

**Western
Maryland
College**
Catalog

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Western Maryland College

Westminster, Maryland 21157

Telephone: Area Code (301) 848-7000

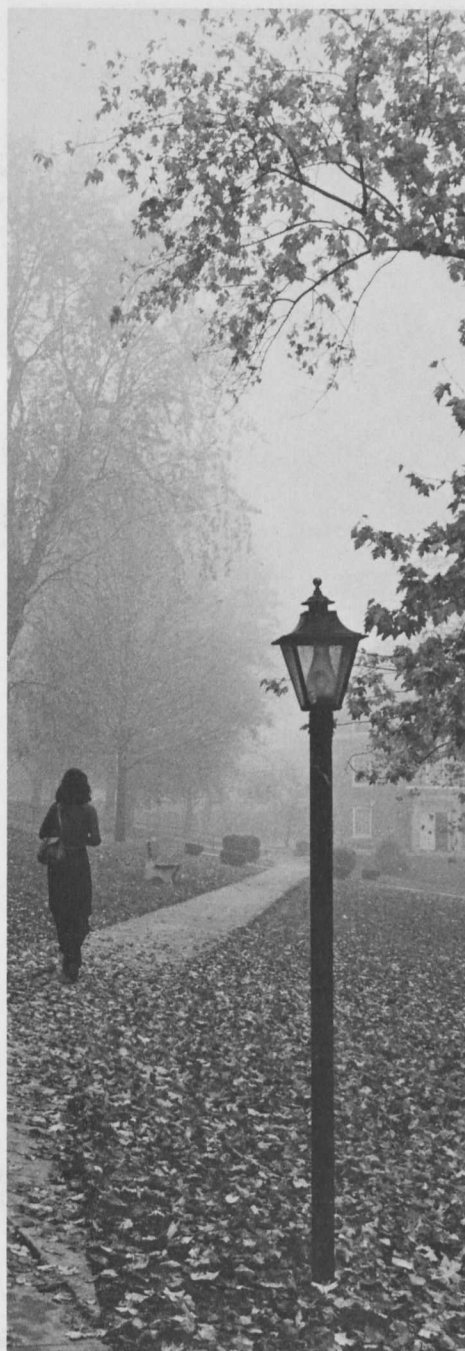
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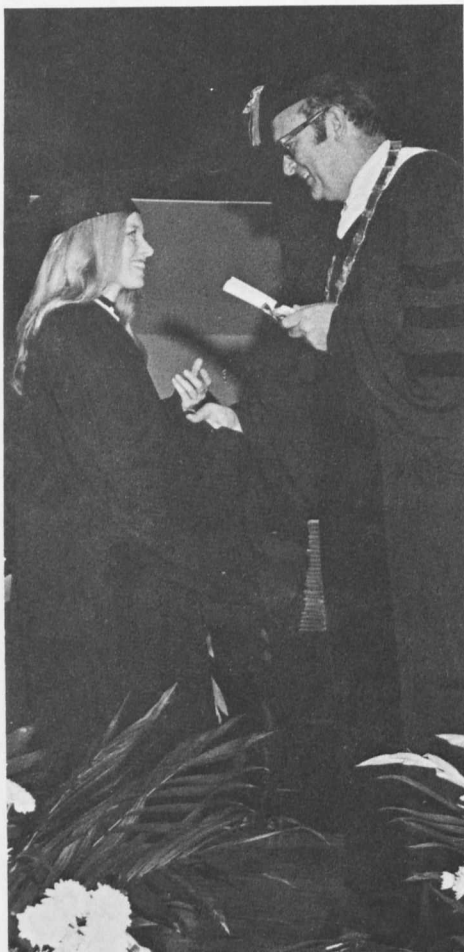
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Western Maryland College

Catalog 1975-77

One-Hundred Eighth Edition





Western Maryland College

The liberal arts are Western Maryland College's *raison d'être*. As early as 1868, its charter stated that the college "shall be founded and maintained forever, upon a most liberal plan . . .," forerunning its basis as a liberal arts institution.

The present college administration and faculty uphold the liberal arts tradition, and since his inauguration in 1973 as the college's sixth president, Dr. Ralph C. John has elaborated upon the liberal arts philosophy in many of his major addresses.

Portions of those speeches which reflect the college's beliefs are the coordinating threads of this opening section of the 1975-77 catalog.

"The liberal arts are the liberating arts. . . ."



Liberal learning has always been "a moveable feast." The fare has varied with the tastes of people from one period to another — even from one group or nation to another — but its contribution to the strength and durability of high culture, here and elsewhere, is incontrovertible. Furthermore, the feast is fun for those who enjoy this type of fare, and the company around this particular table.

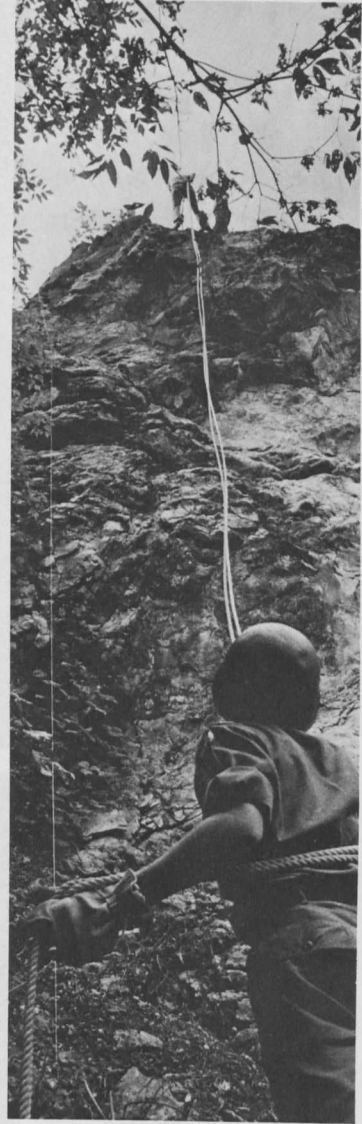
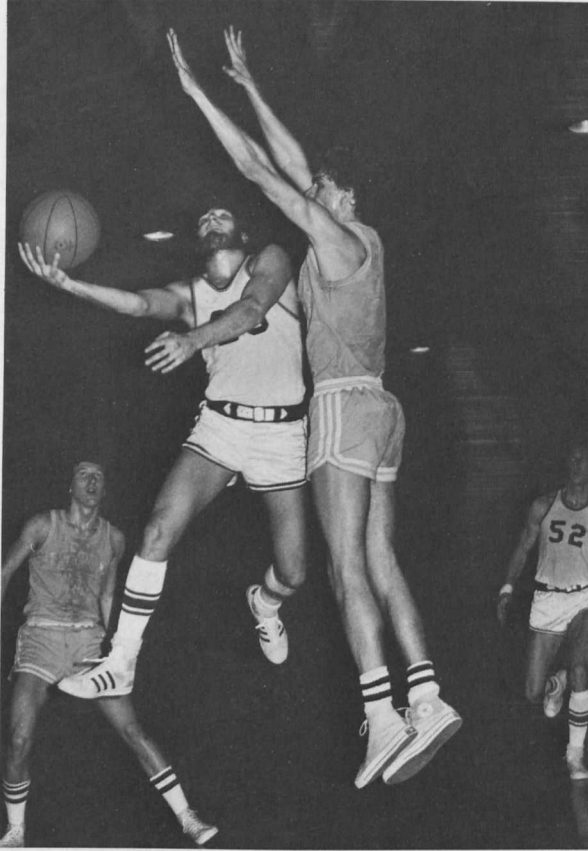


Convocation Address
September 11, 1974

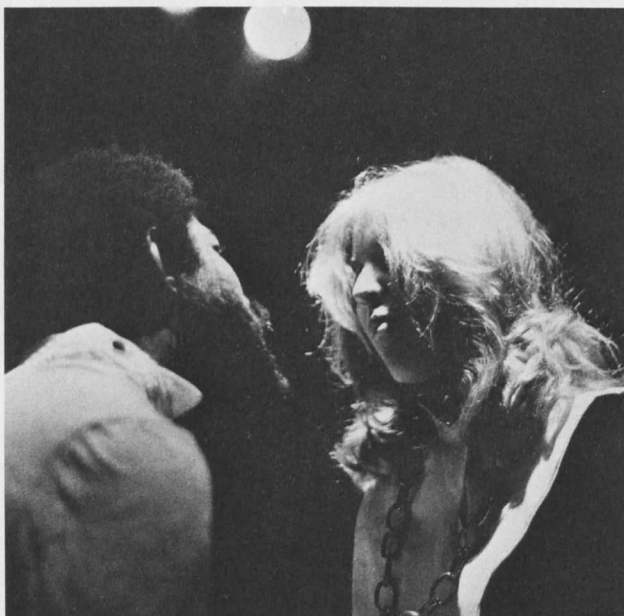
The liberal arts
are the liberating
arts — in their spirit
and their substance.
We must not define
them too narrowly,
which ever seems to
be our temptation,
since different
segments of knowl-
edge are not equally
liberating in all periods
of human history.



Convocation Address
September 14, 1972

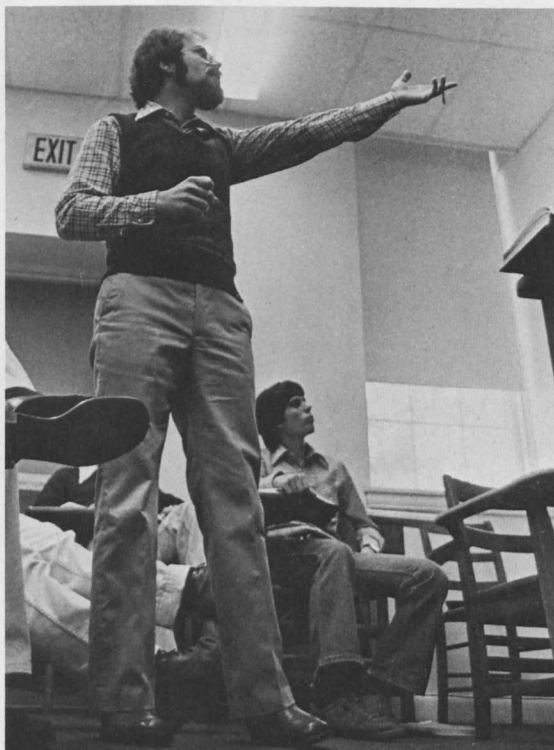


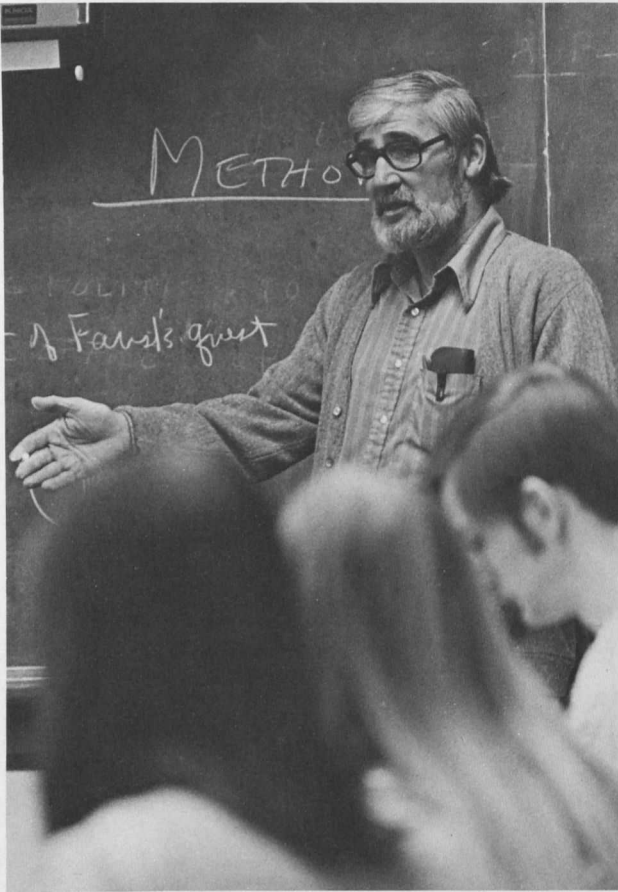
We are members
one of another —
bound by the common-
ality of our humanity
(flesh, bone, and blood,
if nothing else), — by
the commonality of
our intellectual
interests and our
dependence upon each
other for the achieve-
ment of the good life
— educationally and
culturally.



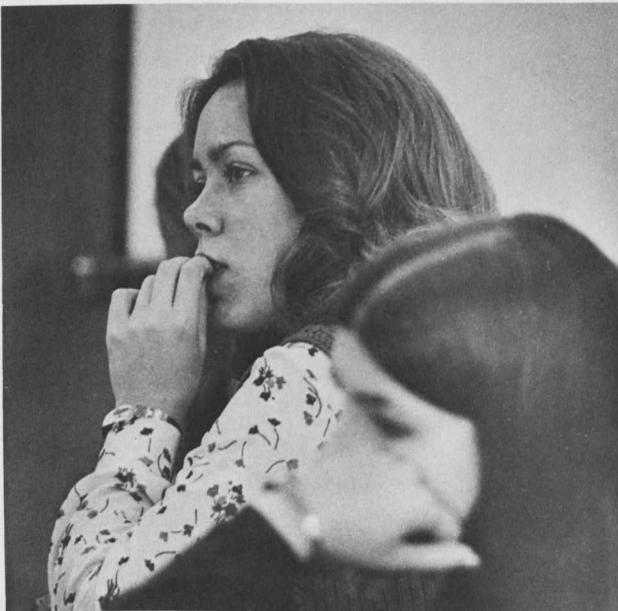
Convocation Address
September 14, 1972







At best we can only teach a little, given the time we have, but hopefully we can in the process generate an intellectual hunger, and a basic competence, which will make us all learners for as long as we live.



Convocation Address
September 12, 1973

Even though its modes may seem archaic to some individuals or movements, as ours will seem to subsequent generations, there is a tradition that threads through the whole history of this college. It comes to us from the past, and affirms the priority of transcendent references, aesthetic values, humanizing influences and liberal learning. It points to the places where people are, and enjoins creative, helpful relationships.



On the occasion
of his inauguration
May 5, 1973

College Profile



History

Western Maryland College emerged out of the dream of Fayette R. Buell, a citizen of Westminster who operated a private school in the community. Construction of the first building began in 1866, with the fledgling institution chartered under the laws of the State of Maryland in 1868.

Dr. J. T. Ward early associated himself with Mr. Buell in the enterprise of the college. He gave leadership through the formative period, and was the president for 19 years (1867-1886). The founders, including the members of the original Board of Trustees, were ahead of their time in the concept which they held for the new institution, as evidenced by the following quotation from the *Charter*:

The Western Maryland College shall be founded and maintained forever, upon a most liberal plan, for the benefit of the youth of every religious denomination, who shall be freely admitted to equal privileges and advantages of education and to all the literary honors of the college, without requiring or enforcing any religious or civil test, nor shall any prejudice be made in the choice of any officer or teacher in the said college on account of his or her particular religious profession, but regard shall be had to his moral character, literary abilities, and other necessary qualifications for the place for which he or she may be chosen. (*Section 1, Paragraph 2*)

Western Maryland was the first coeducational college south of the Mason-Dixon Line, and among the first in the nation. It is an independent liberal arts college with an autonomous, self-perpetuating board of trustees. For a period of its history there was an affiliation, fraternal and voluntary, with the United Methodist Church. At this juncture, however, there are no ties with this or any other denominational body. Control and ownership are fully vested by the *Charter* in the trustees under the laws of the State of Maryland and the United States of America.

There have been only six presidents during the years since 1867: Dr. J. T. Ward (1867-1886), Dr. Thomas Hamilton Lewis (1886-1920), Dr. Albert Norman Ward (1920-1935), Bishop Fred G. Holloway (1935-1947), Dr. Lowell S. Ensor (1947-1972), and Dr. Ralph C. John (1972-present). Across the periods of these administrations Western Maryland has taken its place among the quality liberal arts colleges in the nation.

It has developed programs, material and physical assets, and a 160-acre campus that generously fulfill the vision of those in whose minds and labors it all began.

In the period of the Centennial Year, 1967-68, the decision was made to expand enrollment from approximately 750 to 1000 students. There were corresponding developments in academic and residential facilities. The goal was easily achieved.

Once again, in 1971, the Board of Trustees appointed a Long Range Planning Committee to develop a design for the decade of the 1970's, and beyond. A number of specific goals, related to faculty, students, capital projects, and organizational and management systems, were approved by the faculty and trustees. Some of these objectives have been achieved; others are in prospect of achievement.

Western Maryland College in this period of its history is building on strength.

Philosophy

Western Maryland 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 and contribute 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. Western Maryland College recognizes that the entering student brings a varied background of knowledge, opinions, and dreams; the college seeks to build on and beyond that background. 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 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, 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 diverse cultures;
- ☐ An understanding of the physical and biological environment;
- ☐ An active and critically-informed interest in an area of the fine and performing 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 social and political action.

Accreditation

Western Maryland is accredited by the Middle States Association of Colleges and Secondary Schools. Undergraduate programs in teacher education are approved for certification by the Maryland State Department of Education. The college 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, in music history and literature, and in music education. The college is on the approved list of the American Chemical Society, of the Council on Social Work Education, and of the American Association of University Women.

Campus and Facilities

Western Maryland's 160-acre campus follows the ridges and rills atop the high hill overlooking the town of Westminster. Although the buildings primarily reflect a Georgian influence, Victorian structures, such as the President's Home and the Gazebo, the Dutch-influenced Elderdice Hall, and the

classical Fine Arts Building lend the campus an interesting architectural texture.

The college has special educational facilities for most disciplines, assorted laboratories, exhibit halls, a computer center, and a 100,000-volume library. Residence halls include traditional men's and women's residences, garden apartments, and language houses.

Campus facilities also include a gymnasium, indoor swimming pool, stadium, tennis courts, nine-hole golf course, athletic fields, and numerous other athletic pluses. A student center, infirmary, auditoriums, chapels, and a number of miscellaneous buildings dot the well-planned grounds.

Visitors to the campus will enjoy walking Western Maryland. Copies of the *Campus Guide*, a walking tour and map, are available from the Development Office, allowing individuals to enjoy the beauty of the campus while becoming acquainted with its facilities.

College Community

Western Maryland students feel an integral part of their education is the self-fulfillment and understanding of human nature gained through inter-relationships with others from all segments of the college community. Teachers are known for their willingness to tutor, counsel, or give vocational guidance whenever a student asks.

The college encourages student input on matters which affect them directly. Because of this, students fill standing openings as voting members along with faculty and administration on college committees. The Student Government Association conducts student affairs and makes recommendations on matters concerning students to the proper faculty or administrative office. Students also work closely with administrators to tie college goals with students' needs.

Every community has certain regulations and traditions which members are expected to uphold. The college community depends upon members who are mature and responsible. To this end Western Maryland College has in recent years placed greater responsibility on the student for the management of his own affairs. Some regulations in the area of personal behavior are necessary for the college to function well as an academic institution. These are clearly stated in the *Student Handbook*.

The program at the college operates on the assumption that important elements in education such as interchange in ideas and better understanding of other people are facilitated when students live together. For this reason, all students except those officially accepted as "commuting students" are required to reside in college residence halls. Special authorization from the Associate Dean of Student Affairs must be obtained to move off campus.

The Honor System and the Student Honor Board

Students at Western Maryland subscribe to an Honor Code as a way of maintaining a college community of high moral character. The code and the Honor System which supports it have developed from the belief that students who are accepted for enrollment at WMC are dedicated to good education and to their own continuing growth, and would not be satisfied to obtain grades or degrees — the mere symbols of education — by dishonest use of the work of others. In trusting each other to do academic work without proctoring or other

direct supervision, scholars convey respect for their colleagues and affirm their dignity. Thus, the Honor Code is a positive, not a negative, sanction; it seeks to attract scholars to honorable conduct rather than repel them from the consequences of infractions. Students at WMC agree to govern their academic conduct according to the principles of the Honor Code and to report to the Student Honor Board, any infractions in which they might become involved.

The Student Honor Board is a group of 30 to 33 students, elected by the student body at large, whose purpose is to foster high standards of honor; it maintains the Honor System and makes it a functioning part of campus life. The Board investigates all alleged infractions of the Honor Code, deliberates judgment, and prescribes corrective action.

The integrity of an Honor System is only possible when guaranteed by the participation of the students and faculty. WMC is proud of the tradition of honest and vigorous inquiry which its students, faculty, and alumni have shared over the years.



Co-Curricular and Extra-Curricular Activities

Honor Societies. There are eight national honor societies and two local honor societies active at Western Maryland. Two of these societies are oriented toward leadership and campus service: Omicron Delta Kappa — a national society recognizing leadership qualities, and the Trumpeters — a local honor society honoring senior women dedicated to campus service. A number of national scholastic honor societies recognizing achievement in specialized fields are Beta Beta Beta (Biology), Delta Omicron (Music), Pi Gamma Mu (Social Sciences), Kappa Mu Epsilon (Mathematics), Omicron Delta Epsilon (Economics), Phi Sigma Tau (Philosophy), Psi Chi (Psychology). The honorary chemical society, Phi Lambda Upsilon, allows a joint arrangement between Western Maryland and the Johns Hopkins University. A local honor society, The Argonauts, selects students on the basis of general scholastic achievement.

Student Publications. *Scrimshaw* is a newspaper issued by the students of the college. A college yearbook, *Mnemonic*, is edited and published annually by the senior class. A student-edited literary magazine, *Contrast*, is published annually by the 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.

Special Interest Organizations. Various organizations concerned with special interests such as music, drama, religion, academic major, professional goals, community service, and political orientation exist on campus. The activity of the organizations and their impact on campus life varies from year to year. The *Student Handbook* has a brief description of each special interest group.

Athletics. Athletics are a part of the tradition at Western Maryland as a recognition of their importance in a rounded college life. Two parallel intercollegiate athletic programs are conducted — one for men, one for women. Intercollegiate teams for men include baseball, basketball, football,

lacrosse, soccer, tennis, and wrestling. Intercollegiate teams for women include basketball, field hockey, lacrosse, tennis and volleyball. Membership on intercollegiate teams in cross country, golf, swimming, and track is open to both men and women.

Intramural programs for both sexes are extensive and provide for a wide variety of competitive events. Coeducational tournaments and competition are also held in activities such as archery, badminton, tennis and golf.



Admissions

Application

Secondary School Credits. Western Maryland is a liberal arts college and it is essential 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. An exception to this general rule would be an accelerated student who desires to enter college immediately following the junior year, and such a student should apply early in the 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 catalogs may be obtained by writing to the Admissions Office.

Entrance 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.

Officials of the college measure 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, when available, 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 evaluation.

In addition to these factors, the college 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 entrance 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 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. A two to three week extension on this refund is permitted in some cases; requests for such an extension should be submitted with the application.

Transfer Students

The college recognizes transfer students as a very significant part of the total application group, and approximately 10-15% of each entering class are students transferring from two-year and four-year colleges. 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.

