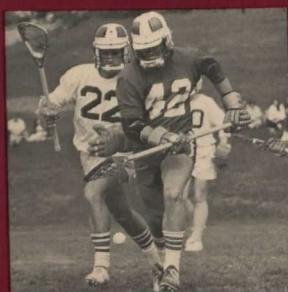


WESTERN MARYLAND COLLEGE



CONTENTS

College Profile	11
Admissions	16
Educational Program	21
Courses of Instruction	29
College Organization	75

Western Maryland College

Westminster, Maryland 21157

Telephone: Area Code (301) 848-7000

(from Baltimore: 876-2055)

TTY/Voice

848-7000, Extension

Office of the President

222/223

Office of Academic Affairs

248

Admissions and Financial Aid

230

Director of January Term

247

Education Office

500/501

Graduate Studies

500/501

Registrar

215

(Balto.: 876-2948)

TTY/Voice

Office of Business Affairs

200/203

Office of Development

250

Office of Student Affairs

240

College Activities

265

The College reserves the freedom to change any programs, policies, requirements, or regulations published in this catalog.

Western Maryland College admits students of any race, color, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, religion, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college-administered programs.

Western Maryland College does not discriminate on the basis of sex in the educational programs or activities which it operates and is required by Title IX of the Education Amendments of 1972 and regulations of the Department of Health, Education, and Welfare not to discriminate in such a manner. The requirement not to discriminate extends to employment at Western Maryland College. Inquiries concerning Title IX can be referred to Title IX coordinator, Western Maryland College.

Western Maryland College does not discriminate on the basis of handicap in admission or access to the college, in treatment or employment, or in the educational programs or activities which it operates. The responsible employee designated to coordinate compliance efforts with the 504 Regulations is Dr. William Miller.

WESTERN MARYLAND COLLEGE

Catalog 1979-81





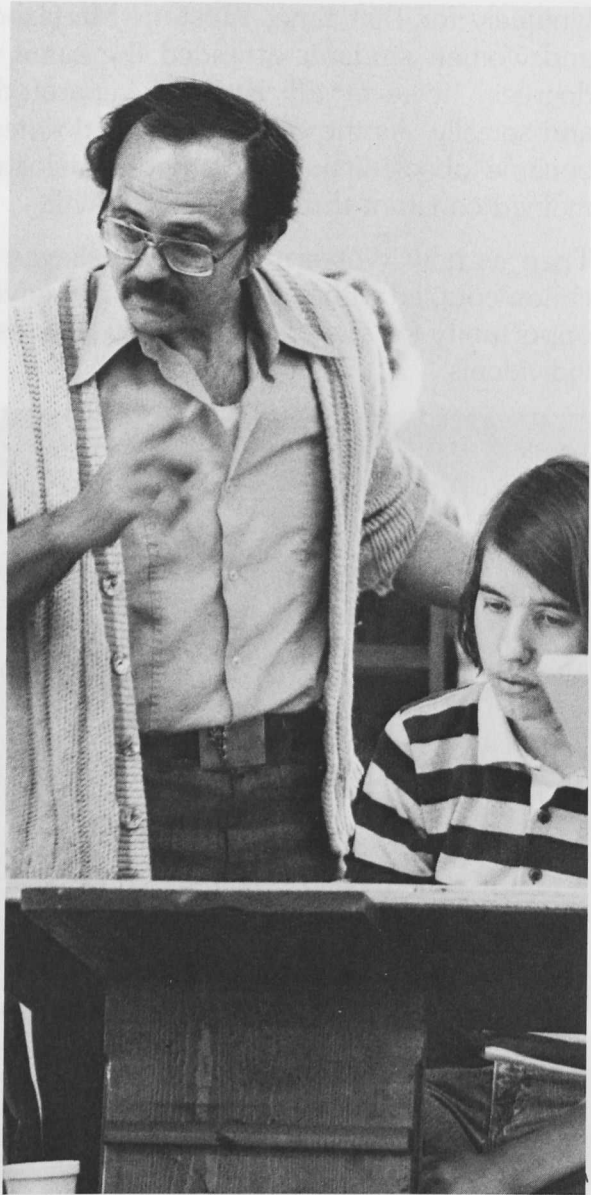
Western Maryland College is proud of its tradition. Named after the Western Maryland Railroad, the college opened its doors in 1867 to a handful of students on a campus located at the west end of the small, quiet town of Westminster.

