in this field.

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 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, <i>Emeritus</i> , S.T.D., ('25)	Seaford, Del.	1929
MIRIAM BAYNES MATTHEWS, <i>Emeritus</i> , ('98)	Gaithersburg, Md.	1939
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
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. MCCLURE ROUZER, LL.B., LL.D., ('07)	Baltimore, Md.	1952
O. BRYAN LANGRALL, D.D., ('21)	Baltimore, Md.	1953
JOHN M. CLAYTON, JR., ('21)	Baltimore, Md.	1953
JOHN A. TRADER, <i>Emeritus</i> , D.D., ('20)	Dover, Del.	1955
EUGENE C. WOODWARD, D.D., ('28)	Glyndon, Md.	1956
LEWIS F. RANSOM, D.D., ('35)	Bel Air, 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
ALLAN W. MUND, LL.D., D.B.A.	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.	Hagerstown, 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.

ARLIE R. MANSBERGER, JR., M.D., ('44).....Ellicott City, Md. 1971
 W. EDWARD CUSHEN, Ph.D., Sc.D., ('48).....Chevy Chase, Md. 1971
 RALPH G. HOFFMAN, LL.B.....Westminster, Md. 1971

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Term expires June, 1972. John O. Seiland, ('51), Randallstown, Md.; Deloris Hartke Thomas, ('45), Timonium, Md.

Term expires June, 1973. Jacqueline Brown Hering, ('51), Westminster, Md.; Webster R. Hood, ('40), Springfield, Va.

Term expires June, 1974. Janet Cross Berends, ('54), Timonium, Md.; Quentin L. Earhart, ('40), Ruxton, Md.

ADMINISTRATIVE STAFF

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BRITT MELVIN HARGRAVES, B.S., M.S., *Director of the Program for the Preparation of Teachers of the Deaf*

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., Ph.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*
 GERALD FREDERICK CLARK, JR., A.B., Ed.M., *Assistant Director of Alumni Affairs*
 NANCY LEE WINKELMAN, A.B., Ed.M., *Director of Publications and Publicity*
 ALFRED VANALLAN CLARK, B.A.E., Ed.M., *Assistant to the President for Development*
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 WILLIAM PATTON RUDROW, JR., B.S., *Manager of the Bookstore*
 FRANCES RATH FREY, *Director, McDaniel Hall*
 LOUISE DIX, *Director, Blanche Ward Hall*
 CAROL YINGLING LOVE, A.B., *Director, Whiteford Hall*
 ARLENE HERSH MACDONALD, *Director of Food Services*
 EUGENE WILLIS, A.B., *Director of Physical Plant*
 PRESTON STREVG YINGLING, *Superintendent of Buildings and Grounds*
 MARY VIRGINIA STONER, R.N., *Nurse in Charge*
 RUTH ANN NEWTON, R.N., *Nurse*
 RICHARD ALLEN VOGEL, A.B., *Director of Computer Processing*
 HILBERT HUGHLETT DAWKINS, JR., A.B., Ed.M., *Assistant to the Director of Computer Processing*
 HELEN OHLER, *Secretary to the President*
 MARY ROHRER SHOEMAKER, *Cashier*
 RICHARD PORTER CLINE, A.B., *Assistant to the Business Manager*
 WILLIAM CLIFTON LAWTON, *Assistant to the Treasurer*

FACULTY

The date in brackets following the listing of each person is the date of first appointment with Faculty Status.

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]

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]

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]

* Deceased, October 15, 1971.

EVELYN WINGATE WENNER, A.B., A.M., Ph.D., *Professor of English, Emeritus* [1931]

ELIZABETH SIMKINS, A.B., B.S.L.S., A.M.L.S., *Librarian, Emeritus* [1946]

ESTHER SMITH, *Associate Professor of Dramatic Art, Emeritus* [1926]

ERVIN LAJOS SZILAGYI, LL.B., B.S., Jur.D., B.F.A., *Assistant Professor of the History of Art, Emeritus* [1957]

JOSEPH RAYMOND BAILER, B.S., A.M., Ph.D., *Professor of Education, Emeritus* [1949]