A student will be considered for transfer from another accredited college only if the transcript shows a satisfactory record and honorable dismissal. 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 transferrable provided the grades received are above the lowest passing grade of the institution formerly attended.

An indication of transfer credits will be made by Western Maryland at the time of the entrance 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 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 has always attempted to keep its fees within the reach of those students coming from families with moderate incomes, so that its educational program might be available to all. In this era of increasing price and wage levels such a policy has been extremely difficult, and the following charges for the academic year, 1975-1976, which are less than those of

many independent colleges of similar calibre, are made possible only because of the liberal support of many alumni and friends.

The college reserves the right to increase charges if costs rise significantly.

The regular academic year for undergraduate students consists of a fall semester, a January term, and a 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.

Tuition for a full-time undergraduate student is \$1,275.00 per semester. Special and part-time undergraduate students are charged \$85.00 per semester hour. An extra tuition charge is made for certain courses in education and sociology where there is individual instruction and for private instruction in voice and musical instruments. A number of January term courses carry additional fees for travel or special materials. These fees are listed under the course descriptions.

Room charge in regular dormitories, two or more per room, is \$225.00 per semester. An extra charge of \$12.50 per semester applies on a limited number of single rooms. Garden apartment units, four students per unit, cost \$312.50 per semester for double bedrooms and \$337.50 per semester for single bedrooms.

Board charge is \$375.00 per semester. This is a comprehensive plan covering 21 meals per week when college is in session and is required for students residing in dormitories. It is optional for residents of the garden apartments which have kitchen facilities.

Average Total Expenses for an Academic Year

Tuition	\$2,550.
Room and Board	\$1,200.
	<u>\$3,750.</u>

For all full-time students, including commuters, a \$50.00 tuition and room deposit is required in the spring prior to approval for registration or room assignment for the succeeding year. This deposit is credited to the fall semester account. Should the student not notify the college of withdrawal before July 1, the deposit is forfeited.

It is assumed that a student will not withdraw from the college during a semester. In the event such a withdrawal is necessary due to serious illness or similar extenuating circumstances, the following refund policy will prevail:

Tuition — Withdrawal

Less than 2 weeks	80%
Between 2 and 3 weeks	60%
Between 3 and 4 weeks	40%
Between 4 and 5 weeks	20%
5 weeks or more	no refund

Room — No refund unless room can be filled with another student. If room is filled, refund will be pro-rated from date of withdrawal.

Board — A pro-rata refund for board will be made from date of withdrawal.

The effective date of withdrawal is established by completion of all stages of the withdrawal process with final approval by the Dean of Student Affairs and the Registrar.

Payment of Bills

The college divides the student's basic charges into two half-year billings: the first due and payable on September 1 and the second on February 1. Additional bills for miscellaneous fees, library fines, property damages, etc. are mailed as charges are incurred. Checks should be made payable to Western Maryland College and mailed to the Cashier. No student will be permitted to enter class, advance from one class to

another, or be graduated until all financial obligations are met.

For the convenience of parents desiring monthly payment arrangements, several commercial plans are available. Information describing these plans is mailed to parents annually. The college is not in a position to offer credit or extended payments through its Finance Office but information and assistance with other arrangements is provided upon request.

Financial Aid

Students who are accepted for admission and who cannot attend Western Maryland without financial aid may be eligible for assistance through scholarships, self-help positions, or loan funds. Such students are requested to obtain a Parents' Confidential Statement from any secondary school guidance office and submit it to the College Scholarship Service in Princeton, New Jersey. The College Scholarship Service generally requires three to four weeks to evaluate the financial data and forward the results to the college.

The Western Maryland Financial Aid Office will review all applications only after the student has proved to be worthy of admission to the college, and aid grants are generally announced from December 1 to mid-March. Applications received after March 1 run the risk of aid funds being depleted, 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 \$2550 per year, are awarded annually to worthy students. Endowed and special scholarships which make up a portion of the grants awarded, are listed in a later section of this catalog.

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 \$800 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 teachers of special education to cancel from 50% to 100% of the amount borrowed.



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 extracurricular 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 Dean of Admissions and Financial Aid.

- 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.

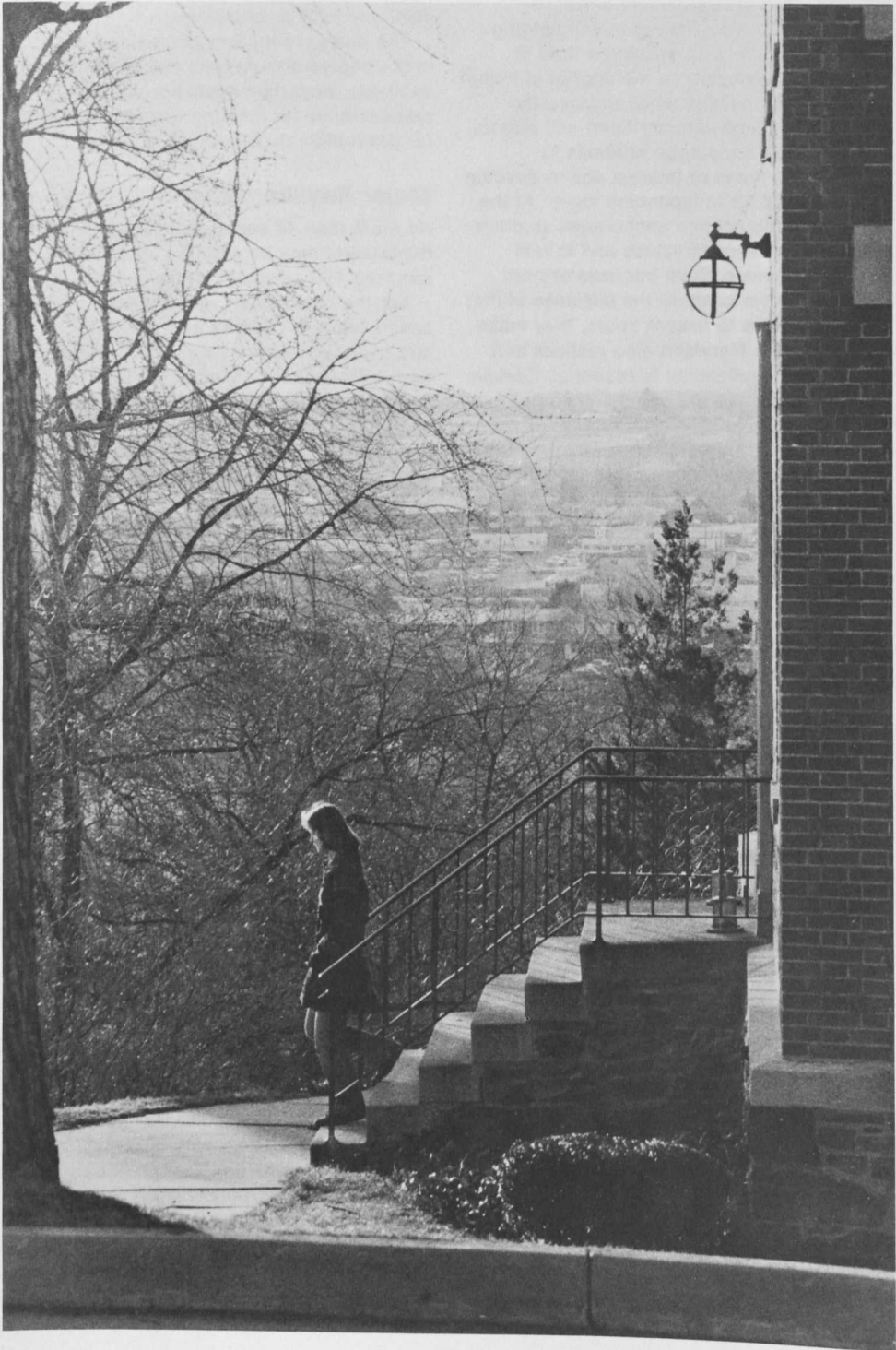
Federal Scholarships and Loans. There is a federal venture entitled The Basic Educational Opportunity Grants Program (BEOG). Students may secure an application for this program from the high school guidance office, the college financial aid office, post offices and other selected federal office buildings. The maximum grant for the 1975-76 school year should approach \$1,100. The grant is based on a formula using family income and assets. The amount of the award may vary from year to year depending on changes in family income. It is suggested that all students interested in financial aid complete the B.E.O.G. application.

Another federal grant available is the SEOG program, designed for low income families. These funds are awarded by the college. Students submitting a Parents' Confidential Statement form to the college will automatically be considered for this type of assistance.

Students may also seek low-interest loans through the Guaranteed Student Loan Program. Maximum loan amounts vary from state to state. In Maryland students may receive up to \$1,500 through their local bank. Students who qualify receive a loan which does not accrue interest until after graduation. Those not eligible for an interest-free loan may still receive a federally subsidized loan at a rate of approximately 7% per annum.

Army ROTC Scholarships. There is financial assistance available through the Army ROTC program at Western Maryland College. This program offers four-, three-, and two-year full scholarships to qualified applicants. These scholarships cover full tuition, textbooks, laboratory fees, and other purely educational expenses, plus \$100 per month for up to ten months of each academic year and an initial mileage allowance from home to college. Four-year scholarship applications must be submitted by December 31 of the year prior to entering college. Information and applications may be sought from the high school guidance office, the military science department at the college, or by writing to Army ROTC, P.O. Box 12703, Philadelphia, Pa. 19134. Three- and two-year scholarships may be applied for by students enrolled in the college ROTC program.

Educational Program



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 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.

Degrees

Western Maryland College offers both undergraduate and graduate programs. Beginning with the Class of 1976, the only undergraduate degree offered is the Bachelor of Arts.

On the graduate level, the College offers programs leading to the degrees of Master of Education and of Master of Liberal Arts.

Requirements for the Baccalaureate Degree

The completion of 120 semester hours (for the classes graduating in 1976, 1977, and 1978, the required number of semester hours is 118) with an index, figured on work attempted at Western Maryland College, of 1.00 or above is required for the bachelor's degree.

These semester hours are to be distributed among major requirements, basic subjects, January Term courses, and electives. These requirements, as listed on page 23,

apply to students entering after June 1, 1975. The college reserves the right to make alterations in its programs and requirements when such alterations seem desirable to fulfill the college objectives.

The student's adviser guides and advises in the choice of programs and is at all times available for consultation, but the final responsibility for meeting the requirements for graduation rests with the student.

Major Requirements

No more than 48 semester hours in any one department may be counted towards the required 120 semester hours.

For the basic major, departments may specify certain courses as "required courses" both within the major department and in supplementary courses. This total may not exceed 44 semester hours. A student must complete at least 30 semester hours of "C" grade or better within these specified courses; at least 18 of these semester hours must be taken at Western Maryland College.

In addition to the basic major, many departments list programs in the Guidance Bulletin (a copy of which is given to each entering student during the freshman orientation period) which involve additional courses for specific goals.

Departments in which a major leads to the degree of Bachelor of Arts are: American studies, art, biology, chemistry, comparative literature, dramatic art, economics and business administration, English, French, German, history, mathematics, music, philosophy and religion, physical education, physics, political science, psychobiology, psychology, sociology, and Spanish.

There is also the option of a Student-Designed major for students whose academic interests and goals cannot be served by an existing program. It provides, for those students, an opportunity to investigate and apply the interrelationships of several areas of knowledge. The program will be designed by the student to meet particular goals. Such programs must be comparable in size and expectation to the conventional major — cohesive, integrated, and possessing significant depth. The initial proposal should be submitted in the sophomore year. More detailed guidelines of student-designed majors will be found in the Guidance Bulletin.

Basic Liberal Arts Subjects

For the bachelor's degree, the following basic subject requirements must be satisfied. These requirements are divided into three types as listed below.

A. Introduction to Liberal Arts

3 semester hours

Courses which fulfill this requirement are listed in the Courses of Instruction section of this catalog under Interdisciplinary Studies.

B. Distribution requirements

33 semester hours

Distribution requirements may not be satisfied or reduced by examination. No course may be used to satisfy more than one requirement.

The 33 hours are to be distributed as follows:

6 HOURS FROM GROUP I — Biology, Chemistry, General Science, Physics; Astronomy, Computer Science, Logic, Mathematics, Statistics (At least 3 of these hours must be in a laboratory science.)

6 HOURS FROM GROUP II — Economics, Political Science, Psychology, Sociology

6 HOURS FROM GROUP III — Comparative Literature, Foreign Language and Area Studies, Non Western Studies (Language 107, 108 may not be used to fulfill this requirement.)

12 HOURS FROM GROUP IV — English (American and British Literature), History, Philosophy, Religion (Courses must be chosen from at least two of the four areas listed.)

3 HOURS FROM GROUP V — Specified courses in Art, Dramatic Art, Music (The 3 hours may be chosen from Art 109, 113, 114, 115; Dramatic Art 119, 124; Music 109. Students majoring in one of these three departments may fulfill this requirement by the satisfactory completion of the introductory courses in the major.)

C. Proficiency requirements

0-12 semester hours

Proficiency requirements may be satisfied or reduced by examination.

(0-3 HOURS) ENGLISH COMPOSITION — Students whose writing skills require further development upon completion of the Introduction to Liberal Arts course would be expected to demonstrate proficiency through the successful completion of English 102. Upperclass students whose proficiency in writing falls beneath standards acceptable to the college may be referred to the Writing Workshop and must satisfactorily complete this course before graduation.

(0-6 HOURS) FOREIGN LANGUAGE — Students are required to give proof of competence equal to one year of college study. This may be demonstrated by passing the Elementary Course (107, 108) or by achieving a satisfactory score on a competence test. No credit will be given towards graduation for the beginning semester of a language in which a student has passed two years of secondary school courses.

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

(0-3 HOURS) PHYSICAL EDUCATION ACTIVITY — Students must present evidence of an acceptable level of knowledge and skill proficiency in the following areas: two life-time sports activities, one team activity, and one fundamental movement activity. This proficiency may be satisfied by satisfactory performance on proficiency tests, by participation in the intercollegiate athletic program, or by satisfactory completion of appropriate activity courses as listed under Physical Education Activity in the Courses of Instruction section of the catalog. Students may be exempt from this requirement by reason of age or physical disability. Students seeking such exemption must apply to the Dean of Academic Affairs.



January Term

Students are required to complete successfully no less than two January Terms (this requirement is under faculty consideration and may be revised for students entering after June 1, 1975). Those who transfer on the junior or senior level must successfully complete one January Term for each academic year of residence. The January Term courses are listed and described in a separate catalog available from the Director of the January Term or the Registrar's office. For further information see pages 26-28.

Electives

The additional courses to total 120 semester hours for the baccalaureate degree should be selected after consultation with the student's adviser. Those who are candidates for a certificate to teach in the secondary schools must include at least twenty semester hours of education courses among their electives, must meet certification requirements in the subjects they expect to teach, and must be under the advice of the department of education as to allowable teaching subjects and combination of subjects.

Although no majors are offered in the following subjects, courses are given in them: astronomy, computer science, education, general science, geography, Greek, interdisciplinary studies, Latin, 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. As tuition charges in summer are considerably lower than during the regular college year, choosing such an accelerated program effects a saving in money as well as in time. Students may enroll at the opening of the fall, winter, or summer terms.

Requirements for the Master's Degree

Western Maryland offers graduate studies in liberal arts (Master of Liberal Arts) and in education (Master of Education), open to individuals who have acquired a baccalaureate degree. Courses are offered primarily in late afternoon and evening hours during the school year and during day hours in the summer session. Dormitory accommodations are available during the summer terms and, to a very limited extent, during the year. Off-campus courses are offered in various parts of the state.

Master's programs require the completion of 30 to 33 semester hours, depending upon the options selected by the student. The M.L.A. requirements total 30 semester hours, 21 of which are specified by area as follows: 12 hours in courses dealing with cultural heritage, 6 hours in courses focusing upon contemporary society, and 3 hours in creative applications in the fine arts or related fields. The M.Ed. degree requirements include 30 semester hours with a thesis or 33 semester hours with a comprehensive examination in lieu of the thesis; the program involves a minimum of nine hours in three areas: an area of concentration (chosen from administration, education for the deaf, guidance and counseling, mathematics education, media, physical education, reading, secondary education, or special education); education; and supportive content courses. State certification involves additional work beyond the M.Ed. degree in some fields.

Course descriptions, requirements for matriculation in each program, and details of specific program requirements are published in the Graduate Catalog available through the Office of the Director of Graduate Studies, Western Maryland College.

Educational Records

Educational records are described as those records, files, documents, and other material directly related to a student which are maintained by the college or any of its agents. Western Maryland College assumes an implicit and justifiable trust as custodian of these records. Access to and release of student records are determined by college policy, which is in compliance with Public Law 93-380. Copies of the "Western Maryland College Policy on Release of

Information about Students" and of the Department of Health, Education, and Welfare regulations implementing Public Law 93-380 (Privacy Rights of Parents and Students) are available in the Office of Student Affairs. Each student will receive notification of the rights accorded him under the above documents at the beginning of each academic year. A more complete description of the college policy appears in the Student Handbook.

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 courses 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 the date of record if a credit grade is to be given. Qualified juniors and seniors may elect certain courses under the Credit/No Credit option. In order to receive credit for a course under this option, a student must attain a grade of C or better, but the letter grade is not recorded on the student's record.

A student who withdraws before the last four weeks of classes (the date specified in the catalog) receives a grade of W and the course is not counted in figuring the student's index. After the stated date, failure to meet a course obligation will be graded F and so recorded; exceptions to this rule may be permitted only by the Dean of Academic Affairs 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 (exclusive of courses graded "Incomplete"). 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 semester 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 catalog entitled Courses of Instruction.

Reports are sent to students at the end of each semester and during the freshman year at mid-semester. The academic records are reviewed each semester by the Dean of Academic Affairs in consultation with the Dean of Student Affairs and the Committee on Admissions and Standards. A student may be dropped from college, when the student's scholarship record is so low as to justify such action.

Honors

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*, *Magna Cum Laude*, and *Cum Laude*. These honors are recorded on the diplomas and on the students' permanent records. An index of 2.75 is necessary for *Summa Cum Laude*, 2.5 for *Magna Cum Laude*, and 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;
 - b. Satisfy any departmental requirements, such as engaging in seminars

or in individual directed study, submitting an essay, passing with distinction a comprehensive examination in the major field, etc.;

- c. Be recommended by the department.

The Dean's List recognizes students for their academic performance during each semester in which they attain:

- a. Highest honors
requiring an index of 2.75-3.00;
- b. High honors
requiring an index of 2.50-2.74;
- c. Honors
requiring an index of 2.20-2.49.

January Term

The January Term at Western Maryland provides both students and faculty with an unusual educational opportunity. During the four-week interim, students pursue one course or project in depth. Also during this time, teachers make available to students some of their special knowledge and personal interests, in a particularly sustained, conscious, and organized interaction.

The January Term takes 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 another it means a time for exploration of an area of interest, such as music or art, unrelated to his regular academic program. For a student interested in travel, it is a fine opportunity to join with others in a study tour of another country, learning something of the geography, language, and culture of another people.

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, supplements and enriches the pattern of course work in the two regular semesters.







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 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.

A *course title in parentheses* indicates a course whose topic may vary from year to year.

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

The courses listed below are usually offered each year unless otherwise specified. The college reserves the right not to offer any courses, however, when the demand is limited or teacher time is not available.

AMERICAN STUDIES (01)

Faculty members from the departments involved

An American Studies major program, partly because of the interdisciplinary nature and integrated approach to the study of a culture, is an ideal central core to a liberal arts education. It is also an excellent foundation for secondary school teaching, government service, work in the media, law, library science, museum work, and in other programs leading to graduate and professional degrees.

A student majoring in American studies completes a "common program" and selects an "area of special interest" — either in history, literature, or the social sciences. The courses are drawn largely from the offerings of the various departments. (See the College Guidance Bulletin for a detailed list of courses included in this major.)

301. (Seminar in American Studies)

(3)

A survey of American culture with particular emphasis on the relationships among social conditions, intellectual history, and literature. In 1975-1976, the topic will be Major Themes and Motifs in American Culture. *Required of all majors. Prerequisite, History 107, 108, and six semester hours of American literature.*

302. (Seminar in American Studies)

(3)

An in-depth interdisciplinary study of a specific problem or issue in American culture, past or present. In 1975-1976, the topic will be The 1930's: The Angry Decade. *Required of all majors. Prerequisite, American Studies 301.*

451; 452. Special Studies in American Studies

(1 to 3)

Students majoring in American Studies must complete at least three semester hours of work in these courses.

ART (03)

Associate Professor Palijczuk; Assistant Professors Baughman and Fender; Mr. Lyle

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

101; 101R. Drawing I

(3)

A studio-oriented course concentrating on basic perspective variations in value and composition.

† Exceptions may be permitted only by the Dean of Academic Affairs.

117. Design I (3)

An introductory investigation of design principles involving the elements of art (line, color, value, texture, etc.).

201. Life Drawing (3)

Drawing from live models to learn proportion and anatomy of the human head and figure. *Prerequisites, Art 101 and 117, or the equivalent.*

208. Design II (3)

A continuation of Art 117, stressing personal interpretation and solution to various design problems. *Prerequisite, Art 117. Offered in alternate years, not in 1975-1976.*

210. Lettering and Illustration (3)

A disciplined study concentrating upon the many faceted roles of the commercial artist. Among the elements included are lettering, package design, and rendering. *Prerequisites, Art 101 and 117.*

212. Crafts (3)

A workshop activity stressing the utilitarian and functional aspects of art. *Priority is given to art majors and to those who have had introductory art courses.*

219. Ceramics (3)

A studio course investigating the coil, slab, and wheel methods of clay construction. Firing techniques and glazing procedures are introduced. *Priority is given to art majors and to those who have had introductory art courses.*

301. Sculpture I (3)

Clay modeling of the human head and figure; making of plaster molds and castings. *Prerequisites, Art 101 and 117, or permission of the instructor.*

302. Sculpture II (3)

Various plaster build-up methods, wood and stone carving, assemblage forms, individual experimentation of form and materials. Because of the Bicentennial celebration, the emphasis for 1975-1976 will be on building a suitable statue for the college campus. This will be a joint teacher-students effort. *Prerequisite, Art 301, or permission of the instructor. Alternates with Art 404. Offered in 1975-1976.*

306. Printmaking (3)

A study of the principles of printmaking, with emphasis on wood and linoleum printing, serigraphy, intaglio, and lithography. *Prerequisite, Art 101, or permission of the instructor.*



310. Water Color (3)

Experimentation with at least ten different techniques of water color painting. *Prerequisite, Art 101, or permission of the instructor.*

351; 352; 451; 452. Special Studies in Applied 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.

403. Painting I (3)

An introductory course of oil painting with emphasis on realistic or recognizable objects. The mixing and application of paint to the painting surface and various painting techniques are studied. *Prerequisites, Art 101 and 117, or permission of the instructor.*

404. Painting II (3)

An advanced course with focus on larger dimensions. More individual freedom of choice of subjects, techniques, painting surfaces, and paint media is encouraged. *Prerequisite, Art 403, or permission of the instructor. Alternates with Art 302. Not offered in 1975-1976.*

History and Appreciation of Art

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.