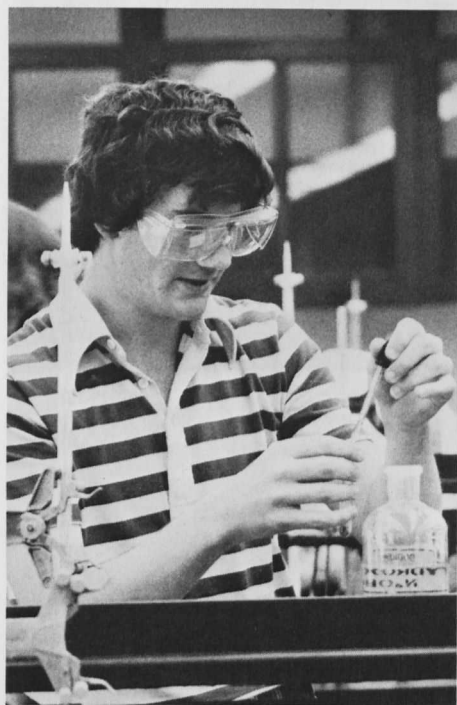
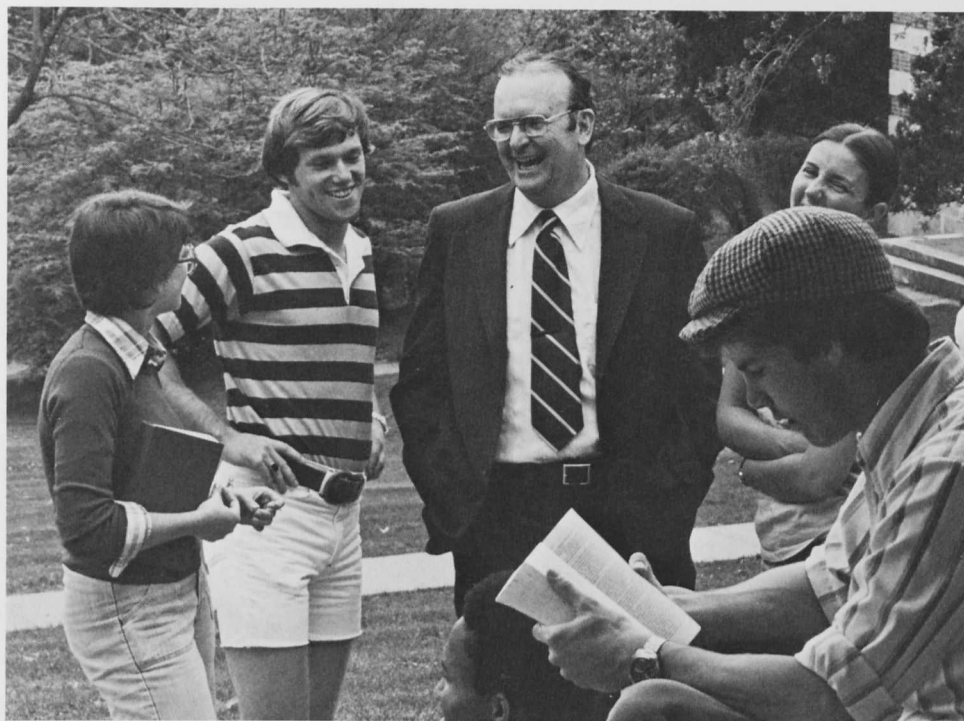
Uniquely for that time, Western Maryland was coeducational. Men and women students attended the same school, received the same degrees, however official rules separated them both academically and socially. As the college grew and times changed, these restraints became obsolete but the school's philosophy of liberal learning remained constant throughout its growth.

Then as now Western Maryland believed a general liberal arts education coupled with a creative learning environment provided the best opportunity for students to develop into responsible multi-dimensional individuals.