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(On sabbatical leave, second semester, 1971-72)

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; Ph.D., Oregon State University. [1969]

FRANKLIN GLENDON ASHBURN, *Visiting Lecturer in Sociology*

A.B., Western Maryland College; M.S., University of North Carolina at Raleigh; Ph.D., Florida State University. [1971]

GEORGE THEODORE BACHMANN, JR., *Librarian, Associate Professor*

A.B., University of Maryland; A.M., University of Maryland; M.S.L.S., The Catholic University of America. [1970]

MARJIE LYNN BAKER BAUGHMAN, *Instructor in the History of Art*

A.B., Wilson College; additional studies, Johns Hopkins University. [1970]

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Peabody Conservatory of Music.

ROBERT PHILIP BONER, *Assistant Professor of Mathematics*

A.B., Rockhurst College; A.M., Indiana University; Ph.D., University of Notre Dame. [1970]

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(Second semester, 1971-72)

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MICHAEL MATHISON BROWN, *Assistant Professor of Biology*

B.S., Lebanon Valley College; Ph.D., University of Delaware. [1968]

- HANS-PETER F. G. BÜTTNER, *Assistant Professor of 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*
(First semester, 1971-72)
A.B., Grove City College; Ed.M., Western Maryland College.
- JAMES RICHARD CARPENTER, JR., *Instructor in Physical Education*
B.S., West Virginia Wesleyan College; additional studies, Western Maryland
College. [1969]
- HOWARD SAMUEL CASE, *Assistant Professor of Physical Education*
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The Ohio State University. [1965]
- WILLIAM FRANCIS CIPOLLA, *Assistant Professor of Modern Languages*
A.B., University of Pennsylvania; A.M., Johns Hopkins University; addi-
tional studies, Ecole Pratique des Hautes Etudes, Paris, France, Johns Hop-
kins University. [1969]
- KATHARINE H. CLOWER, *Special Instructor in Physical Education*
(Second semester, 1971-1972)
B.S., Towson State College.
- 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, *Professor of Music*
B.Mus., University of Kansas; M.Mus., Oberlin College; additional studies,
Eastman School of Music. [1955]
- STEPHEN WHEELER COLYER, *Assistant Professor of Psychology*
A.B., Gettysburg College; A.M., Temple University; Ph.D., Temple Univer-
sity. [1970]
- CHARLES EDWARD CRAIN, *Professor of Religion* (The Baltimore Conference
Chair)
A.B., Asbury College; B.D., Drew University; Ph.D., Drew University; addi-
tional 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]
- CORNELIUS PAUL DARCY, *Associate Professor of History*
A.B., Bowdoin College; A.M., Harvard University; Ph.D., Columbia Uni-
versity. [1963]

- WILLIAM MORRIS DAVID, JR., *Professor of Political Science*
(On sabbatical leave, 1971–1972)
A.B., Dartmouth College; A.M., Columbia University; Ph.D., Columbia University. [1952]
- JAMES ROBERT DAVIS, *Assistant Professor of Education*
B.S., Mansfield State College; M.S., Alfred University; Ed.D., New Mexico State University. [1971]
- HILBERT HUGHLETT DAWKINS, JR., *Assistant to the Director of Computer Processing, Special Instructor in Computer Science*
(On leave of absence, second semester, 1971–1972)
A.B., Western Maryland College; Ed.M., Western Maryland College. [1970]
- 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]
- CHARLES ROY FENDER, *Instructor in Art*
A.B., Colorado State University; A.M., The Ohio State University; M.F.A., The Ohio State University. [1971]
- CAROL ANN FRITZ, *Assistant Professor of Physical Education*
B.S., West Chester State College; Ed.M., Western Maryland College. [1967]
- ROBERT HARRY GORDON, *Major, Armor, Assistant Professor of Military Science*
A.B., Norwich University. [1970]
- 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]
- DANIEL TIR HADARY, *Instructor in Sociology*
A.B., Antioch College; A.M., Johns Hopkins University. [1971]
- BRITT MELVIN HARGRAVES, *Assistant Professor of Education*
B.S., University of Utah; M.S., University of Utah; additional studies, University of Pittsburgh. [1970]
- ROBERT HILL HARTMAN, *Assistant Professor of Philosophy and Religion*
A.B., Oberlin College; S.T.B., Boston University; Ph.D., Northwestern University. [1969]
- 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]
- RAYMOND E. HENRY, JR., *Captain, Infantry, Assistant Professor of Military Science*
B.S., Husson College. [1971]
- EVELYN SMITH HERING, *Assistant Professor of Music*
B.Mus., Wesleyan College; M. Mus., Eastman School of Music. [1951]
- DAVID WEBB HERLOCKER, *Associate 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*
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- JULIA TAYLOR HITCHCOCK, *Instructor in Music*
B.Mus.Ed., Oberlin Conservatory; B.Mus., Oberlin Conservatory. [1960]
- GERALD FRANCIS HOFF, *Assistant Professor of Physics*
(Second semester, 1971-1972)
B.S., University of New Hampshire; B.S., Union College; Ph.D., University of Maryland.
- 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*
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A.B., Manchester College; Ph.D., Purdue University. [1963]
- RONALD FLOYD JONES, *Assistant Director of Athletics and Assistant Professor of Physical Education*
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- 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, *Associate 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; Ph.D., Claremont Graduate School. [1968]