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

109; 109R. Introduction to Art (3)

A course designed for the student who is interested in art but does not wish to major in it. It is a blend of studio experimentation with some history, aesthetics, and other theoretical foundations of the arts.

113; 114. History of Art (3;3)

A survey of painting, sculpture, and architecture from 3000 B.C. to the present. The first semester 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. Offered in 1975-1976.

222. Medieval European Art (3)

A study of Early Christian, Byzantine, Romanesque, and Gothic architecture, sculpture, and minor arts. *Alternates with Art 234. Offered in 1975-1976.*

225. American Art, 1600-1940 (3)

Primitivism to Pollack. *Alternates with Art 237. Offered in 1975-1976.*

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. Offered in 1975-1976.*

229. Non-Western Art (3)

The development of painting, sculpture, and architecture in China, Japan, and India, with special attention given to India, dividing it into Buddhist, Hindu, Jain, and Mughal periods of art.

233; 234. European Art, 1250-1600 (3;3)

The Renaissance in Italy and in northern and western Europe. The first semester covers the period from 1250 to 1500; the second semester, the sixteenth century. *Alternates with Art 221 and 222. Not offered in 1975-1976.*

237. European Art, 1600-1800 (3)

The chief figures and works in the baroque and rococo styles. *Alternates with Art 225. Not offered in 1975-1976.*

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. Not offered in 1975-1976.*

353; 354; 453; 454. Special Studies in History of 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. 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. *Offered in alternate years, not in 1975-1976.*

BIOLOGY (09)

Professors Royer and Kerschner; Adjunct Professor Reed; Associate Professor Brown^a; Assistant Professors Alspach and Long

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

Biology 111 is a prerequisite to all other courses in biology except 113 and 116; for exceptions, see note in course descriptions of these two courses.

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.*

113. Biology and Human Concern**(4)**

Topics of social concern, such as pollution, atomic radiation, disease, and population growth, considered in the light of scientific reasoning and underlying biological generalizations. *This course is intended for students who do not plan a career in the sciences. Students who have completed this course may be admitted to advanced biology courses with the permission of the instructor. 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. *Students completing this course may be given permission to take other courses in biology at the discretion of the department. Prerequisite, Biology 111 or 113. Two class periods and one three-hour laboratory 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.

204. General Botany**(4)**

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. *Three class periods and one three-hour laboratory or field period a week.*

205. Invertebrate Zoology**(4)**

Structural and functional adaptations of invertebrate animals studied in relation to their habitats and evolution. *Three class periods and one three-hour laboratory period a week.*

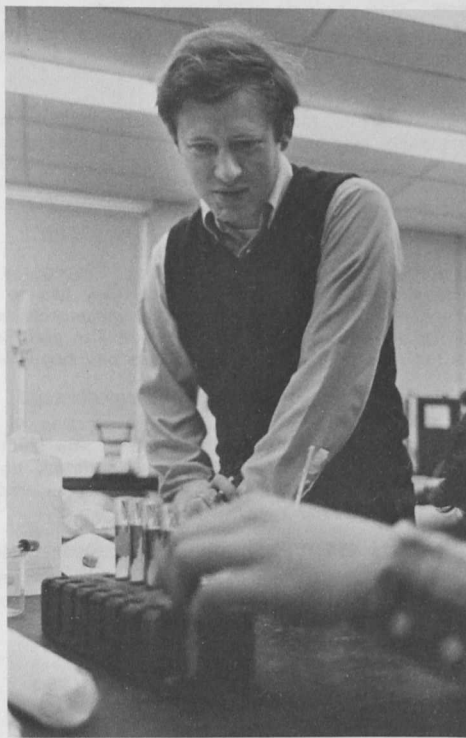
206. Ecology**(3)**

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 204. Three class periods a week and field trips.*

208. Ecology Laboratory**(1)**

Field studies of the structure and function of terrestrial and aquatic ecosystems combined with laboratory experiments illustrating ecological principles. *An elective laboratory course open to students who have taken or are currently enrolled in Biology 206.*

^a On sabbatical leave, 1975-1976.



211. Human Physiology

(4)

A study of the functions of the human organism: digestion, circulation, respiration, excretion, nervous control, endocrine regulation, and muscle action. *Prerequisites, Biology 111, Chemistry 105, 106. This course does not count towards a major in Biology. Three class periods and one three-hour laboratory period a week.*

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 two two-hour laboratory periods a week.*

313. Experimental Biochemistry

(4)

Theory and techniques used for extraction, quantitative analyses, and separation of biomolecules. Studies involving methods such as column chromatography, enzyme assay, spectrophotometry, and electrophoresis are undertaken. Emphasis is placed on developing knowledge and skill necessary to apply these techniques to independent research. Elements of experimental design and related statistical procedures are also presented. *Prerequisite, Chemistry 103, 104; Chemistry 312 is a desirable preliminary course. Two class periods and two three-hour laboratory periods a week. Not offered in 1975-1976.*

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.*

316. Animal Physiology

(4)

A study and analysis of functional processes in animals and the involvement of these processes in homeostatic regulation. Topics include osmotic and ionic regulation, excretion, respiration, circulation, muscles, nervous communication, and hormones. *This course is designed for students majoring in biology. Prerequisites, Biology 111, 112, Chemistry 103, 104; some knowledge of organic chemistry is recommended. Three 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. *Not offered in 1975-1976.*

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, Biology 203 and at least twelve additional semester hours of biology above the freshman level. Field trips will be arranged.*

323. Vertebrate Embryology

(4)

A study of vertebrate morphogenesis. The course considers the problems eggs encounter in forming embryos, and the methods which they use to surmount those problems. Control, patterns, and mechanisms of the morphogenetic movements are considered in depth. Laboratories demonstrate the patterns of development in amphibian and bird material. *Prerequisite, Biology 112 or permission of the instructor. Two class periods and two three-hour laboratory periods a week.*

324. Comparative Anatomy of Vertebrates

(4)

A study of vertebrate structure in relation to phylogeny, ontogeny, and function, emphasizing morphological adaptation for function. The laboratory investigation compares the detailed anatomy of a fish (shark), an amphibian (*Necturus*), and a mammal (cat). *Prerequisite, Biology 112 or permission of the instructor; Biology 323 is recommended. 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)

See Economics and Business Administration.

CHEMISTRY (15)

Professor Cross; Associate Professors Herlocker and Donald Jones; Assistant Professor 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 secondary education. When the offerings are combined with the appropriate courses in biology, the student would be qualified for admission to medical, dental, veterinary, and optometry programs, as well as graduate programs in medicinal chemistry, clinical chemistry, biochemistry, environmental studies, pharmacy, pharmacology, and related fields. The program in chemistry meets the undergraduate professional standards of the American Chemical Society.

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 109 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)

A study of the fundamental laws of chemistry. Topics in the first semester include atomic structure, chemical bonding, molecular geometry, gas laws, chemical periodicity, reaction-rates, and chemical equilibria. Topics in the second semester include oxidation-reduction reactions, electrochemistry, introductory organic chemistry, and biochemistry. A large portion of the laboratory during the second semester is devoted to organic chemistry. *This course is a terminal course for non-science majors and for those in programs requiring only one year of chemistry (physical education, pre-nursing, etc.). 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 based upon functional group reactivity with emphasis on the physio-chemical approach to reaction mechanisms. A coordinated laboratory incorporates classical techniques (recrystallization, distillation, and extraction) as well as an introduction of selected analytical methods (chromatography and spectrascopy). Some qualitative analysis of representative organic compounds is included in the second semester. *Prerequisite, Chemistry 104. Three class periods and one four-hour laboratory period a week.*

219. Quantitative Analysis**(4)**

Theory of titrimetric and gravimetric procedures; problems of and in sampling; statistical treatment of results for reliability; application and use of elementary procedures such as spectrophotometry (UV, IR, and Flame Emission), chromatography, and potentiometry. When possible the laboratory emphasizes clinical applications. *Prerequisite, Chemistry 104. Three class periods and one four-hour laboratory period a week.*

307, 308. Physical Chemistry I, II**(4,4)**

The laws of thermodynamics; equilibria; electrochemistry; chemical kinetics; introductory quantum and statistical mechanics. Sufficient computer programming is introduced in the laboratory to allow treatment and interpretation of laboratory data. *Prerequisites, Physics 102, Mathematics 118 or permission of the instructor. Chemistry 219 must be taken prior to or concurrent with Chemistry 307. Three class periods and one four-hour laboratory period a week.*

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.*

316. Advanced Organic Chemistry**(4)**

A study of a variety of selected topics including photochemistry, molecular rearrangement heterocyclic compounds, and some aspects of physical organic chemistry, with emphasis on the current literature. Laboratory work involves mixture separations and identification through the use of spectroscopic methods. *Prerequisite, Chemistry 218. Three class periods and one four-hour laboratory period a week.*

318. Instrumental Techniques**(4)**

Theory and practice in obtaining chemical data with instruments with emphasis on the quantitative aspects. Studies include electrochemical techniques such as polarography, stripping analysis, amperometry, advanced chromatographic techniques, NMR, Mass Spect, X-ray, Laser usage, and laboratory computer applications. *Prerequisites, Chemistry 219, 307. Two class periods and two three-hour laboratory periods a week.*

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.*

411. Chemical Physics**(3)**

Theoretical chemistry; quantum and statistical mechanics; spectroscopy; theory of electrolyte solutions; application of the computer to theoretical calculations. *Prerequisite, Chemistry 308.*



412. Inorganic Chemistry**(3)**

A survey of topics which comprise the broad area of inorganic chemistry. The topics studied include atomic and molecular structure, elements of symmetry, acid-base theory, non-aqueous solvents, and structural and chemical behavior of metallic and non-metallic compounds. *Prerequisites, Chemistry 218, 307. Juniors may be admitted by permission of the department.*

415, 416. Chemistry Seminar**(0,1)**

Presentation of laboratory and literature findings on current topics of chemical interest by students, faculty, and visiting lecturers. *Required of all senior chemistry majors. Juniors may be admitted by permission of the department.*

COMPARATIVE LITERATURE (17)

Professor Palmer; Assistant Professor Zauche; Mrs. Palmer

Students majoring in comparative literature may plan their programs for teaching, graduate study, or a general major. Though courses in this department are taught in English with the aid of reputable English translations, a student majoring in comparative literature will take foreign language courses in addition to basic language requirements.

Students may elect a major in classical civilization by selecting courses in art, history, classical languages, comparative literature, and philosophy. Specific courses required for this interdisciplinary major are listed in the Guidance Bulletin.

101. Greek and Roman Literature**(3)**

A survey of major works and writers of Greek and Roman literature, exclusive of drama.

102. Continental Literature I**(3)**

Characteristic selections from representative European authors from the Medieval period through the Enlightenment.

106. Comparative Mythology**(3)**

A study of the myth-making process and of the major mythological types and themes.

132. Masterpieces of French Literature

See Foreign Literature in Translation.

142. German Novel of the Twentieth Century

See Foreign Literature in Translation.

162. Contemporary Latin American Fiction

See Foreign Literature in Translation.

202. Classical Indian Literature**(3)**

A study of ancient Indian sacred literature, epic, lyric, drama, and prose fiction.

205. Continental Literature II**(3)**

Characteristic selections from representative European authors from the Romantic Age to the present.

223. Greek Drama**(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 for later drama. *Offered in alternate years, not in 1975-1976.*

242. The Faust Theme**(3)**

A survey of the Faust theme from its sixteenth century origins to the present day. Special emphasis is given to variations in the development of the theme and to the twentieth century concept of "Faustian man."

351; 352; 451; 452. Special Studies in Comparative Literature**(1 to 3)**

An opportunity for students to arrange programs of study that are not included in the regular course offerings in comparative literature.

COMPUTER SCIENCE (19)

Mrs. Cermak

Computer Science course offerings are designed to give students an understanding of the computer as a research tool in all disciplines. The equipment currently available is an IBM System/370 Model 115. This system supports both academic and administrative data processing functions in a real time environment.

There are remote terminals for student use located throughout the campus. These provide the students with the facility to submit problems directly to the computer for instantaneous processing.

101; 101R. Introduction to Use of the Digital Computer (3)

An introduction to computer science stressing computer logic and the use of problem-oriented languages; practice in solving elementary problems on the computer using the programming languages BASIC and FORTRAN IV. *Two class periods and one three-hour laboratory period a week.*

207; 207R. Theoretical Concepts of Computer Science (3)

A study of the fundamental techniques of computer science, such as logic, algorithms, and flow-charting, as they relate to problem solving; advanced topics, such as data structures, search techniques, theory of programming languages, and the impact of computers on society. Advanced features of the programming language BASIC are used to solve problems in a variety of computer applications.

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; Associate Professors Dixon^a and Weinfeld; Mr. Van Hart, Mr. Wittwer

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.

103; 103R. Speech Arts (3)

An introductory course designed to prepare the college student, as a future member of his profession and community, to meet a variety of public oral communication situations. The student concentrates on the practical application of basic principles and techniques of public speaking, oral interpretation, discussion and debate. *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. Theatre Appreciation (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.

122. Dance Theory and Composition

See Physical Education 122.

124. Introduction to the Film (3)

A study of film history, aesthetics, and techniques of analysis. The basic theories of film-making are illustrated by specific films, including the best films of important directors ranging from D. W. Griffith to Antonioni.

207. 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; fundamental principles of theatrical make-up; intensive study of the form and structure of plays.

208. 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.

209, 210. Technical Production (3,3)

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. *Three class periods a week and laboratory participation.*

^a On sabbatical leave, 1975-1976.

225; 226. World Theatre I, II**(3;3)**

A study of theatres, performances, and dramatic literature. The first semester covers the theatre from primitive ritual through medieval and oriental; the second, from European Renaissance through the advent of Realism.

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.*

318, 407. Directing I, II**(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.*

321, 322. Design for the Theatre**(3;3)**

First semester: A series of problems and projects centered on the theatrical design problems (relationship between literary-dramatic and visual art forms), basic drafting, color theory, scenery design, and lighting design. The second semester is a continuation of the first semester's work with emphasis on costume design. A study of the history and theory of theatrical design culminates in an examination in depth of current trends.

323; 324. (Masters and Trends in Theatre)**(3;3)**

A study of major figures and movements in dramatic literature, theory, criticism, and the physical theatre. A different subject is offered each year. In 1976-1977, the topic will be The American Musical Theatre. *Not offered in 1975-1976.*

327. World Theatre III**(3)**

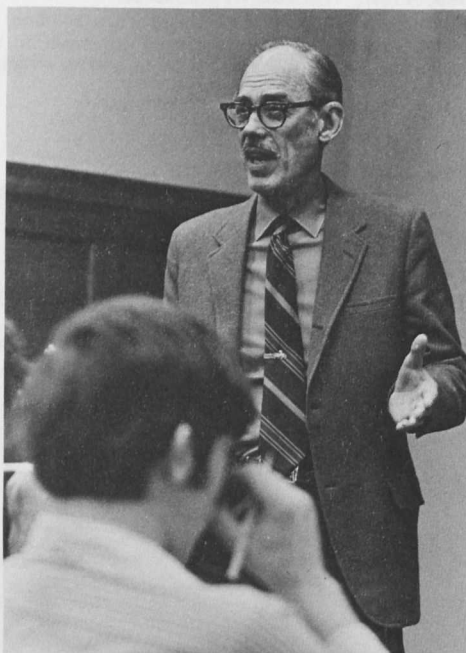
A study of theatres, performances, and dramatic literature in the twentieth century.

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.

401. Theatre Seminar**(1)**

A study of the theatre as a performing art, its functions in a society. Each year's specific emphasis is chosen by the staff and students involved. *This course is designed for departmental majors; others may be admitted by permission of the department.*



ECONOMICS AND BUSINESS ADMINISTRATION

Professors Price and McCormick; Associate Professor Law; Assistant Professors Coffey and Seidel

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

Economics (24)

Economics 203, 204 is prerequisite to all economics courses numbered 303 and above.

203, 204. Principles and Problems of Economics (3,3)

In the first semester, the study of basic economic problems of any society; the market system, prices, allocation of resources, and income distribution. The second semester includes the study of factors affecting national income and employment; money and banking; growth, recession, inflation; international economics; economic systems.

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 Development 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.

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.

322. Investments Analysis and Financial Markets (3)

Investment securities and their markets; determination of security prices, financial portfolio selection, financial statement analysis, and a survey of the nature and operation of financial intermediaries. *Prerequisite, Business Administration 101.*

323. Corporation Finance and Financial Management (3)

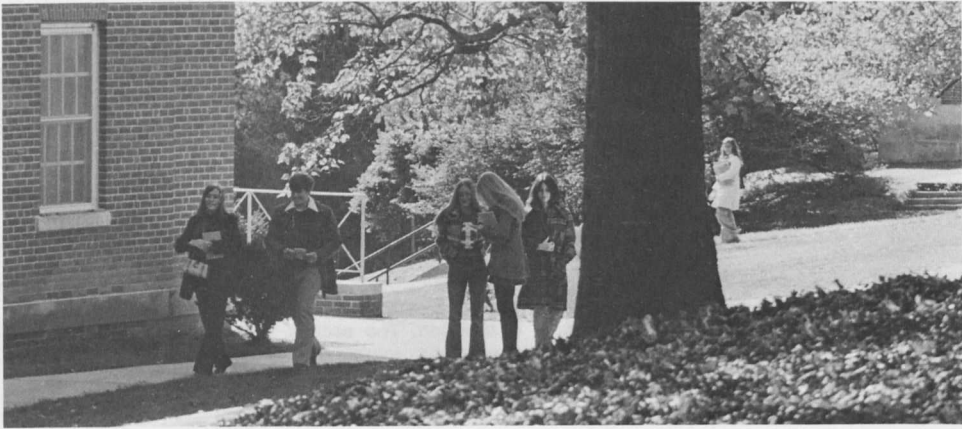
The management of business funds, with emphasis on the techniques of financial analysis, the financial environment in which firms operate, the sources and forms of external financing, and the allocation of funds to competing alternatives such as plant and equipment, working capital, and financial investment. *Prerequisite, Business Administration 101, or permission of the instructor.*

324. Managerial Economics (3)

The use of abstract models to make managerial decisions involving production, investment, transportation, and markets; decision-making under both certainty and uncertainty; linear programming, transport models, network models, inventory models, queuing models, and simulation techniques.

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.

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.*

Business Administration (12)

101, 102. Principles of Accounting (3,3)
 First semester: fundamental principles of accounting with emphasis on the preparation and interpretation of financial statements. Attention is given to the collection and reporting of pertinent information for creditors, management, and investors. The second semester includes the preparation of data for internal management purposes; the collection, presentation, and interpretation of information for the purposes of decision-making, cost control, and managerial planning.

205. The Legal Environment of Business (3)
 The nature of the court system; constitutional law; and legislation. Topics covered include law by judicial decision, law by administrative agencies, the regulation of business, and taxation. Special attention is given to anti-trust law and the law of employment and labor relations.

322. Investments Analysis and Financial Markets
 See Economics 322.

323. Corporation Finance and Financial Management
 See Economics 323.

324. Managerial Economics
 See Economics 324.

EDUCATION (27)

Professors Bowlsbey and Vernon^a; Assistant Professors Coley, Patrick, Prickett, Rabush, and Wieman; Mrs. Bailer, Mr. Lindley

No major is offered in this field. The student in education majors in one of the subjects which he is preparing to teach. He may meet certificate requirements in subjects other than the major. The following programs have been approved by the State of Maryland for secondary teacher certification; art, biology, chemistry, English, French, German, mathematics, music, physical education, physics, social studies, and Spanish. A reciprocity agreement provides certification in most other states; a list is available in the Education office.

Beginning with the 1975-1976 academic year, the Education program is being revised and will include the courses listed below. During the transition period, certain courses which are to be discontinued will also be offered; the termination date for these courses is indicated before the listing of these courses.

102. Learning: Affective and Cognitive (2)

An overview of public education, including identification of pupil characteristics at elementary, middle, and high school levels; recognition of individual differences and their effect on student behavior within each level; reinforcement, motivation, teacher role in guidance, and professional ethics. *Two class periods a week and observation in the public schools.*

203. Instructional Planning (2)

The planning process studied in detail: identification of entering behavior; construction of plans with appropriate objectives and techniques; utilization of appropriate concepts of educational psychology; study of the cognitive, affective, and psychomotor taxonomies and their use in task analysis, lesson planning, and evaluation; construction of appropriate test instruments; interpreting standardized test results. *Prerequisite, Education 102 or permission of the instructor. Two class periods a week and participation in the public schools.*

204. Implementing Instructional Plans (4)

An overview of instructional methods common to all teaching fields, with emphasis on selection of those media and methods appropriate for specific objectives and levels of students; an in-depth study of specific methods for the student's teaching field, classroom management techniques applicable to particular disciplines, and varied behavioral management strategies, including affective concerns. *Prerequisite, Education 203. Four class periods a week and participation and micro-teaching in the public schools.*

304. Techniques of Individualization (4)

The study of adaptive programming techniques to include the teaching of reading for all disciplines, design of prescriptive learning activities based on the student's needs; the implementation of flexible classroom grouping strategies and the use of management techniques. *Practical applications are concurrent with student teaching. Prerequisite, Education 204. Not offered in 1975-1976.*

309. Student Teaching (8)

An internship teaching situation in the public schools; experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher. *Prerequisite, Education 204 and permission of the Education Department. There is an extra tuition fee for this course. Not offered in 1975-1976.*

The following courses, through 447. The Teaching of Reading, will not be offered after 1975-1976:

202. Instructional Design (3)

An overview of public education, including identification of pupil characteristics at elementary, middle, and high school levels; recognition of individual differences and their effect on student behavior within each level; reinforcement, motivation, teacher role in guidance, and professional ethics. The planning process is studied in detail — identification of entering behavior; construction of plans with appropriate objectives and techniques; utilization of appropriate concepts of educational psychology. Studies are made of the cognitive, affective, and psychomotor taxonomies and their use in task analysis, lesson planning, and evaluation; construction of appropriate test instruments; interpreting standardized test results. *Prerequisite, Education 201. Three class periods a week and participation in the public schools.*

301; 302. Foundations of Education (2;2)

The historical, philosophical, sociological, and psychological divisions of education subdivided into competency-based mini-courses. Students must show proficiencies in each of these subdivisions. Micro-teaching, a fifth major division, will be used for teaching diagnostic procedures. *Prerequisite, Psychology 106.*

^a On sabbatical leave, second semester, 1975-1976.

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 201, 301, 302. Extra tuition fee, \$150. 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)

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.

While fourteen semester hours of work in this field is available at the undergraduate level, 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; this program is 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.

311. Psychology of Deafness and Profound Hearing Loss

See Psychology 311.