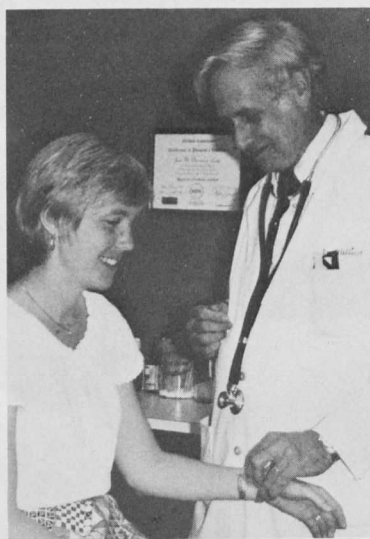


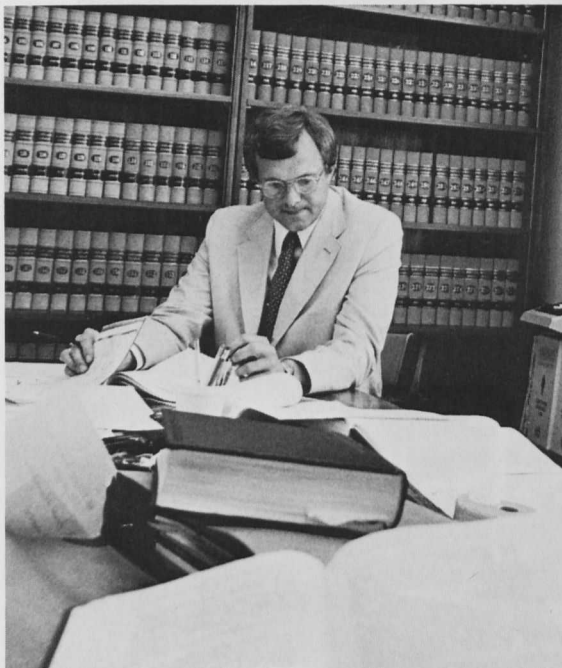
Success in achieving this purpose is largely attributable to a dedicated, experienced faculty who are responsive to the growing minds and dreams of students. A low faculty-student ratio affords an emphasis on individualized instruction.



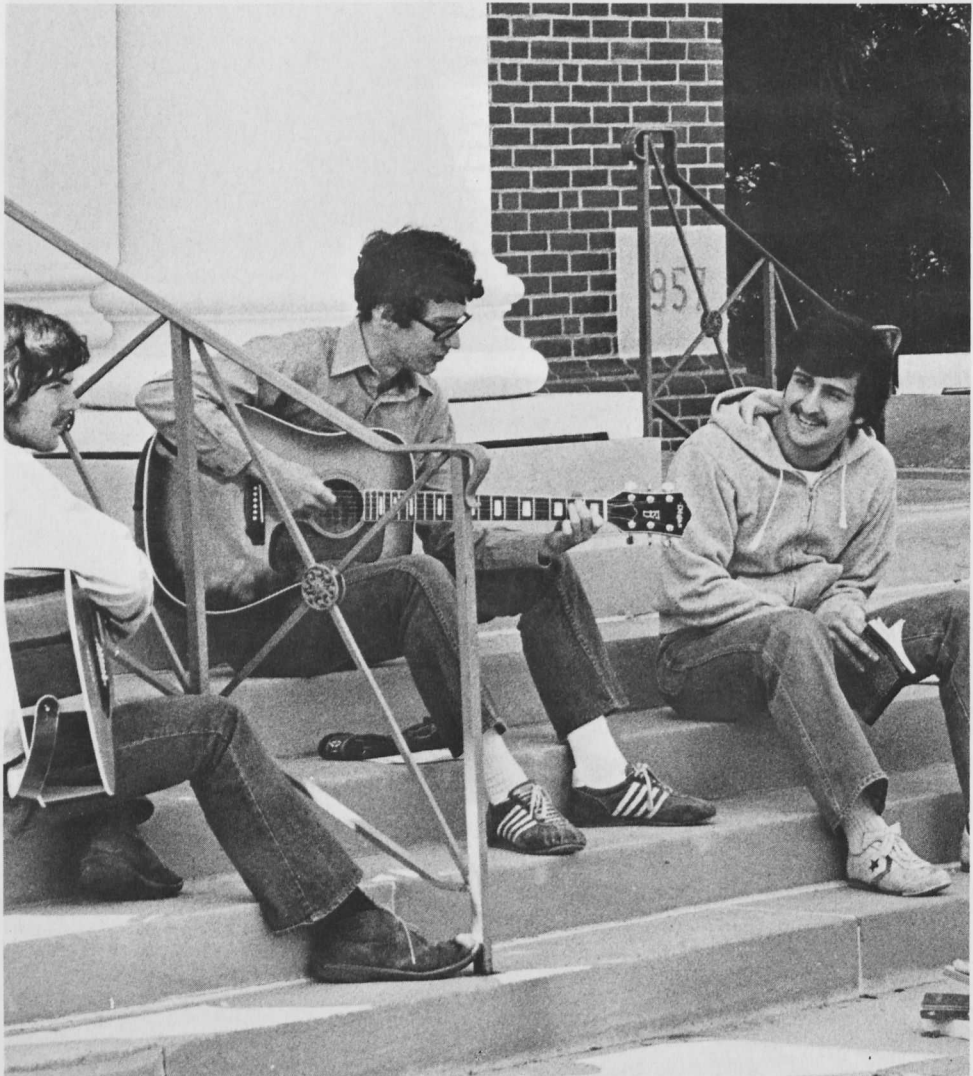
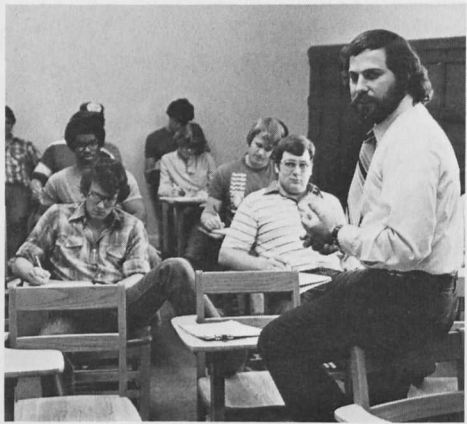