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A.B., Western Maryland College; A.M., Northwestern University; Ph.D., The Ohio State University. [1962]

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ELIZABETH HELEN MCDERMION, *Instructor in Modern Languages*

A.B., Mills College; A.M., Indiana University. [1968]

EDMUND EUGENE MAKOSKY, *Instructor in Physics*

A.B., Western Maryland College; A.M., University of Delaware. [1965]

JOHN DONALD MAKOSKY, *Dean of the Faculty and Professor of English*

A.B., Western Maryland College; A.M., Columbia University; Ed.D., Columbia University. [1934]

DIANNE BRIGGS MARTIN, *Special Instructor in Computer Science*

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A.B., Western Maryland College; M.S., University of Maryland.

NORMAN BILLINGS MEKKELSEN, JR., *Captain, Infantry, Assistant Professor of Military Science*

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- CALVIN WRAY MOWBRAY, JR., *Dean of Men*
A.B., Western Maryland College; A.M., The American University. [1969]
- CLAIR GORDON MYERS, *Lieutenant Colonel, Infantry, Professor of Military Science*
B.S., Pennsylvania State University. [1970]
- EMILE A. NAKHLEH, *Visiting Associate Professor of Political Science*
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- ALEXANDER GEORGE OBER, *Instructor in Physical Education*
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- HOWARD BERNARD ORENSTEIN, *Assistant Professor of Psychology*
A.B., Hunter College of CUNY; A.M., University of Cincinnati; Ph.D., University of Cincinnati. [1971]
- WASYL PALJCZUK, *Assistant Professor of Art*
A.B., University of Maryland; A.M., University of Maryland; additional studies, The Maryland Institute College of Art. [1967]
- MELVIN DELMAR PALMER, *Associate Professor of English*
(On sabbatical leave, second semester, 1971-1972)
A.B., University of Maryland; A.M., University of Maryland; Ph.D., University of Maryland. [1965]
- NANCY BAUGH PALMER, *Special Instructor in English*
(First semester, 1971-1972)
B.S., Western Kentucky State College; A.M., University of Maryland.
- 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, The 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]
- MARY VALEDIA REED, *Adjunct Associate Professor of Biology*
A.B., Goucher College; A.M., Smith College; Ph.D., University of Maryland School of Medicine.
- ELEANOR NACE RICHWINE, *Assistant Librarian, Instructor*
B.S.Ed., Shippensburg State College; M.S., Simmons College School of Library Science. [1970]