331. Advanced Manual Communication and Interpreting (3)

Advanced training in the skills of manual communication; additional content in the methods, settings, and ethics of interpreting for deaf persons. *Prerequisites, Education 131, 132.*

401. Speech Science and Audiology

See General Science 401.

430. Introduction to Language and Communication (3)

The study of language acquisition and development of language skills in hearing children; the effects of hearing loss on the development of communication skills in deaf children. This course provides the student with a basic understanding of linguistics, psycholinguistics, transformational grammar and speech development. The effects of hearing loss on the development and effectiveness of oral and written language are discussed as well as other disorders of language development. The historical background of speech reading, assessment, and methods and techniques of visual communication training is included. *Three class periods a week and frequent observations.*

ENGLISH (30)

Professors Richwine, Palmer, Phillips, and Stevens; Associate Professor Panek^a; Assistant Professors Lawler and Sapora; Mrs. Palmer, Mrs. Panek^b, Mrs. Sapora, Dr. Mary Elizabeth Wallace

Study of our language and literature offers essential liberal arts education which students may use in many ways. Gradautes with the English major are pursuing careers in journalism, law, business, social work, and government service. A number have entered theological seminaries and schools of library science. 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.

Writing and Linguistics

001; 002. Writing Workshop (0;0)

A course designed to develop clarity and grammatical correctness in the writing of upperclassmen whose proficiency in writing is beneath standards acceptable to the college. *Not open to freshmen. Individual conferences and occasional class meetings.*

102. Writing Seminar (3)

Further study of the principles of composition and mechanics of writing for those students who do not reach a high level of proficiency in introduction to the Liberal Arts.

204. Approaches to the Study of Language (3)

An introduction to the principles and methods of linguistics, a survey of the history of the linguistic enterprise (including the application of linguistic findings to teaching in the schools), and a linguistic analysis of the history of the English language.

238; 239; 240. Problems in Composition (1;1;1)

Practice in creative writing and development of advanced writing skills by working in a seminar or individually with an instructor-critic. *These are not remedial courses; admission requires the consent of the instructor.*

Surveys

111. British Literature: Beowulf to 1798 (3)

A study of the masterworks of English literature from the Anglo-Saxon era to the dawn of the Romantic era. In addition to the anonymous poets of Beowulf and Sir Gawain and the Green Knight, the major figures included are Chaucer, Spenser, Shakespeare, Donne, Marlowe, Milton, Swift, Pope, and Johnson.

112. British Literature: the Romantics to the Present (3)

A study of the major literary figures of the English Romantic and Victorian movements, and of significant 20th century writers. Among those to be discussed are Wordsworth, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Dickens, Hardy, Shaw, Yeats, Conrad, and Eliot.

113. American Literature: Colonial Times to the Civil War (3)

Special emphasis on the works of Bradford, Franklin, Cooper, Pope, Hawthorne, Emerson, Thoreau, Melville, and Whitman, as well as on the development of significant themes.

114. American Literature: Civil War to the Present (3)

A survey of the major works of Twain, Dickinson, The Realists and Naturalists, through the Lost Generation to selected major contemporary writers.

^a On sabbatical leave, first semester, 1975-1976.

^b On leave, first semester, 1975-76.



Period Studies

230. Literature of Medieval England: Beowulf to 1530

(3)

A survey of the major works of English literature from the 7th to the early 16th century, with attention given to the artistry of the works and to the ways in which the works reflect the cultures from which they arise.

231. Literature of the Renaissance

(3)

The poetry and prose of England from 1530 to 1660 with attention to the development of a national literature, to the discovery of prose and poetic forms and to recurring themes. Among others, the works of Thomas More, Sidney, Bunyan, Wyatt, Spenser, Donne, and Milton are considered.

232. The Age of Reason

(3)

A study of the literature of the colonial period in America and of the Restoration and eighteenth century in Britain, with primary emphasis on the literature of Reason and of Neo-classicism.

233. The Romantic Age

(3)

A study of both American and British Romanticism, emphasizing the major literary figures in their cultural milieu.

234. The World of the Victorians

(3)

A study of British prose and poetry of the era of Queen Victoria, concentrating on Tennyson, Browning, Arnold, Dickens, Darwin, and Hardy with especial emphasis on their aesthetic responses to social forces and evolutionary change.

235. The Rise of Realism: American Literature, 1860-1914

(3)

Readings in American fiction and poetry that mark the rise of realism and naturalism, including the works of Whitman, Dickinson, Twain, Howells, James, Crane, and Dreiser.

236. British Literature: 1880-1920

(3)

A study of British literature from 1880-1920, with emphasis on the *four* main literary genres — novel, poetry, drama, and short story — in the transitional period that marks the decline of high Victorianism and the emergence of the post-World War I era. Focus is on the literature in its cultural context as well as literature as art. Among the writers to be examined are Conrad, Galsworthy, Hardy, Housman, Joyce, Kipling, and Shaw.

237. The Modern Age: British and American Literature: 1920 to the Present

(3)

A study of modern experiments in fiction, drama, and poetry, including the works of Joyce, Faulkner, Lawrence, Hemingway, Eliot, Pound, Yeats, Auden, and several more recent authors.

Major Figures and Groups

- 260. Chaucer** (3)
A reading of *The Canterbury Tales*, *Troilus and Criseyde*, and the minor poems, with some attention given to the influence of continental authors on Chaucer's works.
- 261. Shakespeare I** (3)
Study of Shakespeare's early plays and poetry with emphasis on the sonnets and major plays including *Romeo and Juliet*, *A Midsummer Night's Dream*, and *Henry IV*.
- 262. Shakespeare II** (3)
Study of Shakespeare's problem plays, mature tragedies and romances with emphasis on major plays including *Hamlet*, *King Lear*, and *The Tempest*.
- 263; 264. (Major Figures and Groups)** (3;3)
An intensive study of the work of a major British or American writer or of small related groups of writers. In 1975-76, the topics will be Hemingway and the Lost Generation (first semester) and Hawthorne and Dickinson (second semester).

Genre and Theme Studies

- 280. (The Novel)** (3)
The study of the British and American novel as a type of literary expression. In 1975-76, the topic will be Experiments in the Modern Novel.
- 282. (Poetry)** (3)
The study of British and American poetry as a type of literary expression. In 1975-76, the topic will be Contemporary Poetry and the Creative Process.
- 284. (Drama)** (3)
The study of British and American drama as a type of literary expression. *Not offered in 1975-1976.*
- 285; 286. (Major Themes in British and American Literature)** (3;3)
The examination of an idea, myth, plot, question, or area of concern with consideration of how different ages and individuals treat the same theme. In 1975-76, the topics will be *The Literature of Revolution* (first semester) and *Women Writers* (second semester).
- 400; 400R. Senior Seminar** (3)
Designed for senior English majors; a different theme, genre, or topic each semester; emphasis on the techniques and methods of literary criticism.
- 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.

FOREIGN LANGUAGES

Professor Rivers; Associate Professor Cipolla; Assistant Professors Buttner, Cobb, Derasse*, Williams, and Zauche; Dr. Alzola, Mrs. Buttner, Mrs. Derasse, Mrs. Long, Dr. Zaldivar

The courses in foreign languages are designed to make a vital contribution to general education in the liberal arts, and to prepare students for a variety of career opportunities including teaching, graduate work, and related fields for which a second language would be helpful or necessary.

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.

To receive college sponsorship for extended study abroad, the student should have an overall index as good as the college average and respectable grades in departmental courses; exceptions must be approved by the Standards Committee.

A student may elect a major in French (33), German (42), or Spanish (93); no major is offered in Greek (45), Latin (51), or Russian (87). The courses offered in Greek, Latin, and Russian are usually limited to 107, 108.

* On sabbatical leave, first semester, 1975-1976.

Basic Language Courses

French (33); German (42); Greek (45); Latin (51); Russian (87); Spanish (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. La Littérature de la Renaissance (3)

Representative authors of the sixteenth century.

216. La Littérature et la Pensée du 20ème Siècle (3)

A study of the major literary, philosophical, and artistic movements in France from 1900 to the present. *Offered in 1975-1976.*

217. Phonétique et Diction (3)

Sounds and rhythmic groups; practical exercises of pronunciation based on phonetics; laboratory drills, recordings, oral readings, and recitations of literary texts. *Offered in 1976-1977.*

218. Composition Française Avancée (3)

An intensive study of the more complex aspects of discourse and style. *Prerequisite, French 117. Offered in 1976-1977.*

315. Le Moyen Age (3)

A study of five centuries of literature, with excerpts from the Song of Roland and other epics, poems of courtly love, the didactic literature, the various dramatic genres from the religious theater to the farce, the Roman de Renard and lyric poetry. *Offered in 1975-1976.*

316. Le Théâtre Classique (3)

The main dramatic currents of the seventeenth century and their consequences on French literature. Corneille — Racine — Molière. *Offered in 1975-1976.*

317. Le Romantisme (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. Le Siècle des Lumières (3)

The main authors of the eighteenth century, emphasizing the role of French literature in the Revolution of 1789.

319. La Pensée Française au 17ème Siècle**(3)**

Evolution of seventeenth century French thought, studied through poetry and prose. *Offered in 1976-1977.*

320. Le Réalisme, le Naturalisme, et le Symbolisme**(3)**

The theory and practice of realism and naturalism in the novel, and of symbolism in poetry. *Offered in 1976-1977.*

453, 454. Etudes indépendantes**(1 to 3)**

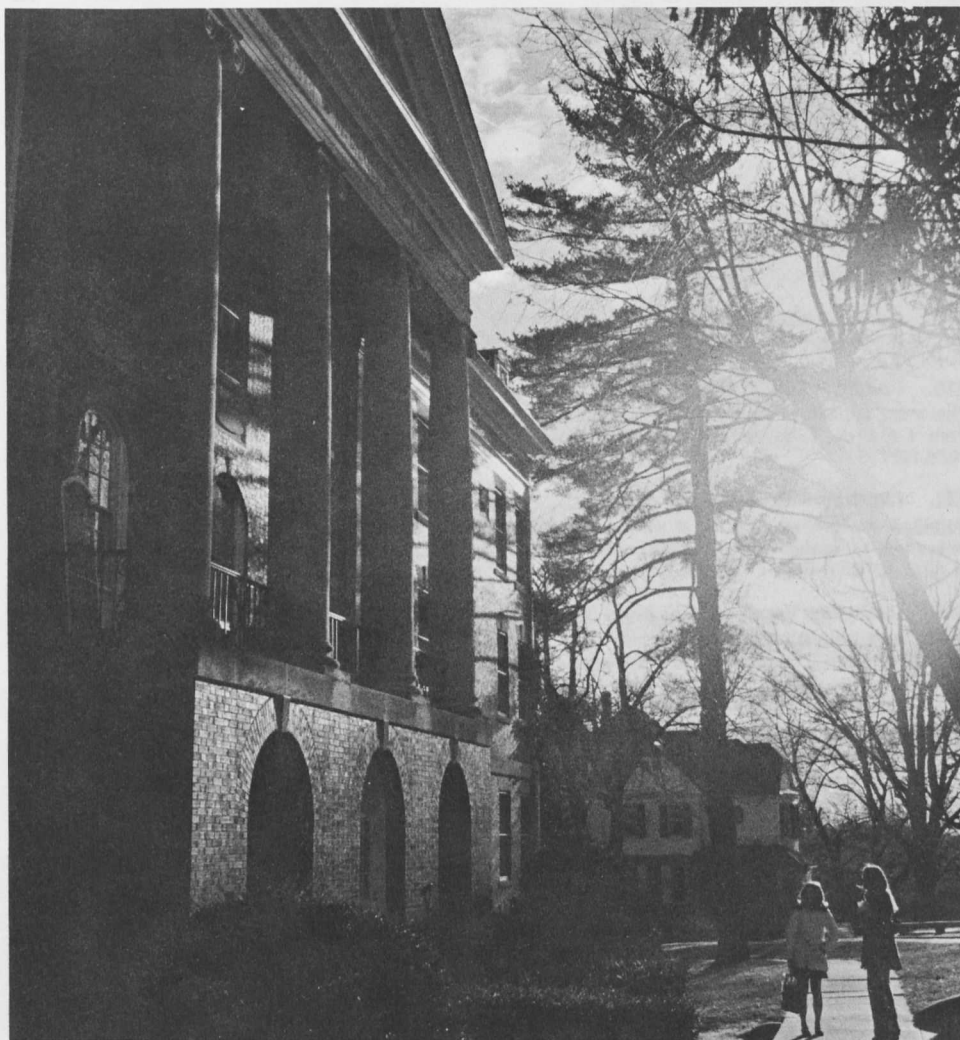
Independent study in an area selected to meet the student's interest or need as determined by his background and the mutual agreement of student and instructor. *Admission to the course requires the permission of the department.*

German (42)**215. Die deutsche Lyrik****(3)**

An analytic study of representative lyrics in each literary period. The course begins with the Minnesanger and terminates with contemporary poets. *Offered in 1975-1976.*

216. Goethe und Schiller**(3)**

A critical look at the contributions of these two literary masters to the Sturm-und-Drang, Classical, and Romantic movements in Germany.



217. Die Novelle des 19ten Jahrhunderts (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. *Offered in 1975-1976.*

218. Komposition für Fortgeschrittene (3)

An intensive study of the more complex aspects of discourse and style. *Prerequisite, German 117. Offered in 1976-1977.*

220. Deutsche Kultur (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. *Offered in 1975-1976.*

317. Meisterwerke der mittelhoch deutschen Epik (3)

An in-depth study of three medieval German masterpieces: Das Nibelungenlied, Parzival, and Tristan und Isolde. *Offered in 1976-1977.*

318. Reformation, Renaissance, Humanismus (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. *Offered in 1975-1976.*

320. Mann, Kafka, Hesse (3)

Selected prose works of three prominent twentieth century German writers. *Offered in 1976-1977.*

453; 454. Forschungsprojekt (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)

216. Introducción a la Literatura Hispano-Americana (3)

A general view of Spanish-American literature from its beginning to the present through characteristic selections. *Offered in 1975-1976.*

218. Composición Avanzada (3)

An intensive study of the more complex aspects of discourse and style. *Prerequisite, Spanish 117.*

219. Poesía y Teatro Españoles del Siglo de Oro (3)

The most important poetry from the Renaissance to the Baroque; selected works of Spanish drama from Lope de Vega to Calderón de la Barca; supplementary readings and reports. *Offered in 1976-1977.*

221. Literatura Española del Siglo XIX (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 1975-1976.*

316. Literatura Española del Siglo XX (3)

A study of philosophical writings, the novel, poetry, and drama with emphasis on the generations of 1898 and 1927; supplementary readings and reports.

317. Literatura Medieval Española (3)

Selected works from the poetry, prose, and dramatic genres; supplementary readings and reports. *Offered in 1975-1976.*

318. Literatura Hispano-Americana del Siglo XX (3)

Selected works from poetry, essays, short stories, and novels. *Offered in 1976-1977.*

320. Lazarillo de Tormes y Don Quijote de la Mancha (3)

The Picaresque novel as exemplified by the Lazarillo; Cervantes' masterpiece, Don Quijote; supplementary readings and reports. *Offered in 1975-1976.*

453; 454. Estudios Independientes (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.*

Culture and Literature in Translation Courses

These courses are taught in English.

For additional courses, see those listed under Comparative Literature and under Non-Western Studies.

French (33)

131. Culture of France (3)

A study of influences that have molded France through the ages with insights into all aspects of French culture (geography, history, the arts, folklore, gastronomy, etc.) as reflected in the main provinces (Ile-de-France, Normandy, Burgundy, Brittany, Provence, the Basque Country).

132. Masterpieces of French Literature (3)

An introductory survey of French literature, focusing on several works chosen for their characteristically French "spirit" with the aim of developing a coherent idea of the French literary tradition.

German (42)

141. Culture of Germany (3)

Highlights of German historical events, leaders, politics, social and religious reforms, economic growths, literary periods, the arts, geography, and the German way of life.

142. The German Novel of the Twentieth Century (3)

A critical study of five major representative novels of the twentieth century, including the works of Kafka, Hesse, Mann, Grass, and Böll. Special emphasis is given to a comparative analysis of style and theme.

Spanish (93)

161. Hispanic Culture (3)

A study of political, social, economic, and cultural contributions of Spanish-speaking peoples to western society, with emphasis on discoveries, conquests, and problems from 1500-1700. *Not offered in 1975-1976.*

162. Contemporary Latin American Fiction (3)

A critical study based on readings and discussions of selected representative works of main novelists and short story writers of the twentieth century — Borges, Cortázar, Rulfo, Sábato, and García Márquez. Emphasis is given to aesthetic values and artistic self-expression, but historical and contemporary ideological currents are also considered. Special emphasis is given to the interrelationship of social and literary history.

223. Cultural History of Latin America (3)

Historical and contemporary culture of Spanish-speaking countries of Latin America.

FRENCH (33)

See Foreign Languages.

GENERAL SCIENCE (36)

Professors Achor and Royer; Assistant Professor Richard Smith; Mrs. Alspach, Mr. 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. *This course is open only to students not majoring in the sciences. Two class periods and one three-hour laboratory period a week. Not offered in 1975-1976.*

113. Sound, Music, and Hearing (4)

A study of the production, transmission, and reception of sound waves. Emphasis is placed upon the production and characteristics of music and human speech, and upon the perception of such sound waves by the human ear. *Three class periods and one three-hour laboratory period a week.*

114. Energy for the Future (3)

A survey of energy forms (electrical, nuclear, chemical, solar, geothermal, atmospheric), the sources of these energy forms, and their environmental and economic costs. *Two class periods and one three-hour laboratory period a week.*

116. The Dynamic Earth (3)

An introduction to physical geology designed to acquaint students with the processes shaping the surface of the earth.

202. Environmental Analysis

(4)

A study of the methods of assessing environmental quality, with special emphasis upon freshwater habitats. The ecosystem is used in evaluating the effects of pollutants, both natural and cultural, on the environment. The laboratory incorporates field and laboratory work designed to develop an understanding of how physicochemical and biological parameters relate to actual field situations. *Prerequisites*, *Biology 111, 112, and Chemistry 103, 104. Three class periods and one four-hour laboratory period a week.*

302. Earth Science

(3)

A review of basic geological concepts followed by a presentation of recent advances selected from the areas of environmental studies, economic geology, historical geology, geophysics, geochemistry, meteorology, and oceanography.

401. Speech Science and Audiology

(3)

A basic course in hearing and speech science for teachers of hearing impaired children. In addition to anatomy, physiology, and neurology of the speech, hearing and visual mechanisms, the course includes introductory studies in audiology covering production, transmission, and reception of speech sounds and other sounds and various procedures for testing hearing and interpretations of hearing test results. Consideration is given to individual and group amplification. *Observations and practicum are provided. Open only to those students entering the graduate program in education of the deaf.*

GEOGRAPHY (38)

The courses in this department are offered in conjunction with the graduate evening program of the college. Admission to the courses requires the consent of the Education Department.

No major is offered in this field.

316. Geography: A Modern Synthesis

(3)

A course emphasizing the links between an academic tradition and areas of public concern, with focus upon applied aspects of ecology, economic change, and social issues. Attention is given to systems, cycles, and trends as examples of modern geographic analysis.

327. Historical Geography of North America

(3)

A consideration of past circumstances from the geographer's viewpoint to understand how the combination of nature and culture created the regional patterns in North America in earlier times.

GERMAN (42)

See Foreign Languages.

GREEK (45)

See Foreign Languages.

HISTORY (48)

Associate Professor Darcy; Assistant Professors Evergates^a and Levering; Mrs. Ridington, Dr. Walker

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.

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. Formation of the American Republic

(3)

The social, political, economic, and intellectual development of the American nation from colonization through reconstruction.

108. Development of Modern America

(3)

Survey of trends which have shaped the United States since 1865 including, among others, industrialization, urbanization, race relations, mobility, reform, and global conflicts.

109; 110. (Introductory Seminar in History)

(3;3)

An introduction to historical methods and the interpretation of selected problems. In the first semester, 1975-1976, the topic will be The World of Late Antiquity—the rise of Christianity and the collapse of the Empire in the West; in the second semester, The Conditions of Life in Renaissance Europe.

^a On leave, 1975-1976.

113. Africa Since 1800 (3)

Africa at the dawn of the nineteenth century; the scramble for Africa and the establishment of colonial rule; the African reaction in the twentieth century.

116. Twentieth Century American Military History (1)

This course meets in conjunction with Military Science 106; students not enrolled in the ROTC program substitute a paper pertaining to a selected military action for the weekly practical leadership development period.

203; 204. Medieval Civilization (3;3)

European history from the Roman Empire to the Renaissance. The first semester covers the period to 1100: Fall of the Empire and emergence of the Europeans; Christianity, monasticism, and the Papacy; Carolingian civilization; early medieval society and economy; religious reform and the Investiture Conflict. The second semester (1100-1500) includes feudal society and the crusades; economic revival and the rise of cities; the renaissance in learning and literature; the evolution of monarchy and Parliament; the thirteenth-century synthesis. *Alternates with History 205; 206. Offered in 1975-1976.*

205; 206. Early Modern Europe (3;3)

European history from the Renaissance to the French Revolution. The first semester (1359-1550) deals with plague, war, and the depression of the fourteenth century; Renaissance society and humanism; early capitalism and overseas expansion; Reformation movements. The second semester covers the period from 1550-1789, focusing on Counter-reformation and wars of religion, the rise of the Atlantic economies, constitutional crises of the seventeenth century, the birth of modern science and the Enlightenment, and the Ancien Regime. *Alternates with History 203; 204. Not offered in 1975-1976.*

211. Greek History (3)

A survey of ancient Greece from the Bronze Age to the death of Alexander, with emphasis on various aspects of Greek civilization, including literature, art, and private and public life. *Offered in 1975-1976 and in alternate years.*

212. Roman History (3)

A survey of ancient Rome from its founding to the fall, with emphasis on various aspects of Roman civilization, including literature, art, and private and public life. *Offered in alternate years, not in 1975-1976.*

214. African History and Culture (3)

History of Africa to 1900, with emphasis on the anthropological reconstruction of pre-colonial African societies. *Not offered in 1975-1976.*

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. *Not offered in 1975-1976.*

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. *Not offered in 1975-1976.*

223. Cultural History of Latin America

See Spanish 223.

225. Colonial and Revolutionary America (3)

A study in depth of the social and intellectual background of independence, the Articles of Confederation, and the framing of the Constitution.

226. Civil War and Reconstruction (3)

Causes and consequences of the Civil War with emphasis on the experiences of blacks, white Southerners, and Northerners, and on the issues which prevented the achievement of national unity.

301; 302. (Topics in History) (3;3)

Topics may vary from year to year. In the second semester, 1975-1976, the topic will be the Organization and Evolution of Family and Society in Pre-Industrial Europe. An important part of the course is devoted to recently developed methods of historical analysis, including quantification, historical demography, and family reconstitution.