Western Maryland College is identified with those higher learning institutions in the nation which have achieved and maintained their liberal arts tradition. Its pride extends to its graduates who are renowned professionals in numerous fields.





*S*tudents here find the strong academic orientation, a supportive, interested faculty and the small, personable environment balance to afford a learning and growing experience limited only by their initiative.



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*:

Western Maryland College shall be founded and maintained forever, upon a most liberal plan for the benefit of students without regard to race, religion, color, sex, national or ethnic origin, which students shall be eligible for admission to equal privileges and advantages of education and to all social activities and organizations of the college, without requiring or enforcing any sectarian, racial or civil test, and without discrimination on the basis of sex, national or ethnic origin; nor shall any prejudice be made in the choice of any officer, teacher or other employee in the said college on account of these factors, but regard shall be had to his or her character, academic or professional background, and other necessary qualifications to fill the position for which he or she may be appointed.

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.

From 1868 until 1974 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.

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 1,000 undergraduate 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.

Presently the undergraduate full-time equivalent enrollment is 1335, the graduate enrollment is 318 for a full-time equivalent of 1653.

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 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. 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 music. The college is on the approved list of the American Association of University Women and the American Chemical Society, and is accredited by the Council on Social Work Education.

Campus and Facilities

Western Maryland's 160-acre campus is located on the western side of the town of Westminster. Although the buildings primarily reflect a Georgian influence, Victorian

structures as the President's Home and the Gazebo, the Dutch-influenced Elderdice Hall, and the classical Fine Arts Building offer interesting architectural variety.

Residence halls include traditional men's and women's residences, garden apartments, and family-type dwellings on Pennsylvania Avenue, the northeastern boundary of the campus. The college has educational facilities adapted to the special needs of most disciplines, laboratories, galleries, a computer center, and a 120,000-volume library.

Other facilities include gymnasiums, an indoor swimming pool, a stadium, tennis courts, a nine-hole golf course, and several athletic fields. An infirmary, two chapels, and other special purpose buildings are prominent features of the landscape.

The new Decker College Center was opened Fall, 1978, and a renovated Alumni Hall, specially adapted to the purposes of the performing arts, was rededicated in February, 1979.