- KEITH NORTON RICHWINE, *Associate Professor of English*
B.S.Ed., Shippensburg State College; A.M., Pennsylvania State University;
Ph.D., University of Pennsylvania. [1962]
- EDITH FARR RIDINGTON, *Special Instructor in Classics and History*
A.B., Mount Holyoke College; A.M., University of Pennsylvania; additional
studies, American School of Classical Studies, Athens, Greece.
- 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 RIVERS, *Associate Professor of Modern Languages*
Diploma, Profesor de Idioma 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]
- HARRY LEWIS ROSENZWEIG, *Assistant Professor of Mathematics*
B.S., Massachusetts Institute of Technology; M.S., University of Arizona;
Ph.D., University of Virginia. [1971]
- ISABEL THOMPSON ISANOGL ROYER, *Professor of Biology*
A.B., University of Cincinnati; B.E., University of Cincinnati; A.M., Uni-
versity of Cincinnati; Ph.D., The Ohio State University. [1942]
- CAROL BAKER SAPORA, *Special Instructor in English*
(Second semester, 1971-1972)
A.B., Cornell University; A.M., University of Connecticut.
- ROBERT WILLIAM SAPORA, *Instructor in English*
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studies, University of Connecticut. [1971]
- DON PATRICK SAVELL, *Special Instructor in Modern Languages*
A.B., Wesleyan University; A.M., University of Maryland; additional studies,
University of Maryland.
- MARY LEE YOUNGER SCHMALL, *Graduate Laboratory Assistant*
A.B., Western Maryland College.
- ETHAN ABBA SEIDEL, *Assistant Professor of Economics*
A.B., Johns Hopkins University; M.B.A., Wharton Graduate School, Univer-
sity of Pennsylvania; additional studies, Johns Hopkins University. [1969]
- MARY LOUISE SHIPLEY, *Associate Professor of Art*
(First semester, 1971-1972)
A.B., Western Maryland College; additional studies, Martinet School of Art,
The Maryland Institute College of Art. [1938]

DOUGLAS BRYANT SHOEMAKER, *Major, Field Artillery, Assistant Professor of Military Science*

A.B., College of William and Mary; Ed.M., Western Maryland College. [1969]

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]

BARBARA PERSION SMITH, *Graduate Laboratory Assistant*

A.B., Western Maryland College.

GENEVÈVE BRUNET SMITH, *Assistant Professor of Modern Languages*

A.B., University of California; A.M., University of California; Ph.D., University of California. [1970]

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

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

RICHARD HILTON SMITH, JR., *Special Instructor in Chemistry*

B.S., Washington College; Ph.D., University of Virginia.

TERRY BRUCE SMITH, *Instructor in Political Science*

A.B., Central Methodist College; A.M., Michigan State University; additional studies, Michigan State University. [1971]

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, *Associate 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]

RONALD KEITH TAIT, *Instructor in Sociology*

(On leave of absence, 1971-1972)

A.B., University of Delaware; A.M., University of Delaware; additional studies, University of Maryland. [1968]

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, *Associate Professor of Dramatic Art*
(On sabbatical leave, first semester, 1971-1972)

A.B., Western Maryland College; A.M., The University of Iowa; Ph.D.,
The University of Iowa. [1958]

RICHARD LEE VAN DER VOORT, *Assistant Professor of English and Writer-in-Residence*

(Second semester, 1971-1972)

A.B., Michigan State University; A.M., University of New Mexico.

JOHN HARLAN VAN HART, *Special Instructor in Dramatic Art*

A.B., Western Maryland College

DAVID GOOD VAN ORMER, *Assistant Professor of Chemistry*

B.S., Pennsylvania State University; M.S., Pennsylvania State University;
additional studies, University of Maryland. [1971]

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]

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]

SAMUEL L. WEINFELD, *Assistant Professor of Dramatic Art*

A.B., Miami University; A.M., Indiana University; additional studies,
Indiana University. [1970]

JOAN RITA WEYERS, *Assistant Professor of Physical Education*

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*

A.B., Western Maryland College; B.D., Drew Theological Seminary; addi-
tional studies, University of Edinburg, University of Göttingen; Ph.D., St.
Mary's Seminary and University. [1963]

Standing Committees

Administrative Advisory Council. Ensor, Bowlsbey, Clower, Law, Lightner, J. Makosky, Mowbray, Phillips