305. American Foreign Policy (3)

A history of American diplomacy with emphasis on the expansion of American territory and influence from 1898 to the present. *Not offered in 1975-1976.*

311; 312. History of England**(3;3)**

First semester: English history from its origins to 1485; Roman Britain; the Anglo-Saxons; Norman and Plantagenet England; Magna Carta, Common Law, and Parliament; rural society and the emergence of London; the Hundred Years War. The second semester deals with English history from 1485 to the present; the Tudor Monarchy and the Reformation; revolutions of the seventeenth century; reform movements in the eighteenth and nineteenth centuries; Victorian Imperialism; and the World Wars.

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. *Not offered in 1975-1976.*

317. Economic Development of the United States

See Economics 317.

322. Twentieth Century America**(3)**

Intensive study of selected domestic issues in the history of the United States since 1900.

323. Twentieth Century Europe**(3)**

Europe between wars, the rise of totalitarian governments, the United Nations, and the crises of the '40s and '50s.

330. Afro-American History**(3)**

Not offered in 1975-1976.

353; 352; 451; 452. Special Studies in History**(1 to 3)**

Special courses or independent projects.

401. History Colloquium**(3)**

A seminar in the development of historical techniques and perspectives. Under the guidance of a member of the department, each student writes a critical paper on the historiography of a selected topic. *Required of all majors.*

**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.

No major offered in this field.

103; 103R. Introduction to the Liberal Arts**(3)**

An introduction to the various modes of inquiry, the ideals and ideas, and the issues which together comprise the liberal arts tradition; discussion of significant readings, supplemented by frequent writing and experience in using a college library. *Completion of this course with a high level of writing proficiency satisfies the college requirement in composition.*

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 113; Economics 203, 204 (204 may be taken concurrently with permission).*

402. Behavioral and Social Science Colloquium

(1)

A discussion of various current problems of society and the world, with special emphasis on the need for multidisciplinary analysis.

LATIN (51)

See Foreign Languages.

LIBRARY SCIENCE (54)

Associate Professor Bachmann; Miss Quinn, Mrs. Richwine

Certification in library science follows completion of a Master's degree program in this field. The undergraduate courses listed below are available as elective courses for students who are majoring in related fields or who wish to obtain further knowledge of and acquaintance with library procedures. The reference course is helpful for any students planning to enter graduate school.

No major is offered in this field.

121. Reference and Research

(3)

Effective library use and library research strategy; the evaluation and use of various types of reference materials.

318. Literature for Adolescents

(3)

A study of all types of literature and materials, and the general principles for their selection for secondary school media centers; the use of selection tools; the making of oral reports; lists and annotations.

321. Reference and Bibliography

(3)

Evaluation and use of various types of reference materials, print and non-print. *Offered in conjunction with the graduate course 27M:321G.*

MATHEMATICS (57)

Associate Professors Duren, Lightner, and Rosenzweig; Assistant Professors Boner and Eshleman^a

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 calculus.

109. Introduction to College Mathematics

(3)

A unified treatment of the basic ideas of algebra and trigonometry with particular emphasis upon the nature of mathematics as a logical system; initial study of sets, the real number system, and the properties of the field of real numbers; intensive study of circular, linear, quadratic, polynomial, exponential, and logarithmic functions, and concepts from analytic geometry.

117. 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 109 or placement by the department; proficiency in trigonometry is essential for this course.*

118. 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.*

141. Mathematics for Elementary School Teachers

(3)

An introduction to selected topics in mathematics, including sets and set operations, number and numeration systems, arithmetical operations and algorithms, measurement, reasoning and problem solving, and the basic concepts of algebra and geometry. *This course does not count toward the major in mathematics, and is open only to those students preparing to teach in the elementary school.*

^a On leave, 1975-1976.

204. Differential Equations (3)

A study of equations of order one and degree one, with applications; systems of equations; equations of order one and higher degree; linear equations with constant coefficients; series solutions; the Laplace transform. *Prerequisite, Mathematics 118.*

218. Linear Algebra (3)

A study of the theory of finite-dimensional vector spaces, linear transformations, matrices, determinants, and inner products. *Prerequisite, Mathematics 117.*

220. Calculus of Several Variables (3)

Euclidean n -space and functions from E^n to E^m ; differential calculus of functions of several variables and applications; integral calculus of functions of several variables; vector fields. *Prerequisites, Mathematics 118 and 218.*

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. *Prerequisite, Mathematics 218.*

230; 330; 430. (Topics in Mathematics) (3; 3; 3)

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

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 220 or Physics 211.*

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.*

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.

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. *Prerequisite, Mathematics 218, Computer Science 101 or 207.*

MILITARY SCIENCE (60)

Lt. Colonel Baughman; Majors Haynes and Magee; Captain Ingalls

Since 1919 Western Maryland College has had a Reserve Officer Training Corps program. The program is classified as "Branch General," which makes it possible for those who are commissioned at graduation to serve in a branch of the Army related to their interests and educational background. The program allows the student to qualify for his or her academic objective while at the same time securing a commission as a reserve officer.

No major is offered in this field.

The basic course (first two years) is open to all male and female students at Western Maryland College and incurs no military obligation whatsoever. The advanced course (final two years) is offered to those upperclass men and women who have completed either the basic course or basic summer camp (or received credit for them through active service in the Armed Forces). Advanced course applicants must be approved by the Military Science Department and must enter into a contract with the Government stating that, in return for a monthly subsistence allowance, they will complete the course in college, attend a summer camp, and accept a commission in the U.S. Army Reserve, if tendered. Transfer students interested in the advanced course should contact the Professor of Military Science not later than June 1 prior to transfer.

105, 106. The Army as an Institution

(1,1)

First semester: background of the U.S. Army and ROTC, introduction to leadership and management, introduction to military history. The second semester deals with twentieth century American military history. *One class period and one practical leadership development period a week.* Note: Practical leadership development consists of military skills and adventure training (e.g., rappelling, water survival, marksmanship, self-defense, etc.)

205, 206. Basic Skills and Tactics

(1,1)

Fundamentals of map reading and land navigation; leadership in small unit tactics. *One class period and one practical leadership development period a week. See note to Military Science 105, 106.*

307, 308. Applied Leadership

(2,2)

Theory and principles of leadership and their practical application; military teaching principles; introduction to branches of the Army; small unit tactics and communication. *Two class periods and one practical leadership development period a week; one orientation tour of an Army installation each semester. See note to Military Science 105, 106.*

407, 408. Dynamics of the Military Team

(2,2)

Command and staff organization and functions; company tactics, practical application of leadership and management; preparation for joining the Army team. *Two class periods and one practical leadership development period a week. See note to Military Science 105, 106.*



MUSIC (63)

Professors Cole, Heggemeier^a, and Spangler; Assistant Professors Dietrich, Hering, and Julia Hitchcock; Mr. Bill, Mrs. Brunner, Dr. Ostryniec, Mr. Robinson, Dr. Shelley

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 accompaniments of moderate difficulty.

Theoretical Courses

107, 108. 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. Four periods a week.*

201, 202. Music Theory (3,3)

The continuation of Music 107, 108 through altered chords; advanced sight singing; harmonic, two- and three-part melodic dictation; original compositions utilizing these materials. *Four 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.

351; 352; 451; 452. Special Studies in Music (1 to 3)

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in music. Qualified students who are not candidates for such honors but who desire to take the course are also admitted.



^a On sabbatical leave, first semester, 1975-1976.

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 \$80.00 per semester is made for one period of private instruction a week, \$45.00 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 semesters 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 1, 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. Offered in 1975-1976.*

214. (Masters in Music)**(3)**

A study of one major composer's life and representative compositions. In 1975-1976, the topic will be Brahms. *Prerequisite, Music 109, or permission of the instructor. Alternates with Music 216. Offered in 1975-1976.*

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. Not offered in 1975-1976.*

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. Not offered in 1975-1976.*

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. Offered in 1975-1976.*

233. Brass and Percussion Instruments**(2)**

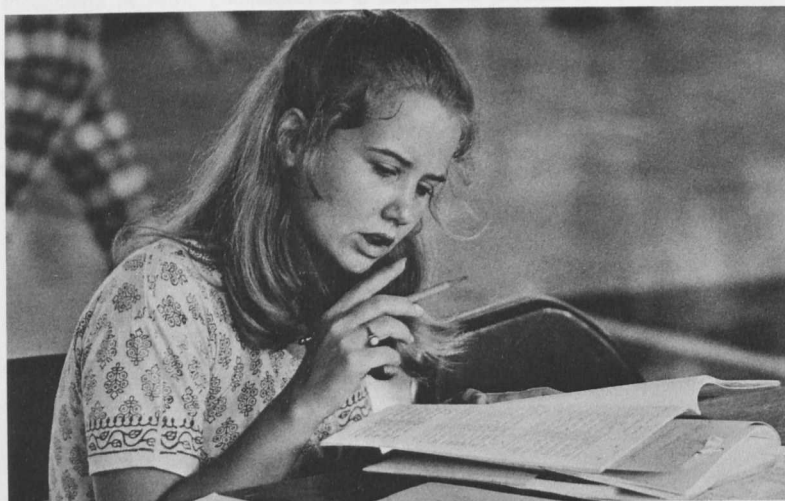
Instruction in and methods of teaching brass and percussion instruments. *Required of Instrumental Music Education Majors. Alternates with Music 221. Not offered in 1975-1976.*

234. String and Woodwind Instruments**(2)**

Instruction in and methods of teaching string and woodwind instruments. *Required of Instrumental Music Education Majors. Alternates with Music 222. Not offered in 1975-1976.*

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.*

NON-WESTERN STUDIES (66)

Professors David and Holthaus; Associate Professor Zepp

No major is offered in this field.

101; 102. Asian Civilization (3;3)

A general introduction to Asian civilization. The first semester's focus is 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 Asian Religions

See Religion 108.

110. Asian Studies Seminar: The Old and the New in Contemporary Japan (3)

The old and the new in philosophy, religion (including Soka Gakkai and Rissho Kosei Kai), literature, drama (Kabuki, No), industry and international affairs.

113. Africa since 1800

See History 113.

202. Classical Indian Literature

See Comparative Literature 202.

214. African History and Culture

See History 214.

221. Gandhi and Tagore: Their Impact on Twentieth Century India (3)

The influence on modern India of the lives and thoughts of these two giants in politics and literature. Special attention will be given to Gandhi's understanding of non-violence and to the vast and varied literary output of Rabindranath Tagore. A significant by-product may be a deeper understanding of the Hindu world-view.

227. Asian Philosophy

See Philosophy 227.

229. Non-Western Art

See Art 229.

301. Politics of Developing Areas

See Political Science 310.

313. Political Institutions and Process of the Chinese Peoples Republic

See Political Science 313.

326. Economic Development

See Economics 326.

PHILOSOPHY AND RELIGION

Professors Holthaus and Crain; Associate Professors Hartman^a and Zepp; Dr. Charles Wallace

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.

Philosophy (69)

111; 112R. 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.

113. 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.

114. 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.

205. Ethics (3)

A study of the leading types of ethical theory, the origins of morality, and the principles involved in moral action.

217. 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 111, 113, or 114. Not offered in 1975-1976.*

221. Gandhi and Tagore

See Non-Western Studies 221.

223. 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.

224. 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.

227. Asian Philosophy (3)

A study of some of the Asian philosophies, including psychologies and systems of values. *Offered in alternate years, not in 1975-1976.*

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 111 or the equivalent.*

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 111, 113, or 114. Not offered in 1975-1976.*

313. Social and Political Philosophy (3)

A study of selected problems such as social control, the relationship of the individual to society and the state, the concepts of justice and political obligation, the justification of democracy, and the relation of law to morality; readings from classical and contemporary sources.

318. Philosophy of Science (3)

A critical study of the conceptual structures and methods used in scientific thinking, including the nature of causality, induction, prediction, the logical character of scientific laws, theories, and presuppositions. Major consideration is given to the claim of scientific objectivity.

^a On sabbatical leave, first semester, 1975-1976.

329. (Studies in the History of Philosophy)**(3)**

A study of a man, school, or problem in the past or present philosophical thinking. *Not offered in 1975-1976.*

330. (Studies in Social and Political Philosophy)**(3)**

A study of a man, school, or problem in social and political thought. *Not offered in 1975-1976.*

351; 352; 451; 452. Special Studies in Philosophy**(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.

Religion (84)

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

101; 101R. Interpreting Religious Experience**(3)**

The nature and meaning of religion as a mode of human expression with special reference to the importance of myth, symbol, ritual, and the sacred. Historical and comparative methods are used.

104. 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.

107; 107R. 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 Asian 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.

206. Religion and Society

See Sociology 206.

209. American Religious Thought**(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. *Offered in 1975-1976 and in alternate years.*



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. *Offered in 1975-1976 and in alternate years.*

218. Christian Approaches to Ethical Problems (3)

A review of various Christian ethical systems from a historical perspective with special interest in methodology and the application of ethical theories to social and personal issues. *Offered in alternate years, not in 1975-1976.*

221. Gandhi and Tagore

See Non-Western Studies 221.

308. Philosophy of Religion

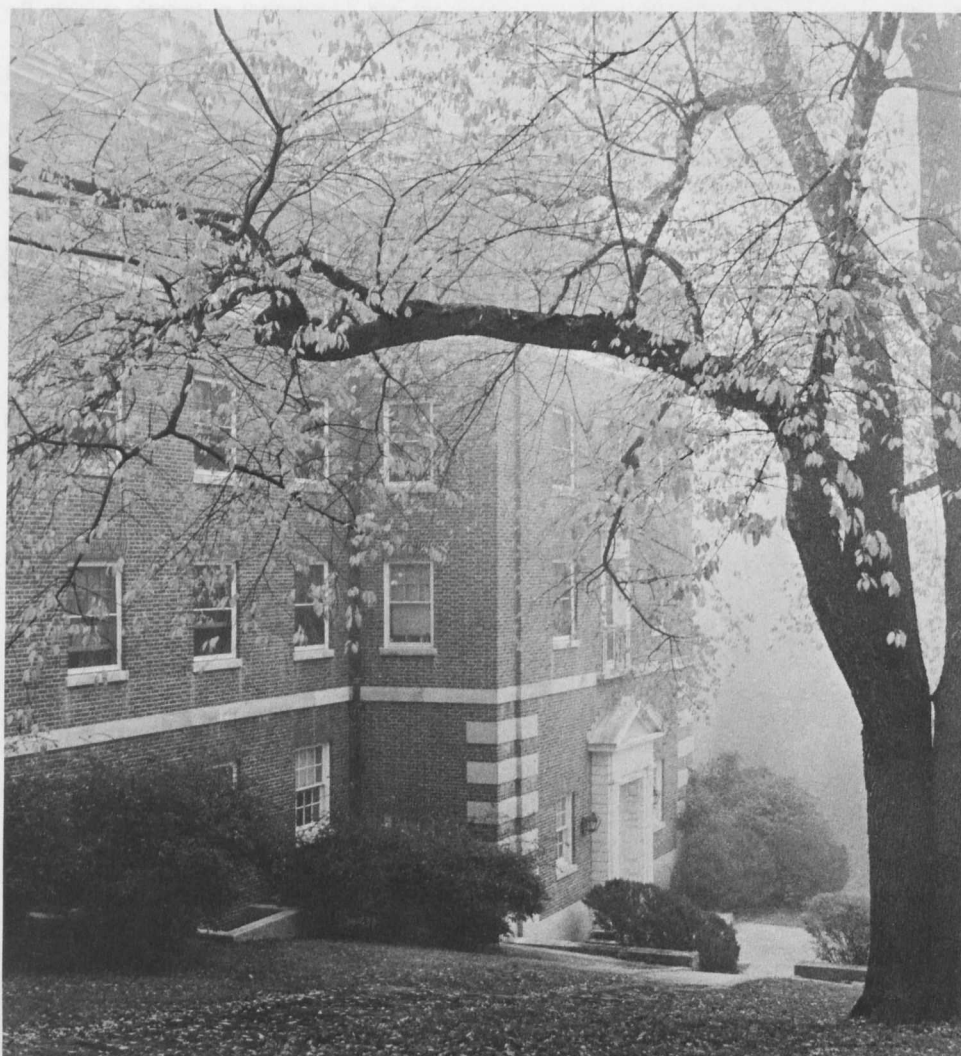
See Philosophy 308.

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

A study of one major interpreter or period of Christianity. *Not offered in 1975-1976.*

317. (Studies in Contemporary Religious Thought) (3)

A study of a man, movement, or problem in modern religious interpretation. In 1975-1976, the subject will be the Existentialism of Martin Buber. *Offered in 1975-1976 and in alternate years.*



320. Critical Issues in Religious Thought

(3)

An attempt to engage religious thought in an intellectual exchange with other world-views represented by psychoanalysis (Freud), biological science (Darwin), and social theory (Marx). Offered in 1975-1976 and in alternate years.

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 1975-1976.*

328. Sociology of Liberation Movements

See Sociology 328.

331. (Topics in Biblical Studies)

(3)

Concentrated study of a book or group of books in either the Old or New Testament, such as the Hebrew prophetic tradition, the Book of Job, the Synoptic Gospels, Paul's letter to the Romans, or the Johannine literature. *Offered in alternate years, not in 1975-1976.*

351; 352; 451; 452. Special Studies in 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^a; Associate Professors Case and Ronald Jones; Assistant Professors Fritz, Fern Hitchcock, Ober, and Weyers; Mr. Carpenter, Mrs. Clower

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 the equivalent of 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.

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.*

Body Movements

002. Fencing	005. Wrestling	008. Karate
003. Judo	006. Track and Field	009. Rappelling
004. Beginning Swimming	007. Synchronized Swimming	012. Advanced Fencing

Team Sports

031. Field Hockey	034. Rugby	037. Lacrosse
032. Softball	035. Soccer-Speedball	038. Volleyball
033. Flag Football	036. Basketball	

Lifetime Activities

061. Archery	067. Riding	073. Advanced Tennis
062. Badminton	068. Squash-Handball	074. Canoeing
063. Tennis	069. Rifle	075. Advanced Golf
064. Beginning Swimming	070. Bowling	076. Bicycling
065. Golf	071. Advanced Archery	077. Casting
066. Skiing	072. Advanced Badminton	078. Orienteering

^a On sabbatical leave, first semester, 1975-1976.



- 105. **Gymnastics** (1)
 - 107. **Folk, Square, Social Dance** (1)
 - 108. **Modern Dance** (1)
 - 112; 162. **Personal Fitness** (1)
 - 114; 164. **Intermediate Swimming** (1)
 - 116; 166. **Life Saving** (1)
 - 117; 167. **Water Safety** (1)
 - 118; 168. **Scuba Diving** (1)
 - 120. **Modern Jazz Dance** (1)
 - 121. **Ballet** (1)
 - 124. **Tap Dance** (1)
 - 170. **Recreational Activities** (1)
- Games of low organization.

Theory and Methods

- 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. Not offered in 1975-1976.*

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. Offered in 1975-1976.*

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 113 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 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; Associate Professor Yedinak; Mr. Makosky

Physics deals with the most basic aspects of the natural world, and is characterized by its emphasis upon the analysis and solution of those problems that the study of nature presents. This emphasis enables the major to adapt to a variety of situations following graduation including, in addition to graduate study, work in such diverse areas as teaching, systems analysis, instrumentation, and engineering.

Physics 101, 102 is prerequisite to all other courses in physics.

101, 102. General Physics**(4,4)**

An introduction to the fundamental phenomena, concepts, and theories of physics. The first semester deals with mechanics, special relativity, and heat. The second semester deals with electricity and magnetism, wave phenomena, 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.*

208. Electronics**(4)**

Circuit theory, semiconductor devices, amplifiers, operational amplifiers, pulse and digital circuits. *Prerequisite, Mathematics 117. Three class periods and one four-hour laboratory period a week. Offered in 1975-1976 and in alternate years.*

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 118. Three class periods and one four-hour laboratory period a week. Not offered in 1975-1976.*

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.*

212. Intermediate Mechanics**(4)**

Newtonian mechanics applied to the motion of particles and systems, conservation laws, motion of rigid bodies, classical and special relativity. *Prerequisite, Physics 211. Three class periods and one four-hour laboratory period a week.*

311. Intermediate Electricity and Magnetism**(4)**

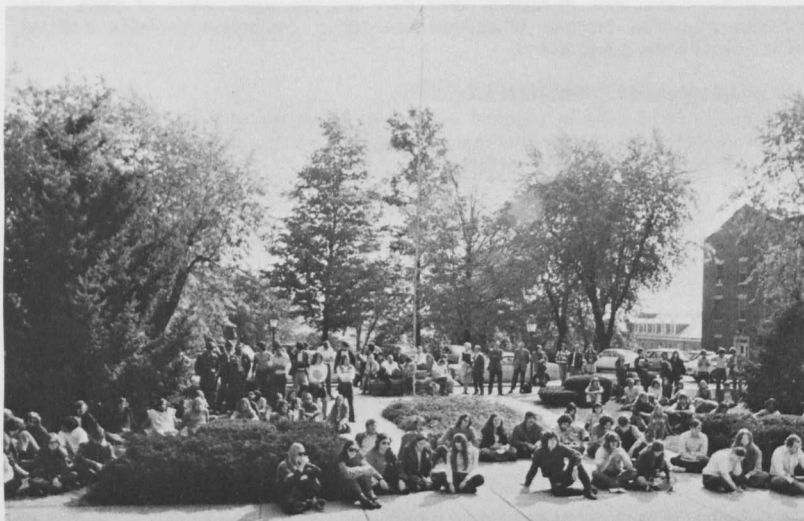
Electrostatics in free space and dielectric media, magnetostatics in free space and in magnetic media, electric and magnetic fields, scalar and vector potentials, electromagnetic induction. *Prerequisite, Physics 211. Three class periods and one four-hour laboratory period a week. Offered in 1975-1976 and in alternate years.*

312. Advanced Classical Physics**(3)**

Advanced topics in mechanics, and in electricity and magnetism. Lagrangean and Hamiltonian formulations of mechanics, Maxwell's equations, electromagnetic waves; other topics chosen to meet the needs of the students enrolled. *Prerequisites, Physics 212, 311. Offered in 1975-1976 and in alternate years.*

315, 316. Structure of Matter**(4,3)**

Study of basic particles and the material structures formed by them. The first semester deals with quantization, elementary quantum mechanics, atomic physics, and molecular physics. The second semester deals with statistical mechanics, solids, nuclei, and elementary particles. *Prerequisite, Physics 211. Three class periods and one four-hour laboratory period a week, first semester; three class periods a week, second semester. Offered in alternate years, not in 1975-1976.*



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 are 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 a 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. *Prerequisite, Physics 315, or permission of the instructor. Not offered in 1975-1976.*

POLITICAL SCIENCE (78)

Professor David; Associate Professor Weber^a; Assistant Professor Herbert 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 urban government; selective focus on problems of governance in metropolitan areas.

203. International Law and Organization**(3)**

The study of international law in an organizing world. Special attention is given to new areas of the law, with emphasis on international organizations, individuals, space, and environment.

206. Political Theory**(3)**

A survey of political theory related to the nature and purpose of the state and based on the analysis of ideas of leading ancient, medieval, and modern philosophers.