Copies of the *Campus Guide*, a walking tour and map, are available from the Development Office.

College Community

Students feel that an integral part of their education is to achieve an understanding of other people through interrelationships in the academic community. Faculty members are known for their willingness to tutor, counsel, or assist with problems whenever there is an opportunity.

Students are encouraged to participate in the governance of the college. Along with faculty and administration, many are members of most college committees, including committees of the Board of Trustees. The Student Government Association runs an extensive program and makes recommendations on policies and procedures that affect student life.

Every community has traditions and rules that its members are expected to follow. In recent years the college has placed greater responsibility on students for the management of their own affairs. The campus code is published in the *Student Handbook*.

The college assumes that important elements in the educational process, the interchange of ideas and better understanding are facilitated when students live in residence. For this reason all except those offi-

cially accepted as "commuting students" are required to reside in college housing. All others must receive special permission from the Associate Dean of Student Affairs to live off campus.

Carroll County

Carroll County is located in north central Maryland, just south of Gettysburg and within easy access of Baltimore and Washington, D.C. Westminster is its largest town and the county seat. In addition to Western Maryland College, the county boasts many historic places, an authentic farm museum, interesting antique shops, picturesque farmlands, and miles of gently rolling hills.

The college is within walking distance of churches, department stores, drug stores, supermarkets, banks, a theatre, bowling lanes, restaurants, specialty shops, and a community library. For further information, contact the Carroll County Economic Development Commission, County Office Building, Westminster, Maryland 21157.

The Honor System and the Student Honor Board

Students at Western Maryland subscribe to an Honor Code that is supported by an Honor Board on which both students and faculty serve. This code incorporates standards of conduct related specifically to course work, as distinguished from social regulations for the community at large. The purpose is to maintain the integrity of the learning environment through self-monitoring procedures. All students are required to ac-

cept the academic honor system and to make it effective.

The Honor Board consists of six full-time students and an equal number of full-time faculty. It investigates all alleged infractions of the Honor Code and, as necessary, holds hearings and prescribes penalties. For further information see the *Student Handbook*.

The college is proud of the tradition of honest and vigorous intellectual inquiry that its students, faculty, and alumni have generated over the years.

Co-Curricular Activities

Honor Societies. Nine national and two local honor societies are active on campus. Two of these are oriented toward leadership and service: Omicron Delta Kappa—a national society recognizing leadership qualities, and the Trumpeters—a local honor society honoring senior students dedicated to service. National scholastic honor societies recognizing achievement in specialized fields are Beta Beta Beta (Biology), Pi Gamma Mu (Social Sciences), Kappa Mu Epsilon (Mathematics), Omicron Delta Epsilon (Economics), Phi Sigma Tau (Philosophy), Psi Chi (Psychology) and Lambda Iota Tau (Literature). The honorary chemical society, Phi Lambda Upsilon, shares a joint relationship with The Johns Hopkins University. A local honor society, The Argonauts, selects students on the basis of scholastic achievement.

Student Publications. *Scrimshaw* is the student newspaper. The college yearbook, a pictorial collage of the varied events repre-



senting life on the Hill, is edited and published annually by undergraduates. A student-edited literary magazine, *Contrast*, is published several times each year.

Greek Letter Societies. One national and six local fraternities and sororities on campus are: 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. Organizations concerned with special interests such as music, drama, religious life, the academic disciplines, professional fields, community service, and political orientations provide other options. The activities of these organizations vary from year to year. The *Student Handbook* has a brief description of each group.

Athletics. Athletics at Western Maryland College are an integral part of the total educational program. Two parallel intercollegiate programs are conducted—one for men, one for women. Intercollegiate teams for men include baseball, basketball, football, lacrosse, soccer, swimming, tennis, and wrestling. Intercollegiate teams for women include basketball, field hockey, lacrosse, swimming, tennis, and volleyball. Softball is currently offered on a club basis. Membership on intercollegiate teams in cross country, golf, 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. Because Western Maryland is a liberal arts college it is essential that the applicant has pursued a broad secondary school program. 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 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 given by the College 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 given by the College Board 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 June) 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 Board, Box 592, Princeton, New Jersey 08540.