Admissions and Standards. Law, Case, Duren, Herlocker, J. Makosky, Shook; consultants, Dean of Men and Dean of Women; 2 students

Advisory Committee on College Policies. Coffey, Achor, Alspach, P. Büttner, Case, Getty, Hartman, Kerschner, Seidel, Uhrig, Zepp; 3 students

Advisory Committee on Honorary Degrees. Spangler, Crain, Darcy, Kerschner, Phillips

Athletics, Men: Holthaus, Clower, R. Jones, Mowbray, Schaeffer, Straughn, Zauche; 2 students

Athletics, Women: Coffey, Fritz, J. Hitchcock, Laidlaw, Weyers; 2 students

Auditing Student Organizations. Cline, Duren, E. Makosky

Calendar and Schedule. Clower, Cross, Lightner, J. Makosky, Mowbray, Perry; 2 students

Class Sponsors. Freshman, Carpenter; Sophomore, Ober; Junior, Dixon; Senior, Griswold

Concerts. Cole, Derasse, Dietrich, Palijczuk, Weinfeld; 2 students

Community Educational Services. Royer, Bowlsbey, Duren, Griswold, J. Makosky, Price; consultant, Registrar

Curriculum. K. Richwine, Bowlsbey, Cross, Heggemeier, J. Makosky, Price, Tribby; 2 students

Data Processing. Griswold, A. Clark, Eshleman, Perry, Schaeffer, Vogel

Examinations (Comprehensive and Special). W. Ridington, Cipolla, Colyer, J. Makosky, Miller, Vernon; 2 students

Faculty Affairs. Kerschner, Griswold, Holthaus, J. Makosky, Miller, K. Richwine

Faculty Handbook. Royer, J. Makosky, Panek, W. Ridington

Financial Aid. Shook, Boner, Darcy, Schaeffer, Sturdivant; consultants, Dean of Men and Dean of Women; 4 students

Foreign Students. Mowbray, P. Büttner, Derasse, McDearmon, Rivers, Thompson, Zepp; 3 students

Graduate Affairs. Bowlsbey, Bachmann, Davis, Holthaus, Law, J. Makosky, Royer

Graduate Scholarships. W. Ridington, Lawler, Thompson, Yedinak

Honor Court. Laidlaw, Mowbray, Royer, Seidel, Zauche; 16 students

Library. Stevens, Bachmann, Brown, Duren, Hering, Patrick, E. Richwine, G. Smith, Weber; 2 students

Marshalls. Griswold, Holthaus, Lightner

Orientation. Laidlaw, Mowbray (co-chairmen), Elwell, Perry, Phillips; 3 students

Research and Creativity. Herlocker, Crain, J. Makosky, Panek, Rivers, Vernon

Religious Life Council. Zepp, Eshleman, Hartman, Herlocker, Spangler; 20 students

Student Counseling. Miller, Laidlaw, Mowbray, W. Ridington, Zepp

Student Life Council. Clower, Hartman, Laidlaw, Lightner, Mowbray, K. Richwine; 6 students

Student Personnel Problems. Mowbray, S. Alspach, Case, Hartman (alternate); 2 students

The college president is an ex officio member of all committees; student members are nominated by the Student Government Association.



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 (now Phi Delta Theta fraternity) as a memorial to Lynn F. Gruber of the Class of 1926, is given for proficiency in extracurricular activities.

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

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

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

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

The Distinguished Teaching Award is 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 was 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. The 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 are made annually to two members of the senior class upon the recommendation of the departments.

Delta Omicron Senior Honor Pin is 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.

The Michael L. Waghelstein Memorial Award is made annually to that male member of the graduating class who demonstrated to the greatest extent the following attributes: military proficiency and leadership potential; athletic ability; sincerity; zest for living; and loyalty to country, college, and friends. The award was established in 1970 by the family, classmates, and friends of Captain Michael L. Waghelstein, '67, who, during his student days and as a Regular Army officer, demonstrated and was recognized for these characteristics.

The Argonaut Award is presented annually by The Argonauts, the honorary scholastic society of W.M.C., to the graduating senior with the highest overall academic average.