211. Political Parties**(3)**

The nature and function of political parties, political campaigns, and elections.

213. Comparative Government**(3)**

Analysis and comparison of the political institutions and practices of selected Western countries. *Prerequisite, Political Science 104, or the permission of the instructor.*

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.

307. United States Foreign Policy Process**(3)**

A study of the process by which the foreign policy of the United States is formulated. Special reference is given to the domestic decision-making process and its relation to substantive foreign policy alternatives.

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.

^a On sabbatical leave, second semester, 1975-1976.

309. Political Institutions of the Soviet Union**(3)**

Ideology, government, and party in the Soviet Union; Soviet foreign policy and relations; survey of recent Russian history. *Not offered in 1975-1976.*

310. Politics of Developing Areas**(3)**

An examination of forces shaping the new nations and their problems of transition.

311, 312. Political Behavior and Analysis**(3,3)**

First semester: a dual focus on conceptual approaches and methodologies of behavioral political science and on their creative use as devices for describing substantive phenomena in American politics, with emphasis on approaches derived from small-group, personality, role, power, and socialization theories. The substantive focus is on contemporary research on political attitudes, socialization, partisanship and voting behavior, and leadership character.

Second semester: more intensive training in empirical research techniques and their in-field application, including such procedures as surveying methods, roll-call analysis, elite interviewing, and computer analysis. *Prerequisite, Statistics 215.*

313. Political Institutions and Process of the Chinese Peoples Republic**(3)**

The social background, ideology, government, party, and the decision-making process in the Chinese Peoples Republic.

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.*

401; 402. Contemporary Political Problems**(3;3)**

An analysis of various topical or recurring problems in the area either of domestic or international politics. This course serves as a focal point for an integration of methodology, theory, and substantive problem areas.

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, the District of Columbia as an urban area, problems of international development, economic or science policy formulation, engaging in research projects, seminars, internships, 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 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.

PRE-PROFESSIONAL COURSES

Students who are interested in pre-professional courses, such as pre-engineering, pre-legal, pre-ministerial, or pre-medical, and other health science fields, should consult the Guidance Bulletin for suggestions and requirements for these programs.

PSYCHOBIOLOGY (80)

Assistant Professors Colyer and Orenstein (Advisors)

Recognizing that psychobiology has evolved as a focal point for theorizing and research, this major is designed to train the individual to investigate the linkages between psychological, physiological, and biochemical processes. Students majoring in psychobiology may prepare themselves for graduate study in psychology, biopsychology/psychobiology, animal behavior processes, neuro-

psychology, and for paraprofessional research positions in laboratories.

This program is administered by the Psychology Department in cooperation with the Biology Department. For a listing of courses required and recommended for this major, consult the Guidance Bulletin.

PSYCHOLOGY (81)

Professors Miller^a and Vernon^b; Assistant Professors Colyer and Orenstein

Psychology is a pluralistic discipline with alliances in the natural sciences, the social sciences, and the humanities. This department reflects the diversity in the field. The course offerings focus on "behavior" in the broadest sense and are intended to provide the background for students electing a major to qualify for graduate study in psychology and related disciplines, to work in human service agencies (day care centers, rehabilitation departments, mental health clinics, youth service agencies, etc.), to prepare for a social work position via certification in social work, or to teach via certification in Early Childhood Education or Social Studies.

The department urges all interested and qualified students to pursue Departmental Honors via Special Studies in Psychology. This program is intended to encourage independent study and research.

Psychology 106 is prerequisite to all other courses in psychology.

106; 106R. Contemporary Psychology (3)

An introductory course designed to develop an understanding of the basic principles governing behavior, with emphasis 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.

201. Psychology of Learning (4)

Overview of the fundamental principles of learning and the implications of these principles for the understanding of behavior. Empirical and theoretical issues are examined. Students conduct laboratory experiments designed to illustrate principles and issues. *Three class periods and one three-hour laboratory period a week.*

202. Behavior Modification (3)

A study of the basic principles governing human learning, with emphasis placed on procedures for eliminating undesirable and acquiring desirable behaviors in the classroom, in social situations, and in clinical settings. Special emphasis is placed on vicarious symbolic and self-regulatory processes. An evaluation is made of various change techniques. *Three class periods a week and practicum in the field.*

204. Social Psychology (3)

Analysis of the behavior of the individual as a member of social groups; focus on the areas of collective behavior, roles, symbolic interactionism, personality development, and small group research. *Required of all Sociology majors. Prerequisites, Psychology 106 and Sociology 103, or permission of the instructor.*

207. Child Development (3)

Critical survey of research problems and theories pertaining to child behavior; review and application of principles of learning in early childhood. *Three class periods a week and directed observation in the field.*

209. Normal and Abnormal Personality (3)

A study of the processes involved in the development and persistence of normal and abnormal manifestation of the human personality. *Three class periods a week and directed observation in mental hospitals and related agencies.*

216. Psychological Research (4)

A current treatment of the philosophy and methodology of the scientific method. Topics include all phases of design and analysis of research. The laboratory is designed to acquaint each student with procedures, techniques, and apparatus used in psychological investigations. *Three class periods and one three-hour laboratory period a week.*

218. Psychological Assessment (3)

An introductory course in testing; a study of the construction, administration, interpretation, and use of tests of intelligence, aptitude, interests, and personality. *Three class periods a week and practicum in the field.*

^a On sabbatical leave, first semester, 1975-1976.

^b On sabbatical leave, second semester, 1975-1976.

307. Psychology of the Exceptional Child**(3)**

An overview of the psychological effects of major exceptionalities including giftedness, deafness, blindness, mental retardation, brain injury, speech defectiveness, mental illness, and orthopedic problems, with the emphasis upon children and on the treatment, rehabilitation, and educational techniques available to serve persons with these exceptionalities. *Three class periods a week and directed observation in the field.*

308. Adulthood and Aging**(3)**

Psychological and personality changes from young adulthood through old age; adult socialization and the age status system; changing concomitants of family relationships, employment, leisure, and retirement; life review, reconciliation, and termination. *Offered in alternate years, not in 1975-1976.*

310. Vocational Psychology**(3)**

A study of vocational behavior and development with emphasis on vocational choice and adjustment; includes topics on assessment, counseling, and placement of the vocationally handicapped. *Three class periods a week and practicum in the field.*

311. 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.

319. Psycho-Social Aspects of Disability**(3)**

A study of the behavioral implications of disability; selected review of the literature related to physical impairment, personality and social adjustment, and vocational rehabilitation. *Three class periods a week and directed observation in the field.*

320. Organizational Behavior**(3)**

A behavioral science survey of organizational structures, group processes, and leadership and management skills as they relate to problem-solving, decision-making, and the process of change in the psycho-social systems of private and governmental institutions. Practice in skills such as interviewing, performance evaluation, case analysis, team-building, and organizational development are included. *Offered in 1975-1976 and in alternate years.*

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.

329. Physiological Psychology**(3)**

An analysis of the basic physiological mechanisms underlying human behavior with emphasis on the brain and central nervous system. Topics include genetics, behavioral development, emotion, learning, and memory.

332. Perception and Cognition**(3)**

An information-processing approach to perception and cognition which includes intensive analysis of normalities and abnormalities in decision making, color vision, memory, reading, motion, and space perception.

335. Helping Relationships and the Habilitative Process**(3)**

An overview and synthesis of the theories and techniques of psychological counseling with emphasis on the development of skills that facilitate the helping and habilitative process.

336. Practicum in Human Service Agencies**(3)**

Supervised experience in an agency including seminar sessions designed to help students achieve a fuller understanding of their placement experience and of human service institutions, with emphasis on utilization of skills and relationships unique to the helping professions. Placement may include youth service agencies, community mental health bureaus, centers for senior citizens, vocational rehabilitation agencies, etc. *Prerequisite, Psychology 335, or permission of the instructor.*

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. Other qualified students may be admitted with the consent of the department.

RELIGION (84)

See Philosophy and Religion.

RUSSIAN (87)

See Foreign Languages.

SOCIOLOGY (90)

Professor Griswold^a; Associate Professor Ashburn; Assistant Professors Elwell, Herrman, Shook, and Tait; Mr. Brown, Mrs. Scott

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. This program is approved by the Council on Social Work Education as meeting the standards for undergraduate social work programs preparing for practice. Graduates of this program can move directly into social work positions or may enter some graduate schools of social work with advanced standing.

Opportunity is afforded to a limited number of students to participate in an off-campus program in Appalachia.

Sociology 103 is prerequisite to all other courses in sociology.

103; 103R. Introductory Sociology

(3)

Social problems treated within the context of the social structures which produce them, with emphasis upon the analysis of social organization, the nature of culture, personality, groups, and associations.

104. Issues and Trends in American Society

(3)

A continuation of Sociology 103, with emphasis upon the study of collective behavior, human ecology, social change, and the institutions of society.

108. Cultural Anthropology

(3)

A study of man's culture, with material drawn from both primitive and complex societies.

202. The Family

(3)

A study of the contemporary American family; its variety of patterns; its reaction to stress; and its function in a rapidly changing society.



^a On sabbatical leave, second semester, 1975-1976.

- 203. Urban Sociology** (3)
The study of the differentiation of social structures and functions within urban communities; ecological processes involved in the growth of cities and metropolitan areas; an analysis of urbanism as a way of life. *Required of all majors.*
- 204. Social Psychology**
See Psychology 204.
- 205. Criminology** (3)
The causes, incidence, treatment, and prevention of crime and delinquency.
- 206. Religion and Society** (3)
An investigation of the varieties of religious belief and practice; religious institutions and their effect upon the individual; how a society affects its religious institutions and how religious institutions affect society.
- 207. Indigenous Civilizations of the Americas** (3)
An archeological and ethnological reconstruction of the rise of civilization in the Americas from the early hunters to the high cultures of Maya, Inca, and Aztec. *Prerequisite, Sociology 108. Not offered in 1975-1976.*
- 210. Population** (3)
The composition, growth, distribution, and changes in population of the United States and other areas of the world. *Offered in 1975-1976 and in alternate years.*
- 211. The Afro-American in the Social System** (3)
The relationship of black people in America to the social, political, and economic systems. Emphasis is placed on the genesis of black people in America with a focus on the black family and black relationships to various aspects of the social system. *Offered in 1975-1976 and in alternate years.*
- 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.
- 306. Seminar in Community Planning** (3)
Readings and group discussion of the sociological, economic, political, and ecological dimensions of planning; supplemented by supervised field experiences.
- 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.*
- 309. Penology and Correction** (3)
The examination of correctional treatment following the conviction of the criminal with emphasis on current philosophy and practice in prisons, probation, pardons, parole, and other correctional procedures. *Prerequisite, Sociology 205.*
- 310. Juvenile Delinquency** (3)
A study of the causal conditions, prevention, and treatment of delinquency. Several field trips are made to local agencies to investigate ways in which society is dealing with the problem.
- 313. Social and Political Philosophy**
See Philosophy 313.
- 314. Law Enforcement and Criminal Justice** (3)
The organization and function of law enforcement agencies with the view toward determining the most effective organized approaches to social control; an overview of law enforcement and the prosecutor's function within the context of the criminal justice system. *Prerequisite, Sociology 205.*
- 316. Complex Organizations** (3)
A study of complex business, industrial, and governmental organizations as operating social systems; emphasis upon patterns of relationships within these organizations and the nature of relationships between large scale organizations and society. *Offered in alternate years, not in 1975-1976.*
- 318. Social Work in Special Practice Fields** (3)
An in-depth study of programs and policies in a specialized area of social service. Unique needs of the service population and appropriate interventive techniques are emphasized.

319. 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.*

328. Sociology of Liberation Movements**(3)**

The contribution of the current American Indian, Black, Chicano, Gay, and Women's movements to an understanding of human liberation, viewed from the perspective of Paulo Freire's typology of oppression, with special reference to the social, political, and religious forces making for oppression and liberation.

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.

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.*

408. Field Experience in Social Work**(6)**

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. Extra tuition fee, \$50. One class period and two days of field work a week.*



Off Campus Program

The Appalachian Semester

Western Maryland College participates in a specialized program of study at Union College in Kentucky. The Appalachian Semester offers mature students a unique educational opportunity to devote their full time to studying the Appalachian region—its strengths, its problems, and its challenges. The program's objectives are to promote in-depth awareness and understanding of life in Appalachia from an interdisciplinary approach and to provide an academic setting for understanding and participating in the dynamics of life in the area. This comprehensive academic program, which includes both classroom and field experience, provides 15 semester hours of credit in sociology and social work and offers the student the opportunity to become actively involved in a unique part of American Society.

SPANISH (93)

See Foreign 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; summarizing and presenting data; measuring central tendency and dispersion in data; basic concepts of probability and probability distributions; estimation of parameters and testing of hypotheses through statistical inference; linear regression and simple correlation. Examples are used from all of the social sciences.

216. Statistical Methods

(3)

Specific statistical techniques such as index numbers, time series analysis, analysis of variance, chi-square, regression and correlation; introduction to Bayesian statistics; elementary application of the computer to statistical analysis. Students are asked to apply learned statistical techniques to two original projects on topics of their choice. Emphasis is on techniques of hypothesis testing useful for research in the social and natural sciences. *Prerequisite, Statistics 215, or permission of the instructor.*



College Organization



PRESIDENTS

James Thomas Ward, D.D.	1867-1886
Thomas Hamilton Lewis, A.M., D.D., LL.D.	1886-1920
Albert Norman Ward, A.M., D.D.	1920-1935
Fred Garrigus Holloway, A.B., B.D., D.D., LL.D., L.H.D.	1935-1947
Lowell Skinner Ensor, B.A., B.D., D.D., L.H.D., LL.D.	1947-1972
Ralph Candler John, B.A., S.T.B., S.T.M., Ph.D., L.H.D., Litt.D.	1972-

CHAIRMEN OF THE BOARD

John Smith, Esq.	1868-1892
The Reverend James Thomas Ward, D.D.	1892-1897
Joshua Webster Hering, A.M., M.D., LL.D.	1897-1913
Charles Billingslea, D.D.S.	1914-1918
Elias Oliver Grimes, Esq.	1919-1922
The Reverend Francis T. Little, D.D.	1922-1928
The Bishop James Henry Straughn, D.D., LL.D.	1929-1949
Franklin Murray Benson, LL.D.	1949-1963
Brigadier General Robert Joshua Gill, LL.B., LL.D.	1963-1968
Joshua Weldon Miles, LL.B.	1968-1971
Wilbur Day Preston, Jr., J.D., D.C.L.	1971-



BOARD OF TRUSTEES

Date in parentheses indicates year of election to the Board of Trustees.

Hilda Long Adkins, B.A. (1951)
Alumna and Community Leader
Salisbury, Maryland

Wilson K. Barnes, J.D., D.Cn.L. (1963)
Attorney (Formerly Associate Judge, Maryland
Court of Appeals)
Maryland National Bank Building
Baltimore, Maryland

Clarence H. Bennett, B.A. (1967)
President
National Standards Association, Inc.
Washington, District of Columbia

Robert E. Bricker, B.A. (1974)
Executive Vice President
Henkels and McCoy, Inc.
Gwynedd Valley, Pennsylvania

Arthur G. Broll, A.B. (1965)
President
Pepsi-Cola Bottling Company
Atlantic City, New Jersey

Mary Brown Bryson, B.A. (1967)
Alumna and Community Leader
Washington, District of Columbia

W. Edward Cushen, Ph.D., Sc.D., (1971)
Office of the Chief Engineer
Federal Power Commission
Washington, District of Columbia

Richard H. Ellingsworth, B.S. (1973)
Chairman of the Board and Chief Executive
Officer
General Elevator Company, Inc.
Baltimore, Maryland

Lowell S. Ensor, D.D., L.H.D., LL.D. (1944)
President Emeritus
Western Maryland College
Westminster, Maryland

Robert D. Faw, B.A., C.P.A. (1966)
Executive Partner
Granger, Faw and Company
Salisbury, Maryland

William E. Firth, D.D. (1962)
Minister (Retired)
Sharptown, Maryland

W. Lloyd Fisher, D.B.A., LL.D. (1946)
Partner
Baker, Watts and Company
Baltimore, Maryland

Clarence L. Fossett, D.D. (1960)
Minister
Wesley United Methodist Church
Washington, District of Columbia

Albert C. Hall, Sc.D.
Assistant Secretary of Defense
Washington, District of Columbia

Ralph G. Hoffman, LL.B. (1971)
Attorney
Hoffman and Hoffman
Westminster, Maryland

Samuel H. Hoover, D.D.S. (1972)
Dentist
Timonium, Maryland

John Bayley Jones, D.D. (1958)
Minister
Towson United Methodist Church
Towson, Maryland

Richard W. Kiefer, J.D. (1967)
Attorney
Hooper, Kiefer, Cornell and O'Ferrall
Baltimore, Maryland

Richard F. Kline, Jr., B.A.
Vice President
R. F. Kline, Inc.
Frederick, Maryland

Frederick C. Malkus, Jr., B.A., LL.B., (1962)
Maryland State Senator
Cambridge, Maryland

Arlie R. Mansberger, Jr., M.D., Sc.D. (1971)
Chairman, Department of Surgery
Medical College of Georgia
Augusta, Georgia

James K. Mathews, Ph.D., D.D., L.H.D. (1973)
Resident Bishop, Washington Area
United Methodist Church
Washington, District of Columbia

Alfred L. Mathias, B.S. (1974)
Chairman of the Board
Mark Four Management Services
Upperco, Maryland

F. Kale Mathias, B.A. (1958)
President
Joseph L. Mathias, Inc.
Westminster, Maryland

Robert K. Mathias, B.A.
Vice President — Product Service Division
The Black and Decker Manufacturing Company
Easton, Maryland

George A. Meyls, Jr., B.A. (1958)
Forest Products Broker
Baltimore, Maryland

Joshua W. Miles, LL.B. (1959)
Attorney
Miles and Friedman
Baltimore, Maryland

Allan W. Mund, LL.D., D.B.A. (1960)
Chairman of the Board (Retired)
Ellicott Machine Corporation
Baltimore, Maryland

Austin E. Penn, LL.B., LL.D. (1960)
Chairman, Executive Committee
Baltimore Gas and Electric Company
Baltimore, Maryland

Clementine Lewis Peterson, L.H.D., D.Hum. (1969)
Community Leader and Patron of Arts
Baltimore, Maryland

Wilbur D. Preston, Jr., J.D., D.C.L. (1967)
Attorney
Whiteford, Taylor, Preston, Trimble and Johnston
Baltimore, Maryland

Lewis F. Ransom, D.D. (1956)
Minister
Woodside United Methodist Church
Silver Spring, Maryland

Alleck A. Resnick, J.D. (1972)
Attorney
Kartman and Resnick
Baltimore, Maryland

E. Cranston Riggin, D.D. (1948)
Minister (Retired)
United Methodist Church
Baltimore, Maryland

Charles H. Schools, J.D., LL.D. (1973)
Vice President and Treasurer
General Maintenance Services, Inc.
Washington, District of Columbia

Charles A. Stewart, B.A. (1961)
Partner (Retired)
Price, Waterhouse Company
New York, New York

Thaddeus W. Swank, B.S. (1974)
Partner
Bear, Stearns & Co.
New York, New York

Eugene C. Woodward, D.D. (1956)
Minister (Retired)
United Methodist Church
Glyndon, Maryland

EMERITI

Scott S. Bair (1964)
Chairman of the Board
Development Company of America
Westminster, Maryland

Henry L. Darnier, M.D., Sc.D. (1957)
Physician (Retired)
Sun City, Arizona

Robert J. Gill, LL.B., LL.D. (1925)
Brigadier General, USAR (Retired)
Attorney (Retired)
Baltimore, Maryland

O. Bryan Langrall, D.D. (1953)
Minister (Retired)
United Methodist Church
Baltimore, Maryland

John N. Link, S.T.D. (1929)
Minister (Retired)
United Methodist Church
Seaford, Delaware

E. McClure Rouzer, LL.B., LL.D. (1952)
Attorney (Retired)
Baltimore, Maryland

D. Carlisle MacLea, B.A. (1949)
Chairman of the Board
MacLea Sales Company
Baltimore, Maryland

HONORARY TRUSTEES

Fannie Fox Decker (1974)
Patron and Community Leader
Baltimore, Maryland

Caroline Wantz Taylor, A.B. (1974)
Alumna and Community Leader
Westminster, Maryland

Charles H. Wahmann (1974)
Chairman of the Board
Wahmann Manufacturing Company
Baltimore, Maryland





Officers of the Board

Information compiled May, 1975.

Chairman: Mr. Preston; *Chairman Emeritus:* Mr. Gill; *Vice Chairman:* Mr. Penn; *Secretary:* Mr. John; *Treasurer:* Mr. Schaeffer

Executive Committee: Chairman: Mr. Preston; Vice Chairman: Mr. Penn; Secretary: Mr. K. Mathias; Mr. Bricker, Mrs. Bryson, Messrs. Ellingsworth, Fisher, Gill, Hoover, John, Kiefer, R. Mathias, Mund, Ransom, Resnick, Schools; *Alumni Visitor:* Mr. Seiland

Finance Committee: Chairman: Mr. Fisher; Secretary: Mr. Schaeffer; Messrs. Bennett, Ellingsworth, Faw, Hall, Hoover, Hoffman, A. Mathias, Miles, Mund, Penn, Rouzer, Stewart, Swank; *Alumni Visitor:* Mr. Urquhart; *Faculty Visitor:* Mr. Stevens

Committee on Academic Affairs: Chairman: Mr. Kiefer; Vice Chairman: Mr. Cushen; Messrs. Barnes, Bricker, Mrs. Bryson, Messrs. Jones, Kline, Mrs. Peterson, Schools; *Alumni Visitor:* Mr. Tankersley; *Faculty Visitors:* Messrs. Alspach, Palmer, Stevens, and *ex officio* McCormick

Buildings and Grounds Committee: Chairman: Mr. K. Mathias; Messrs. Broll, Firth, Fossett, Mansberger, Meyls, Resnick, Mrs. Taylor; *Alumni Visitor:* Mrs. Payne; *Faculty Visitor:* Mr. Alspach

Development Committee: Chairman: Mr. Mund; Messrs. Ellingsworth, Ensor, Faw, Fisher, Gill, Hall, Hoffman, Kline, Mansberger, A. Mathias, K. Mathias, R. Mathias, Meyls, Penn, Mrs. Peterson, Messrs. Resnick, Rouzer, Stewart, Swank, Mrs. Taylor; *Alumni Visitors:* Mr. Vitek, Mrs. Voss; *Faculty Visitor:* Mr. Palmer

Alumni Visitors to the Board

Ex officio. President, Alumni Association, John O. Seiland, ('51), Randallstown, Md.; *President-Elect,* C. Frazier Scott, ('43), Bethesda, Md.; *Executive Secretary,* Philip E. Uhrig, ('52), Westminster, Md.

Term expires June, 1975. Deloris Hartke Thomas, ('45), Timonium, Md.; R. Peter Urquhart, ('58), Reisterstown, Md.