Campus Visits and Personal Interviews. Seeing the campus and speaking with students, faculty members, and administrators

adds a valuable dimension to the prospective student's understanding of the College. Personal interviews, although not required of all students, are highly recommended. These conferences, campus visits, and tours may be scheduled by writing to the Admissions Office or phoning (301) 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 some holiday seasons.

Making Application. Secondary school students desiring admission to the college for the fall term are urged to make application early in the academic year preceding the entrance date. 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 \$15.00 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 rolling admissions (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.

The potential academic success of each applicant is considered in terms of the following: 1) subjects and grades (special consideration is given to accelerated and enriched courses), 2) secondary school class rank, when available, 3) aptitude and achievement test results, 4) personal traits, goals, and motivation, 5) the recommendation and evaluation by the principal or counselor, and 6) participation in activities of a non-academic nature. The level of academic competition found within the particular secondary school attended by the applicant is also a major factor in the evaluation.

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 after 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 notification to the applicant is determined by the date on which the student's application is completed.

Student Response. An acceptance letter to the student contains a contract/notification form which must be signed and returned to the Admissions Office within four weeks of the date of acceptance. A payment of \$100 is required at this time to confirm the student's sincere desire to attend. This amount includes the matriculation fee of \$30 and a \$70 room deposit. The room deposit (a total of \$70) can be reclaimed until May 1. If an admitted student is unable to make a decision within the four-week time period the student may request an extension of the deadline to a date not later than May 1.

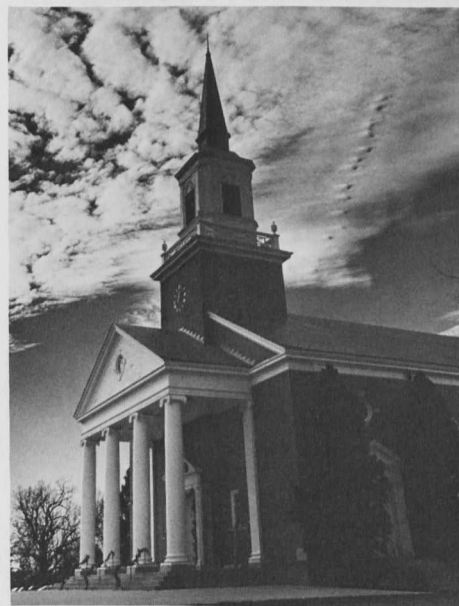
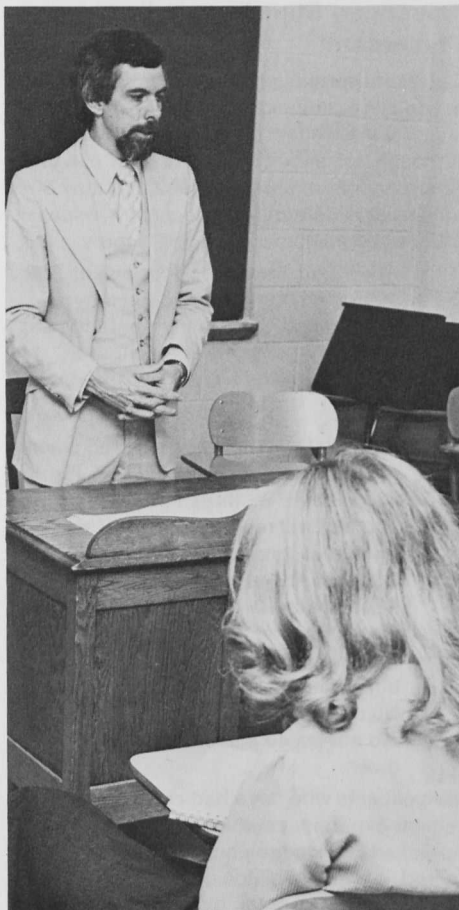
Transfer Students

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 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. A maximum of 64 semester hours of credit are transferable from a two-year college. The last thirty hours, exclusive of senior education courses, must be taken in residence at Western Maryland College. Credit will be granted for courses that are standard Liberal Arts courses that compare to the offerings of Western Maryland College 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 Board are not required, it is felt that they often assist in determining placement, especially when combined with SAT scores.