The Esther Smith Award is given annually at Commencement to a graduating senior who during 4 years at W.M.C. has displayed a high degree of creativity in the arts (drama, music, or fine arts) and who also was respected by both faculty and students for his or her contribution to the human welfare of the College. This combination of qualities was uniquely characteristic of Esther Smith and endeared her to the entire college community during her 44 years as a member of the dramatic art department.

ENDOWMENTS

Within the framework of the general Endowment Fund of the College, totaling approximately \$3,500,000, 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 posses-

sion 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 Dr. and Mrs. Allan W. Mund, of Baltimore, 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 \$300.00 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 is used annually to provide assistance to a student preparing for full-time Christian service in music.

The Margaret Wappler Memorial Scholarship for Applied Music: Established by the Omicron Eta Chapter of Delta Omicron, this scholarship of \$75.00 is 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 provides a scholarship to be awarded to a pre-ministerial student for his junior and senior years. The award is 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 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.

The Duane L. Peterson Memorial Scholarship: Established by Mrs. Peterson to be awarded to a junior with outstanding potential and financial need for use in the senior year.

Within the Endowment Fund, the following special funds have been contributed: 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, The Margaret Reisler Kishbaugh Memorial Fund, The Mr. and Mrs. William R. Woodfield, Sr., Fund, The Agnes B. and Harry D. Schreck Memorial Fund, The Col. Harry A. Patterson Memorial Fund, The Dr. Frank E. Shipley Memorial Fund, and The Dunning 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. \$50,000.00 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.



It gets cold and windy on top of the Hill during winter storms.

THE ALUMNI ASSOCIATION

The Board of Governors

Homer C. Earll, '50.....	President
Robert E. Bricker, '42.....	President-Elect
Julian L. Dyke, Jr., '50.....	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 1972

Richard B. Brawley, '58	Deloris Hartke Thomas, '45
Nancy Caskey Voss, '54	John O. Seiland, '51

Term Expires 1973

T. Stanley Entwisle, '57	Jacqueline Brown Hering, '51
Gloria Jones Gore, '58	Webster R. Hood, '40

Term Expires 1974

Brantley P. Vitek, '57	Janet Cross Berends, '54
Allen R. Gilmore, '59	Quentin L. Earhart, '40

Chapter Presidents

Margaret Reynolds Adolph, '42.....	Baltimore Metropolitan Area
Donald B. Bond, '38.....	California, Northern
Daniel W. Bradley, '50.....	California, Southern
L. Stanley Bowsbey, Jr. '52	Carroll County
Thomas C. Eveland, '36.....	Central Delmarva
To be elected.....	Central Florida
Richard F. Kline, '57 (acting).....	Frederick County
Fred P. Eckhardt, '48.....	New York Metropolitan Area
Richard M. Shenton, '57.....	North-Central New Jersey
Albert T. Grimes, '51.....	Philadelphia Metropolitan Area
To be elected.....	Washington County
Donald M. Rembert, '61.....	Washington Metropolitan Area
Martha Schaeffer Herting, '50.....	Western New York
D. Robert Beglin, '43.....	Western Pennsylvania
Corinne Schofield LesCallette, '52.....	Wicomico County
H. Richard Linton, '54.....	Wilmington Metropolitan Area

1972

JANUARY							FEBRUARY							MARCH							APRIL						
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1973

JANUARY							FEBRUARY							MARCH							APRIL							
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THE COLLEGE CALENDAR

Summer Session

1972

June 19, Monday, 8:30–11:30 A.M. Registration for first term.

12:00 M. First term classes begin; morning classes will meet in the afternoon.

July 21, Friday. First term closes.

July 24, Monday, 8:30–11:30 A. M. Registration for second term.

12:00 M. Second term classes begin; morning classes will meet in the afternoon.

August 25, Friday. Second term closes.

First Semester

1972

September 9, Saturday, 9:00 A.M.–12:00 M. Registration of freshmen and transfer students.

September 9 to September 12. Orientation period for freshmen and transfer students.

September 12, Tuesday, 9:30 A.M. Registration for all other students.

September 13, Wednesday, 7:50 A.M. Daily class schedule begins.