Term expires June, 1976. Eloise Chipman Payne, ('38), Towson, Md.; Donald E. Tankersley, ('57), Linthicum Heights, Md.

Term expires June, 1977. Brantley P. Vitek, M.D., ('57), Annandale, Va.; Nancy Caskey Voss, ('54), Denton, Md.

Faculty Visitors to the Board

G. Samuel Alspach, Jr., Assistant Professor of Biology; Melvin D. Palmer, Professor of Comparative Literature; H. Ray Stevens, Professor of English

ADMINISTRATION

Information compiled May, 1975

Office of the President

Ralph Candler John, B.A., S.T.B., S.T.M., Ph.D., L.H.D., Litt.D., *President*
Bernice Talbott Beard, B.A., *Executive Assistant*

Office of Academic Affairs

William McCormick, Jr., B.S., M.B.A., Ph.D., *Vice President: Dean of Academic Affairs*
Alice Carole Arrieta, B.A., *Executive Secretary*
James Edward Lightner, B.A., A.M., Ph.D., *Director of January Term*

Graduate Studies

Leonard Stanley Bowlsbey, Jr., B.A., M.Ed., Ph.D., *Director of Graduate Studies*
Nancy Lee Lawton, *Executive Secretary*
Hugh Tarply Prickett, Jr., B.C.E., M.A., *Director of Deaf Education*

Registrar

Cora Virginia Perry, B.A., M.L.A., *Registrar*
Hilbert Hughlett Dawkins, Jr., B.A., M.Ed., *Associate Registrar*

Library

George Theodore Bachmann, Jr., B.A., A.M., M.S.L.S., *Librarian*
Eleanor Nace Richwine, B.S., M.S., *Assistant Librarian*
Carol Jean Quinn, B.A., M.A. in L.S., M.A., *Assistant Librarian*

Admissions and Financial Aid

Harry Kenneth Shook, B.A., M.A., Ph.D., *Dean of Admissions and Financial Aid*
Ronald Floyd Athey, B.S., M.Ed., *Assistant to the Director of Admissions*
Michael Clair Bricker, B.S., *Assistant to the Director of Admissions*
Kathleen Louise Neff, *Assistant to the Director of Admissions*

Office of Student Affairs

Calvin Wray Mowbray, Jr., B.A., M.A., *Vice President: Dean of Student Affairs*
Elizabeth Laidlaw, B.S., M.A., *Associate Dean of Student Affairs*
Jerald Thomas Wrubel, B.A., M.S., *Director of Counseling and Career Services*

Infirmary

Daniel Welliver, M.D., *Consulting Physician*
Elinor Collum Dollenger, R.N., *Nurse*
Lucille Ann Perry, R.N., *Nurse*

Office of Business Affairs

Philip Blettner Schaeffer, B.A., *Vice President for Business Affairs and Treasurer*
Jack Allison Morris, B.S., M.B.A., *Accountant/Budget Officer*
Richard Porter Cline, B.A., *Director of Purchasing and Personnel Services*
Richard Allen Vogel, B.A., *Director of Computer Center*
Preston Strevig Yingling, *Director of Physical Plant*
Arlene Hersh MacDonald, *Director of Food Services*
John Matthew Jarkowicz, *Manager, College Store*
Belle Irene Young, *Postmaster*
Scott Lambert Smith, *Superintendent of Buildings and Grounds*

Office of Development

James Franklin Ridenour, B.S., M.S., *Vice President for Development*
Joyce Loretta Eyer, *Executive Secretary*
Philip Elwood Uhrig, B.A., M.Ed., *Director of Alumni Affairs*
Gerald Frederick Clark, B.A., M.Ed., *Director of Annual Funds*
Richard Keith Moore, B.A., M.S., *Director of Publications and Publicity*
James Edward Lightner, B.A., A.M., Ph.D., *Federal Liaison Representative*

Office of Dean of Chapel

Ira Gilbert Zepp, Jr., B.A., B.D., Ph.D., *Dean of Chapel*

Hugh Birdsall, S.D.S., M.A., *Roman Catholic Chaplain*

Office of Director of Athletics

Richard Allen Clower, B.A., M.S., Ed.D., *Director of Athletics*

Carol Ann Fritz, B.S., M.Ed., *Coordinator of Women's Athletics*

EMERITI

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

Administration

Lowell Skinner Ensor, A.B., B.D., D.D., L.H.D., LL.D., *President Emeritus* (1947)

Samuel Biggs Schofield, A.B., A.M., Sc.D., *Dean of Administration and Professor of Chemistry Emeritus; Archivist* (1919)

Martha Eliza Manahan, A.B., *Registrar Emeritus* (1938)

Minnie Marsden Ward, A.B., A.M., *Librarian Emeritus* (1924)

Elizabeth Simkins, A.B., B.S.L.S., A.M.L.S., *Librarian and Professor Emeritus* (1946)

John Donald Makosky, A.B., A.M., Ed.D., Litt.D., *Dean of the Faculty and Professor of English Emeritus* (1934)

Faculty

Maude Gesner, *Professor of Music Emeritus* (1917)

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)

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)

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)

Evelyn Wingate Wenner, A.B., A.M., Ph.D., *Professor of English Emeritus* (1931)

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)

Mary Louise Shipley, A.B., *Associate Professor of Art Emeritus* (1938)

Theodore Marshall Whitfield, A.B., Ph.D., *Professor of History Emeritus* (1929)

James Pearsall Earp, B.S., A.M., Ph.D., *Professor of Sociology Emeritus* (1938)

William Robbins Ridington, A.B., A.M., Ph.D., *Professor of Classics Emeritus* (1938)

Oliver Kingsley Spangler, A.B., B.Mus., B.S. in P.S.M., M.Mus., *Professor of Music Emeritus* (1938)

Harwell Presley Sturdivant, B.S., A.M., Ph.D., *Professor of Biology Emeritus* (1948)

Theron Barker Thompson, B.C.E., B.S., Ed.M., C.A.G.S., Ed.D., *Associate Professor of Education Emeritus* (1961)



FACULTY

Information compiled May, 1975

William Thomas Achor, *Professor of Physics*

B.S., Auburn University; M.S., Ph.D., Vanderbilt University. (1965)

George Samuel Alspach, Jr., *Assistant Professor of Biology*

A.B., Antioch College; M.S., Ph.D., Oregon State University. (1969)

Franklin Glendon Ashburn, *Associate Professor of Sociology*

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

George Theodore Bachmann, Jr., *Librarian, Associate Professor of Library Science*

B.A., M.A., University of Maryland; M.S.L.S., The Catholic University of America. (1970)

Marjie Lynn Baker Baughman, *Assistant Professor of History of Art*

A.B., Wilson College. (1970)

Richard Cassell Baughman, *Lieutenant Colonel, Infantry, Professor of Military Science*

B.S., U.S. Military Academy; M.A., Vanderbilt University. (1973)

Robert Philip Boner, *Assistant Professor of Mathematics*

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

Leonard Stanley Bowlsbey, Jr., *Professor of Education*

B.A., M.Ed., Western Maryland College; Ph.D., The University of Iowa. (1969)

JoAnn Harris Bowlsbey, *Director of Project Discover and Associate Professor in Research*

B.A., Wheaton College; M.A., University of Wisconsin; Ed.D., Northern Illinois University. (1974)

Michael Mathison Brown, *Associate Professor of Biology*

(On sabbatical leave, 1975-76)

B.S., Lebanon Valley College; Ph.D., University of Delaware. (1968)

Hans-Peter F. G. Büttner, *Assistant Professor of Foreign Languages*

B.A., Grove City College; M.S., Georgetown University. (1968)

James Richard Carpenter, Jr., *Instructor in Physical Education*

B.S., West Virginia Wesleyan College; M.Ed., Western Maryland College. (1969)

Howard Samuel Case, *Associate Professor of Physical Education*

B.S., M.Ed., Western Maryland College; Ph.D., The Ohio State University. (1965)

William Francis Cipolla, *Associate Professor of Foreign Languages*

A.B., University of Pennsylvania; A.M., Ph.D., The Johns Hopkins University. (1969)

Richard Allen Clower, *Professor of Physical Education*

(On sabbatical leave, first semester, 1975-76)

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



- Eulalia Benejam Cobb, *Assistant Professor of Foreign Languages*
B.A., Birmingham-Southern College; M.A., University of North Carolina; Ph.D., University of Alabama. (1974)
- Ann Harper Coffey, *Assistant Professor of Economics*
A.B., Randolph-Macon Woman's College. (1968)
- Gerald Edward Cole, *Professor of Music*
B.Mus., University of Kansas; M.Mus., Oberlin College. (1955)
- Joan Diane Coley, *Assistant Professor of Education*
A.B., Albright College; M.Ed., Ph.D., University of Maryland. (1973)
- Stephen Wheeler Colyer, *Assistant Professor of Psychology*
A.B., Gettysburg College; M.A., Ph.D., Temple University. (1970)
- Charles Edward Crain, *Professor of Religion*
B.A., Asbury College; B.D., Ph.D., Drew University. (1949)
- David Ralston Cross, *Professor of Chemistry*
B.A., M.A., Wesleyan University; Ph.D., Syracuse University. (1964)
- Cornelius Paul Darcy, *Associate Professor of History*
B.A., Bowdoin College; M.A., Harvard University; Ph.D., Columbia University. (1963)
- William Morris David, Jr., *Professor of Political Science*
A.B., Dartmouth College; M.A., Ph.D., Columbia University. (1952)
- Jacques Theophile Derasse, *Assistant Professor of Foreign Languages*
(On sabbatical leave, first semester, 1975-76)
Baccalauréat ès Lettres de Lille; Certificat d'Aptitude Pédagogique de Lille; Licence de l'Académie de Paris. (1963)
- Carl Leo Dietrich, *Assistant Professor of Music*
B.Mus., M.Mus., Peabody Conservatory of Music. (1967)
- Max Wesner Dixon, *Assistant Professor of Dramatic Art*
(On sabbatical leave, 1975-76)
B.A., DePauw University; M.A., University of Colorado. (1969)
- Lowell Reid Duren, *Associate Professor of Mathematics*
B.S., Southwestern State College; M.S., University of Oklahoma; Ph.D., The Ohio State University. (1968)
- Stephen J. Elliott, *Visiting Instructor in Music*
(First semester, 1975-76) B.M., M.M., Julliard School, N.Y.
- Mary Ellen Elwell, *Assistant Professor of Sociology*
B.A., Western Maryland College; M.S.W., University of Pennsylvania. (1969)
- Linda Ruth Eshleman, *Assistant Professor of Mathematics*
(On leave of absence, 1975-76)
B.S., Florida State University; M.A., Bowdoin College. (1969)
- Theodore Evergates, *Assistant Professor of History*
(On leave of absence, 1975-76)
A.B., Brown University; Ph.D., The Johns Hopkins University. (1973)
- Charles Roy Fender, *Assistant Professor of Art*
B.A., Colorado State University; M.A., M.F.A., The Ohio State University. (1971)
- Carol Ann Fritz, *Assistant Professor of Physical Education*
B.S., West Chester State College; M.Ed., Western Maryland College. (1967)

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- Leonard Earl Griswold, *Professor of Sociology*
(On sabbatical leave, second semester, 1975-76)
B.A., The Johns Hopkins University; M.A., Ph.D., University of Kentucky. (1956)
- Robert Hill Hartman, *Associate Professor of Philosophy and Religion*
(On sabbatical leave, first semester, 1975-76)
A.B., Oberlin College; S.T.B., Boston University; Ph.D., Northwestern University. (1969)
- Howard Rudolph Haynes, *Major, Military Intelligence, Assistant Professor of Military Science*
B.A., University of Richmond; M.Ed., Western Maryland College. (1974)
- Arleen Heggemeier, *Professor of Music*
(On sabbatical leave, first semester, 1975-76)
B.Mus., Oberlin Conservatory; Teacher's Certificate, Diller-Quaille School of Music; M.Mus., Oberlin Conservatory; D.Mus., Northwestern University. (1950)
- 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*
B.A., Knox College; M.S., Ph.D., University of Illinois. (1966)
- Charles Chapman Herrman, Jr., *Assistant Professor of Sociology*
B.I.E., Georgia Institute of Technology; B.D., Emory University; M.A., Ph.D., University of Virginia. (1974)
- Fern Rudolph Hitchcock, Jr., *Assistant Professor of Physical Education*
B.A., Western Maryland College; M.Ed., University of Maryland. (1962)
- Julia Taylor Hitchcock, *Assistant Professor of Music*
B.Mus.Ed., B.Mus., Oberlin Conservatory. (1960)
- Reuben Simon Henry Holthaus, *Professor of Philosophy*
A.B., Morningside College; A.M., S.T.B., Ph.D., Boston University. (1946)
- Allen Southworth Ingalls, Jr., *Captain, Infantry, Assistant Professor of Military Science*
B.A., Western Maryland College; M.P.S., Western Kentucky University. (1974)
- Donald Eugene Jones, *Associate Professor of Chemistry*
A.B., Manchester College; Ph.D., Purdue University. (1963)
- Ronald Floyd Jones, *Associate Professor of Physical Education*
B.S., M.Ed., Western Maryland College. (1962)
- Jean Kerschner, *Professor of Biology*
A.B., Hood College; Ph.D., University of Pennsylvania. (1952)
- Elizabeth Laidlaw, *Associate Dean of Student Affairs, Instructor*
B.S., A.M., Michigan State University. (1966)
- Alton Dennis Law, *Associate Professor of Economics*
B.S., M.S., West Virginia University; Ph.D., Rutgers University. (1966)
- Robert West Lawler, *Assistant Professor of English*
B.A., University of Illinois; M.A., Ph.D., Claremont Graduate School. (1968)
- Ralph Brooks Levering, *Assistant Professor of History*
A.B., University of North Carolina at Chapel Hill; M.A., Ph.D., Princeton University. (1972)
- James Edward Lightner, *Associate Professor of Mathematics*
A.B., Western Maryland College; A.M., Northwestern University; Ph.D., The Ohio State University. (1962)
- Wilbur Lee Long, *Assistant Professor of Biology*
B.S., Towson State College; Ph.D., Dartmouth College. (1973)
- William McCormick, Jr., *Vice President: Dean of Academic Affairs and Professor of Economics*
B.S., M.B.A., Indiana University; Ph.D., Case Western Reserve University. (1973)
- Ivan Emerson Magee, Jr., *Major, Armor, Assistant Professor of Military Science*
B.G.S., University of Nebraska. (1973)
- Edmund Eugene Makosky, *Instructor in Physics*
B.A., Western Maryland College; A.M., University of Delaware. (1965)
- William Gene Miller, *Professor of Psychology*
(On sabbatical leave, first semester, 1975-76)
A.B., West Virginia Wesleyan College; M.Div., Wesley Theological Seminary; Ph.D., Boston University. (1962)
- Calvin Wray Mowbray, Jr., *Vice President: Dean of Student Affairs*
B.A., Western Maryland College; A.M., The American University. (1969)

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- Alexander George Ober, *Assistant Professor of Physical Education*
B.A., M.Ed., Western Maryland College. (1969)
- Howard Bernard Orenstein, *Assistant Professor of Psychology*
B.A., Hunter College of CUNY; M.A., Ph.D., University of Cincinnati. (1971)
- Wasyli Palijczuk, *Associate Professor of Art*
B.A., M.A., University of Maryland; M.F.A., The Maryland Institute College of Art. (1967)
- Melvin Delmar Palmer, *Professor of Comparative Literature*
B.A., M.A., Ph.D., University of Maryland. (1965)
- Leroy Lad Panek, *Associate Professor of English*
(On sabbatical leave, first semester, 1975-76)
B.A., Marietta College; M.A., Lehigh University; Ph.D., Kent State University. (1968)
- Donald Leo Patrick, *Assistant Professor of Education*
B.S., Towson State College; M.Ed., Western Maryland College. (1966)
- Raymond Clarence Phillips, Jr., *Professor of English*
A.B., Dickinson College; M.A., Columbia University; Ph.D., University of Pennsylvania. (1963)
- Ralph Bevere Price, *Professor of Economics*
B.A., M.A., Ph.D., University of Colorado. (1954)
- Hugh Tarply Prickett, Jr., *Assistant Professor of Education*
B.C.E., Auburn University; M.A., Appalachian State University. (1974)
- Carol Jean Quinn, *Assistant Librarian, Instructor*
B.A., University of Florida; M.A. in L.S., University of Minnesota; M.A., University of Florida. (1972)
- Donald Robert Rabush, *Assistant Professor of Education*
B.A., M.Ed., Western Maryland College; Ed.D., University of Denver. (1973)
- Eleanor Nace Richwine, *Assistant Librarian, Instructor*
B.S.Ed., Shippensburg State College; M.S., Simmons College School of Library Science. (1970)
- Keith Norton Richwine, *Professor of English*
B.S.Ed., Shippensburg State College; M.A., Pennsylvania State University; Ph.D., University of Pennsylvania. (1962)
- Georgina Sabat Rivers, *Professor of Foreign Languages*
Diploma, Profesor de Idioma Frances, Universidad de Oriente, Santiago de Cuba; Certificat d'Etudes de Langue et Civilisation Francaises, Universite de Paris, Sorbonne, France; A.M., Ph.D., The Johns Hopkins University. (1963)
- Harry Lewis Rosenzweig, *Associate Professor of Mathematics*
B.S., Massachusetts Institute of Technology; M.S., University of Arizona; Ph.D., University of Virginia. (1971)



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- Isabel Thompson Isanogle Royer, *Professor of Biology*
A.B., B.E., M.A., University of Cincinnati; Ph.D., The Ohio State University. (1942)
- Robert William Sapor, *Assistant Professor of English*
B.A., University of Illinois; M.A., University of Connecticut. (1971)
- Ethan Abba Seidel, *Assistant Professor of Economics*
B.A., The Johns Hopkins University; M.B.A., Wharton Graduate School, University of Pennsylvania. (1969)
- Harry Kenneth Shook, *Dean of Admissions and Financial Aid, Assistant Professor*
B.A., Western Maryland College; M.A., Wesleyan University; Ph.D., University of Maryland. (1958)
- Herbert Charles Smith, *Assistant Professor of Political Science*
B.A., Ursinus College; M.A., The Johns Hopkins University. (1973)
- Richard Hilton Smith, Jr., *Assistant Professor of Chemistry*
B.S., Washington College; Ph.D., University of Virginia. (1971)
- Harold Ray Stevens, *Professor of English*
B.A., Western Maryland College; Ph.D., University of Pennsylvania. (1966)
- Ronald Keith Tait, *Assistant Professor of Sociology*
B.A., M.A., University of Delaware. (1968)
- William Livingston Tribby, *Associate Professor of Dramatic Art*
B.A., Western Maryland College; A.M., Ph.D., The University of Iowa. (1958)
- McCay Vernon, *Professor of Psychology*
(On sabbatical leave, second semester, 1975-76)
B.A., University of Florida; M.S., Gallaudet College; M.A., Florida State University; Ph.D., Claremont Graduate School. (1969)
- Robert Joseph Weber, *Associate Professor of Political Science*
(On sabbatical leave, second semester, 1975-76)
B.S., University of Wisconsin-Milwaukee; M.A., Ph.D., University of Maryland. (1969)
- Samuel L. Weinfeld, *Assistant Professor of Dramatic Art*
A.B., Miami University; A.M., 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. (1963)
- Regina Marie Wieman, *Assistant Professor of Education*
B.A., St. John's University; M.S., San Diego State College; Ph.D., University of Pittsburgh. (1974)
- Daniel Anthony Williams, *Assistant Professor of Foreign Languages*
B.A., University of Maryland; M.A., Ph.D., The Johns Hopkins University. (1972)
- Grayson Frederick Winterling, *Captain, Field Artillery, Assistant Professor of Military Science*
B.A., M.Ed., Western Maryland College. (1972)
- Christian L. Wittwer, *Instructor in Dramatic Art*
B.A., Emory and Henry College; M.F.A., University of Georgia. (1973)
- Peter Demerton Yedinak, *Associate Professor of Physics*
B.S., Union College; A.M., Ph.D., Clark University. (1967)
- Donald Richard Zauche, *Assistant Professor of Foreign Languages*
B.A., Western Maryland College; M.A., Northwestern University. (1965)
- Ira Gilbert Zepp, Jr., *Dean of the Chapel and Associate Professor of Religion*
B.A., Western Maryland College; B.D., Drew Theological Seminary; Ph.D., St. Mary's Seminary and University. (1963)

Adjunct Faculty

- Mary Ann Ashcraft Alspach, *Laboratory Assistant*
A.B., Wilson College.
- Concepcion Teresa Alzola, *Lecturer in Spanish*
Ph.D., University of Havana.
- Margaret Cassidy Bailer, *Lecturer in Education*
A.B., Rutgers University; M.Ed., Western Maryland College.
- Sharon Spangler Belt, *Laboratory Assistant*
B.A., Western Maryland College.
- William Michael Bill, *Lecturer in Music*
Peabody Conservatory of Music.

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- Beverly Anderson Brown, *Laboratory Coordinator and Adjunct Instructor*
B.S., Elmira College.
- Larry Edward Brown, *Lecturer in Sociology*
B.A., Western Maryland College; M.S.W., University of North Carolina, Chapel Hill
- Olga Bloecher Brunner, *Lecturer in Music*
B. Mus.Ed., Oberlin College; M.A., Columbia University.
- Sheila Elizabeth Büttner, *Lecturer in German*
B.A., Grove City College; M.Ed., Western Maryland College.
- Mary Margaret Cermak, *Lecturer in Computer Science*
B.A., The College of Notre Dame of Maryland.
- Katherine Harter Clower, *Lecturer in Physical Education*
B.S., Towson State College; M.Ed., Western Maryland College.
- Jacqueline Emma Derasse, *Lecturer in French*
Baccalauréat ès Lettres, Académie de Paris; Certificat d'Aptitude Pédagogique, Académie de Paris.
- Loren Lee Lindley, *Lecturer in Education*
A.B., Fairmont State College; M.Ed., University of Maryland.
- Madeline Bergerova Long, *Lecturer in German and Russian*
Charles University of Prague, Gettysburg College, The Johns Hopkins University, Middlebury College.
- John Deaderick Lyle, *Lecturer in Art*
B.S., M.A., East Tennessee State University.
- James P. Ostryniec, *Lecturer in Music*
B.M., University of Louisville; M.F.A., University of Hawaii; D.M.A., University of Michigan.
- Nancy Baugh Palmer, *Lecturer in English and Comparative Literature*
B.S., Western Kentucky University; M.A., University of Maryland.
- Susan Phoebe Panek, *Lecturer in English*
B.A., Western Maryland College; M.A., University of Pennsylvania.
- Mary Valedia Reed, *Adjunct Professor of Biology*
A.B., Goucher College; M.A., Smith College; Ph.D., University of Maryland School of Medicine.
- Edith Farr Ridington, *Lecturer in History*
A.B., Mount Holyoke College; A.M., University of Pennsylvania.
- David Albert Robinson, *Lecturer in Music*
B.Mu., Heidelberg College; Ed.M., University of Maryland.
- Carol Baker Sabora, *Lecturer in English*
B.A., Cornell University; M.A., University of Connecticut.
- Mary Lee Younger Schmall, *Laboratory Assistant*
B.A., Western Maryland College.
- Ethel Mae Scott, *Lecturer in Sociology*
B.A., M.A., North Carolina Central University.
- Warren Shelley, *Lecturer in Music*
B.M., M.M., University of Michigan; D.M.A., Boston University.
- John Harlan Van Hart, *Lecturer in Dramatic Art*
B.A., Western Maryland College.
- Paul Kent Walker, *Lecturer in History*
B.A., George Washington University; Ph.D., University of North Carolina, Chapel Hill.
- Charles Isaac Wallace, *Lecturer in Religion*
B.A., Bowdoin College; B.D., Yale Divinity School; Ph.D., Duke University
- Mary Elizabeth Wallace, *Lecturer in English*
B.A., Duke University; Ph.D., University of Kent at Canterbury, England.
- Gladys Bertila Zaldivar, *Lecturer in Spanish*
B.A., Institute of Secondary Education, Camaguey, Cuba; Ed.D., University of Havana; Certificate, Institute of Hispanic Culture, Madrid, Spain; M.A., University of Maryland.