September 13, Wednesday, 11:05 A.M. Fall Convocation.

September 26, Tuesday. Last date for course changes.

October 25, Wednesday, 9:00 A.M. Midsemester grades reported to the Registrar's Office.

November 7, Tuesday. Last date for withdrawal from courses without penalty.

November 21, Tuesday, 5:00 P.M. Thanksgiving recess begins.

November 26, Sunday, 11:30 P.M. Thanksgiving recess ends.

December 8, Friday, 5:00 P.M. First semester classes end.

December 19, Tuesday, 5:00 P.M. First semester examinations end.

January Term

1973

January 3, Wednesday, 8:00 A.M. January Term begins.

January 30, Tuesday, 5:00 P.M. January Term ends. Winter recess begins.

Second Semester

1973

February 4, Sunday, 11:30 P.M. Winter recess ends.

February 5, Monday, 8:00–10:00 A.M. Registration of new students and schedule changes.

February 5, Monday, 10:00 A.M. Daily class schedule begins. Morning classes will meet for shortened periods; afternoon classes will follow the regular schedule.

February 19, Monday. Last date for course changes.

March 23, Friday, 9:00 A.M. Midsemester grade reported to the Registrar's Office.

March 23, Friday, 5:00 P.M. Spring recess begins.

April 1, Sunday, 11:30 P.M. Spring recess ends.

April 20, Friday. Last date for withdrawal from courses without penalty.

April 23, Monday, 1:00 P.M. Institutional administration of the Undergraduate Record Examination.

May 6, Sunday, 7:15 P.M. Honors and Investiture Convocation.

May 18, Friday, 5:00 P.M. Second semester classes end.

May 26, Saturday, 5:00 P.M. Second semester examinations end.

June 3, Sunday. Commencement.

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A Handbook of Western Maryland College is published each year and is presented to all students. This publication contains the various regulations of the College, as well as other information.

DEGREES AND HONORS CONFERRED IN 1972

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Ronald Jay Sweren	Biology
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MASTER OF EDUCATION

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12

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Marilyn Litton Spear
Hagerstown, Md.

Linda Bachman Nelson
Reisterstown, Md.

Holly Martin Walters
Colorado Springs, Colo.

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Esther Larue Wilt
New Windsor, Md.

Grace Janet Fletcher Pipes
Pikesville, Md.

Beverly Hall Winaker
Reisterstown, Md.

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Potomac, Md.

DOCTOR OF DIVINITY

Herbert Levi David Doggett
Williamsport, Md.

DOCTOR OF FINE ARTS

Nanette Fabray MacDougall
Pacific Palisades, Calif.

DOCTOR OF NURSING SCIENCE

Frances Dillaway Tompkins
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A W A R D S

13

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MARY WARD LEWIS PRIZE FOR BEST ALL ROUND COLLEGE WOMAN

Bonnie Marietta Green

JOHN A. ALEXANDER ATHLETIC MEDAL

Ronald Floyd Athey

LYNN FRANCIS GRUBER MEDAL FOR PROFICIENCY IN EXTRACURRICULAR ACTIVITIES

Bernard Arthur Pfeiffer

UNITED STATES HISTORY AWARD

Ralph John Colleli, Jr.

FELIX WOODBRIDGE MORLEY MEMORIAL AWARD

Bruce Honemann Preston

ALUMNI CITIZENSHIP AWARD

Debra Louise Dunphy

Kevin Michael Montgomery

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN GENERAL MEMBERSHIP AWARD

Susan Rae Phoebus

HUGH BARNETTE SPEIR, JR., PRIZE

Anita Elizabeth Jones

LT. COL. F. C. PYNE ENGLISH AWARD

Susan Rae Phoebus

H. Gregory Williams

LT. COL. F. C. PYNE MATHEMATICAL AWARD

Robert Eugene Chapman

DELTA OMICRON SENIOR HONOR PIN

Lora Elizabeth Sewell

BARRY A. WINKELMAN MEMORIAL AWARD

Edward Maurice Humphreys

JAMES B. MOORE MEMORIAL AWARD

Robert William Ramsdell

CLYDE A. SPICER AWARD

Gerard Waters Kurek

MICHAEL L. WAGHELSTEIN MEMORIAL AWARD

Randolph Charles Blazer

ARGONAUT AWARD

Rebecca Smith Weinfeld

Susan Claire Wells

ESTHER SMITH AWARD

Lora Elizabeth Sewell

WALL STREET JOURNAL STUDENT ACHIEVEMENT AWARD

Steven Thomas Crompton

MILTON HENDRICKSON SCHOLARSHIP AWARD

Caroline Belle Warfield

MARGARET WAPPLER MEMORIAL SCHOLARSHIP

Louise Bower McCabe

HARRY CLARY JONES CHEMISTRY SCHOLARSHIP

William Mitchell McCormick

FRESHMAN CHEMISTRY ACHIEVEMENT AWARD

Jeffrey Guy Middleton

RECAPITULATION OF GRADUATES

	Men	Women	Total		Men	Women	Total
1871	4	3	7	1922	15	27	42
1872	2	4	6	1923	19	28	47
1873	5	4	9	1924	29	34	63
1874	8	8	16	1925	35	46	81
1875	2	1	3				
				1926	42	44	86
1876	3	6	9	1927	31	44	75
1877	4	6	10	1928	23	48	71
1878	3	3	6	1929	38	53	91
1879	0	6	6	1930	40	59	99
1880	6	4	10				
				1931	24	40	64
1881	4	9	13	1932	30	51	81
1882	11	8	19	1933	34	53	87
1883	11	10	21	1934	46	53	99
1884	2	2	4	1935	61	76	137
1885	5	12	17				
				1936	44	65	109
1886	6	8	14	1937	38	65	103
1887	6	11	17	1938	58	63	121
1888	2	3	5	1939	45	70	115
1889	6	6	12	1940	55	88	143
1890	8	9	17				
				1941	53	82	135
1891	10	8	18	1942	54	63	117
1892	9	9	18	1943	53	87	140
1893	18	18	36	1944	21	59	80
1894	7	13	20	1945	20	58	78
1895	10	13	23				
				1946	21	89	110
1896	17	21	38	1947	61	64	125
1897	10	7	17	1948	78	98	176
1898	16	10	26	1949	116	98	214
1899	16	15	31	1950	149	68	217
1900	13	9	22				
				1951	99	70	169
1901	19	19	38	1952	71	71	142
1902	16	14	30	1953	84	90	174
1903	11	16	27	1954	57	56	113
1904	10	18	28	1955	69	63	132
1905	12	12	24				
				1956	60	65	125
1906	26	9	35	1957	74	54	128
1907	11	15	26	1958	72	61	133
1908	10	24	34	1959	62	77	139
1909	21	22	43	1960	76	59	135
1910	18	10	28				
				1961	77	81	158
1911	14	27	41	1962	64	81	145
1912	10	20	30	1963	88	91	179
1913	25	17	42	1964	64	61	125
1914	13	19	32	1965	87	98	185
1915	15	23	38				
				1966	85	93	178
1916	20	17	37	1967	82	78	160
1917	18	12	30	1968	95	104	199
1918	13	15	28	1969	91	96	187
1919	12	23	35	1970	94	103	197
1920	7	19	26	1971	96	84	180
1921	15	19	34	1972	135	122	257
					3682	4147	7829

GEOGRAPHICAL DISTRIBUTION

UNDERGRADUATE STUDENTS

1972 - 1973

Maryland -----	907
New Jersey -----	100
Pennsylvania -----	60
Delaware -----	16
Virginia -----	15
New York -----	13
Connecticut -----	9
Florida -----	8
District of Columbia -	3
Malaysia -----	2
Massachusetts -----	2
Nigeria -----	2
Norway -----	2
North Carolina -----	2
Ohio -----	2
South Carolina -----	2
West Virginia -----	2
Alabama -----	1
Colorado -----	1
Georgia -----	1
Illinois -----	1
Kentucky -----	1
Maine -----	1
Minnesota -----	1
Sweden -----	1
Tennessee -----	1
Virgin Islands -----	1