Endowment

Over the years a number of alumni and friends of Western Maryland College have made gifts to the college which have been placed in the endowment. These endowed funds are invested and the income is used to serve the college in a number of ways.

Endowed Scholarships

The college makes an effort to aid the financial needs of students accepted in good standing at Western Maryland College. The following is a list of endowed scholarships which have been created over the years to assist WMC students. Full information on these scholarships is available at the Financial Aid Office.

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.

The William W. Chase Scholarship: Established by the late William W. Chase, M.D., of the Class of 1923.

The Joseph Englar Scholarship Fund: Established under a bequest of the late Joseph Englar, 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 Lowell S. Ensor Scholarship Fund: Established by faculty, students, alumni, and friends to honor Dr. Ensor at the time of his retirement in 1972 as president of the college.

The Page Etchison Memorial Scholarship: Established by the Organized Bible Class Association, of Washington, in memory of Mr. Page McKendree Etchison.

The Gaither Lee Fischbach, Jr., Memorial Scholarship Fund: Established by the friends and fellow-students of Gaither Lee Fischbach, Jr., who died during his freshman year at Western Maryland College. This scholarship is to assist a student in preparing for the Christian ministry.

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

The Dorothy McDaniel Herr Memorial Scholarship Fund: Established in memory of Mrs. Herr, an alumnus of the Class of 1918 and long-time trustee of the college.

The Alvey Michael Isanogle Scholarship: To a student with a true interest in academic pursuits as witnessed by both attitude and scholastic achievement. Created in memory of Dr. Isanogle, long-time Dean of the School of Education.

The Philip J. and Doris L. Jenkins Scholarship Fund: Established by Mr. and Mrs. Jenkins in 1974, this fund provides scholarship assistance to five to ten students each year.

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 Harry C. Jones Scholarship Fund: Established by the bequest of Prof. Harry C. Jones, a scholarship is awarded to two seniors, one in the Chemistry Department and one in the Physics Department.

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

The Jeanine Lave Memorial Scholarship Fund: Established in memory of Miss Lave who was a junior at the college at the time of her death in 1974. The scholarship is awarded annually to a student majoring in art.

The Lee Scholarship Fund: Through a bequest of Miss Grace Lee.

The Eva L. Lewis Memorial Fund: Established under the will of Dr. E. Ralph Lewis, 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 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 Mund Scholarship: Established by Dr. and Mrs. Allan W. Mund. Dr. Mund was acting president of Western Maryland during 1970.

The James L. and James H. Nichols Scholarship Fund: Established by Mrs. Laura Wilson Nichols as a memorial to her husband, The Rev. James L. Nichols of the Class of 1925, and a former pastor of the Westminster Methodist Protestant Church. The fund has been augmented by their children to include a memorial to their brother, James H. Nichols, of the Class of 1927. The scholarship is to be used to assist a worthy student prepare for a full-time career in Christian service.

The R. Y. Nicholson Scholarship Fund: Established by Mrs. Altie B. Nicholson in memory of her husband, The Rev. Dr. Reuben Y. Nicholson, who was a trustee of the college from 1929 to 1947.

Queen Anne County Scholarship: Established in 1975, this scholarship is awarded annually to a resident of Queen Anne County, Maryland.

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.

The Agnes B. and Harry D. Schreck Memorial Scholarship: Established by family and friends in 1969.

The Stone Scholarships: The will of 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 who may be pursuing a course preliminary to entering upon a theological course.

The Bishop James H. Straughn Scholarship Fund: Established in memory of Bishop Straughn, an alumnus of the Class of 1899, active trustee, and President of the Board from 1929 to 1949.

The G. Frank Thomas Scholarship Fund: In memory of Mr. Thomas who graduated from Western Maryland in 1908 and was a trustee from 1951-1965.

The Margaret Wappler Memorial Scholarship for Applied Music: Established by the Omicron Eta Chapter of Delta Omicron, this scholarship of \$75 is awarded annually to an upper-class music major making a significant contribution to music on the Hill.

The W. Edwin Warfield Memorial Scholarship: Provided by the Lions Club of Silver Spring, Maryland, in memory of W. Edwin Warfield, a member of the club and an alumnus of Western Maryland who died in action during World War II.

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.

Endowed Annual Awards

Each year the college honors a number of outstanding students. The following endowed awards have been created through the years and are awarded during the Matriculation Convocation, the Honors Convocation, or Commencement.

The John A. Alexander Medal: Endowed by the Class of 1917 in memory of John A. Alexander, '17, awarded to the member of the graduating class with the best record in athletics.

The Lynn F. Gruber Medal: Endowed by the Black and White Club (now Phi Delta Theta fraternity) as a memorial to Lynn F. Gruber, '26, given for proficiency in extra curricular activities.

The James B. Moore Memorial Award: 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 Felix Woodbridge Morley Memorial Award: 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 in memory of their son who was a freshman at the college during the academic year 1951-1952.

The M. Louise Shipley Art Award of Excellence: Given to the outstanding graduating senior art major, the award recognizes the services of the long-time chairman of the Art Department.

The Esther Smith Award: Given annually to a graduating senior who during four years at W.M.C. has displayed a high degree of creativity in the arts (drama, music, or art) and who also is 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.

The Hugh Barnette Speir, Jr., Prize: Given to the student showing greatest excellence in European history. It 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 H. P. Sturdivant Biology Award: Awarded to the outstanding senior biology major, established in 1973 at the retirement of Dr. Sturdivant as chairman of the Biology Department.

The United States History Award: Established through a bequest of Mr. H. Peyton Gorsuch for students excelling in United States history.

The Michael L. Waghelstein Memorial Award: 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 Barry A. Winkelman Memorial Award: 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 Bates Prize: 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.

Other Endowed Funds

Within the endowment of Western Maryland College are a number of funds that have been donated by alumni and friends to support the financial strength of the college. Such contributions provide library acquisitions, income, student loan funds, and various discretionary funds. Many of these funds have been given as memorials.

The F. Murray Benson Memorial Fund

The Dunning Memorial Fund

The John T. and Birdie S. Ensor Memorial Fund

The Margaret Reisler Kishbaugh Memorial Fund

The Makosky English Department Fund

The Sally Bridges Meyls Memorial Fund

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

The Col. Harry A. Patterson Memorial Fund

The Duane L. Peterson Memorial Fund

The William Ridington Library Fund

The Frank E. Shipley Memorial Fund

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 Grace T. Stewart Memorial Fund

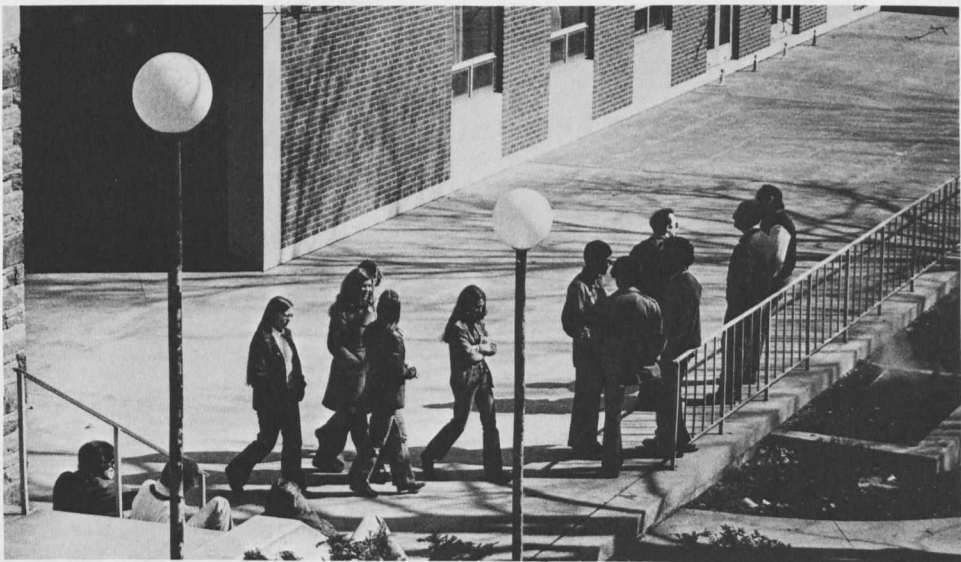
The James Thompson Memorial Fund: Through a gift made by Dr. and Mrs. William J. Thompson in memory of Dr. Thompson's father, The Rev. James Thompson of the Maryland Conference of the former Methodist Protestant Church. The income from this endowment is used for the purchase of books for the Departments of Psychology and Philosophy and Religion.

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 Whitfield History Scholarship Fund

The Jacob O. Williams Memorial Fund

The Mr. and Mrs. William R. Woodfield, Sr., Fund



Calendar

Summer Session

First term classes begin 8 a.m.
 Holiday; no classes
 First term ends
 Second term classes begin
 Second term ends

1975

Mon., June 16
 Fri., July 4
 Fri., July 18
 Mon., July 21
 Fri., Aug. 22

1976

Mon., June 14
 Mon., July 5
 Fri., July 16
 Tues., July 20
 Fri., Aug. 20

First Semester

Registration of freshmen and transfer
 students 9 a.m.-12 noon
 Registration all other students 1 p.m.-5 p.m.
 Daily class schedule begins 7:50 a.m.
 Matriculation Convocation, 11:20 a.m.
 Last date for course changes and Credit/No
 credit applications 4:30 p.m.
 Midsemester grades are due in the Registrar's
 Office 12 noon
 Fall recess begins 7 p.m.
 Classes resume, 7:50 a.m.
 Last date for withdrawal from courses without
 penalty 4:30 p.m.
 Thanksgiving recess begins 7 p.m.
 Classes resume, 7:50 a.m.
 First semester classes end
 Examinations begin
 First semester ends

Sat., Sept. 6
 Sun., Sept. 7
 Mon., Sept. 8
 Wed., Sept. 10

 Mon., Sept. 22

 Fri., Oct. 17
 Sat., Oct. 18
 Mon., Oct. 27

Sat., Sept. 11
 Sun., Sept. 12
 Mon., Sept. 13
 Wed., Sept. 15

 Mon., Sept. 27

 Fri., Oct. 22

 Fri., Nov. 12
 Sat., Nov. 20
 Mon., Nov. 29
 Fri., Dec. 10
 Mon., Dec. 13
 Mon., Dec. 20

January Term

January Term begins 9 a.m.
 January Term ends; winter recess begins

1976

Mon., Jan. 5
 Wed., Jan. 28

1977

Mon., Jan. 3
 Fri., Jan. 28

Second Semester

Registration for *all* students 1 p.m.-5 p.m.
 Second semester classes begin 8 a.m.
 Founders Convocation
 Last date for course changes and Credit/No
 credit applications 4:30 p.m.
 Midsemester grades are due in the Registrar's
 Office 12 noon
 Spring recess begins 7 p.m.
 Classes resume 8 a.m.
 Last date for withdrawal from courses without
 penalty 4:30 p.m.
 Honors and Investiture Convocation 7 p.m.
 Senior final examinations begin
 Second semester classes end
 Underclass examinations end
 Commencement

Sun., Feb. 1
 Mon., Feb. 2
 Wed., Feb. 4

 Mon., Feb. 16

 Fri., Mar. 19
 Fri., Mar. 19
 Mon., Mar. 29

 Fri., Apr. 16
 Sun., May 2
 Wed., May 12
 Fri., May 14
 Sat., May 22
 Sun., May 23

Sun., Feb. 6
 Mon., Feb. 7
 Wed., Feb. 9

 Mon., Feb. 21

 Fri., Mar. 25
 Fri., Mar. 25
 Mon., Apr. 4

 Fri., Apr. 22
 Sun., May 1
 Thurs., May 19
 Fri., May 20
 Sat., May 28
 Sun., May 29

1975

JANUARY							FEBRUARY							MARCH							APRIL						
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1976

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1977

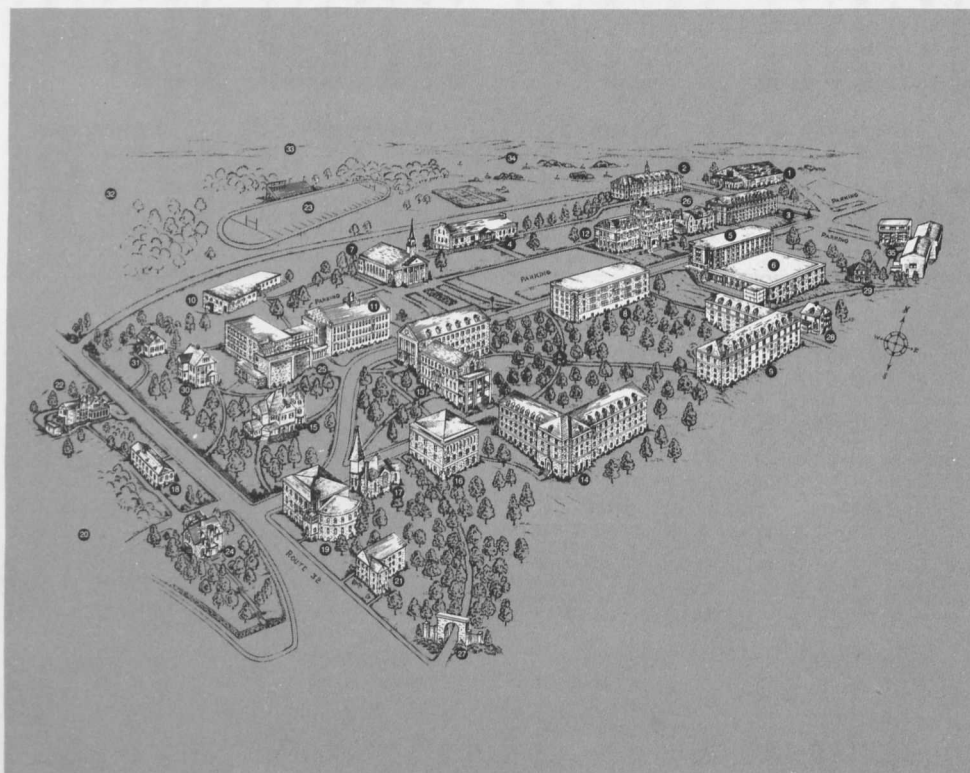
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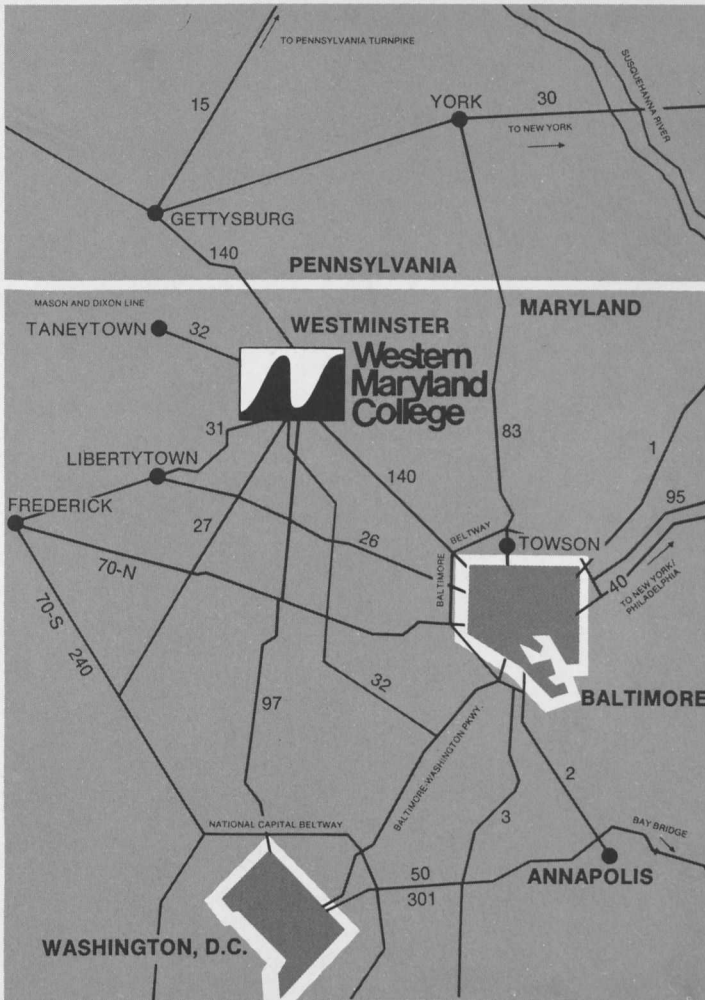
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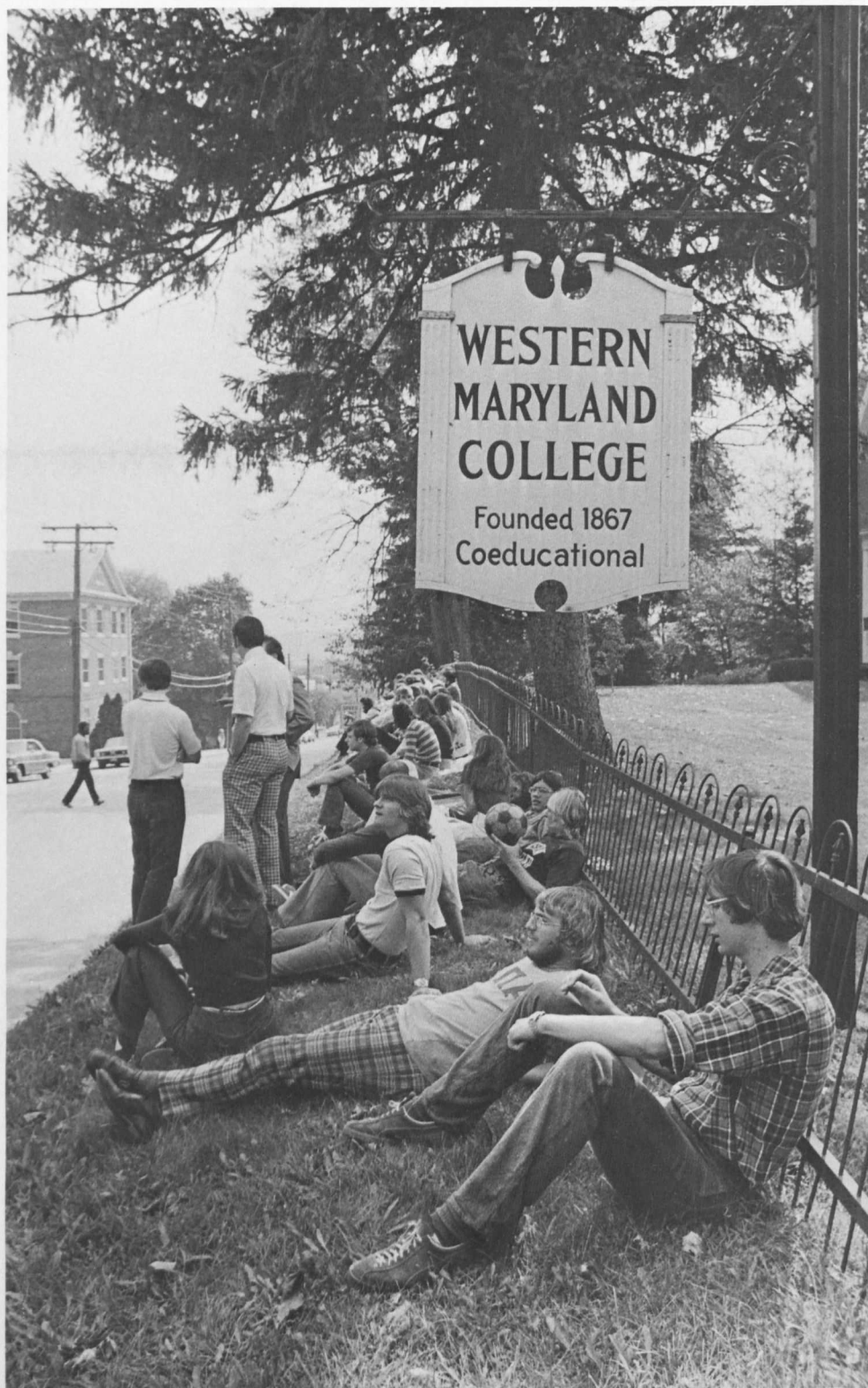
Campus

1. Gill Gymnasium — Physical Education Department
2. Albert Norman Ward Hall — Men's Residence Hall
3. Daniel MacLea Hall — Men's Residence Hall
4. Hoover Library — Psychology Department on Lower Level
5. Rouzer Hall — Men's Residence Hall
6. Englar Dining Hall/
Harlow Swimming Pool
7. Baker Memorial Chapel — Philosophy and Religion Department
8. Memorial Hall — Foreign Languages, Economics, Sociology, English, Classics, Political Science and History Departments, Computer Processing
9. Whiteford Hall — Women's Residence Hall
10. Winslow Student Center — Snack Area, Post Office, College store
11. Lewis Recitation Hall — Laboratories and Classrooms
12. Elderdice Hall — Administration Building, Admissions Office
13. McDaniel Hall — Women's Residence Hall
14. Blanche Ward Hall — Women's Residence Hall and Gymnasium
15. President's home
16. Fine Arts Building — Art Department
17. Baker Chapel
18. Thompson Infirmary
19. Alumni Hall — Dramatic Art Department
20. Maintenance Shop
21. Levine Hall — Music Department
22. Harrison House — Alumni office, Publicity office
23. Hoffa Field
24. Carroll Hall — Education Department and Graduate Division
25. Lewis Hall of Science — Physics, Mathematics, Biology, Chemistry
26. Forlines House
27. Ward Memorial Arch
28. French House
29. Spanish/German House
30. McDaniel House
31. Dean's Cottage
32. Spring House
33. Harvey Stone Park
34. Golf Course/Tennis Courts
35. Avenue Apartments



Location





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