College Board Advanced Placement Test (APT) scores are normally accepted by Western Maryland College from entering students for the purpose of placement and credit on the following basis:

Test Score

- 5 or 4 Student will receive advanced placement plus six hours credit. (Except Calculus AB — three hours credit)
- 3 Student will receive advanced placement plus three hours credit (Except Calculus AB — credit determined by Mathematics Department)
- 2 Determination of advanced placement is within the department concerned, but generally no advanced placement. No credit given.
- 1 No advanced placement or credit given.

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 College Board's College Level Examination Program (C.L.E.P.) examination appropriate to the subject matter. C.L.E.P. scores in Liberal Arts subject area examinations will be accepted by the College. Placement and credit will be granted to students whose scores are equal to or above the American Council of Education's recommended minimum scores. These scores are listed in the College Board publication *College Placement and Credit by Examination*, copies of which are located in the office of the Director of Admissions and the Registrar.

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

Foreign Students

Before a foreign student's application can be considered for admission, the student must submit the results of the Test of English as a Foreign Language (TOEFL), official tran-

scripts listing courses taken and examination results from all secondary schools and colleges which have been attended, results of all national examinations, copies of diplomas or certificates, a \$15 (U.S. funds) application fee, and the form entitled "Declaration and Certification of Finances." Because processing the application will take time, it is suggested that the above credentials be submitted before February 15, if the student is applying for September admission. Admissions decisions are generally mailed to foreign applicants after April 1. Financial aid is generally not available for foreign students but foreign students can be considered for any aid which may be available by submitting a foreign student financial aid application form.

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, 1979-1980, 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. Students enrolling for nine or more semester hours in the fall semester are charged tuition as full-time students. This entitles them to attend January Term without extra charge. If they choose not to participate in the interim term, however, they are not entitled to any tuition refund.

Tuition for a full-time undergraduate student is \$1,737.50 per semester. The college attempts to make this a comprehensive charge. In a few cases there is an extra tuition fee where individual instruction is necessary, such as in education and music, or added fees for travel or special materials. These fees are listed under the course descriptions.

The tuition for part-time and special students is \$115 per semester hour.

Room charge in regular dormitories, two or more per room, is \$275 per semester. An extra charge of \$25 per semester applies on a limited number of single rooms. Garden apartment units, four students per unit, cost \$367.50 per semester for double bedrooms and \$392.50 per semester for single bedrooms.

Board charge is \$500 per semester. This is a comprehensive plan providing 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 Expenses for an Academic Year

Tuition	\$3,475
Room and Board	\$1,550
	<hr/> \$5,025

For all full-time students, including commuters, a \$50 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.

Refund Policy

The college must make financial commitments to its faculty, staff, and service contractors on an annual basis. It is assumed that a student will not withdraw from the college during a semester. In the event that such a withdrawal becomes necessary because of prolonged illness or similar unusual 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, a Western Maryland College Tuition Contract is available as well as several commercial tuition payment plans. Information describing these plans is mailed to parents annually and may be obtained from the Finance Office 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. Financial need is the primary criterion used for determining eligibility for financial aid.

Students are requested to obtain a Financial Aid Form (F.A.F.) 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 Admissions and Financial Aid Office will review all applications only after the student has been admitted to the college. Aid grants are generally announced from January 30 to April 1. Only the Admissions and Financial Aid Office makes official offers of financial aid.

Applications received after March 15 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 \$3,475 per year, are awarded annually to worthy students. En-

dowed 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 National Direct Student Loan Program enables the college to assist many needy students. The typical student loan grant is in the range of \$300 to \$1,200. The interest rate of 3% does not begin until 9 months after the student terminates his or her higher education.

Campus Employment/College Work-Study. There are a number of self-help positions on the campus whereby a student can earn up to five or six hundred dollars annually.

State Scholarships for Maryland Residents. All Maryland residents applying for financial aid should apply for the Maryland State Scholarships. All scholarships listed below require the student to take the November or December Scholastic Aptitude Test (S.A.T.). A Financial Aid Form (F.A.F.) must be filed with the College Scholarship Service, Princeton, New Jersey, by February 15. 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 Director 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 Financial Aid Form (F.A.F.). 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.

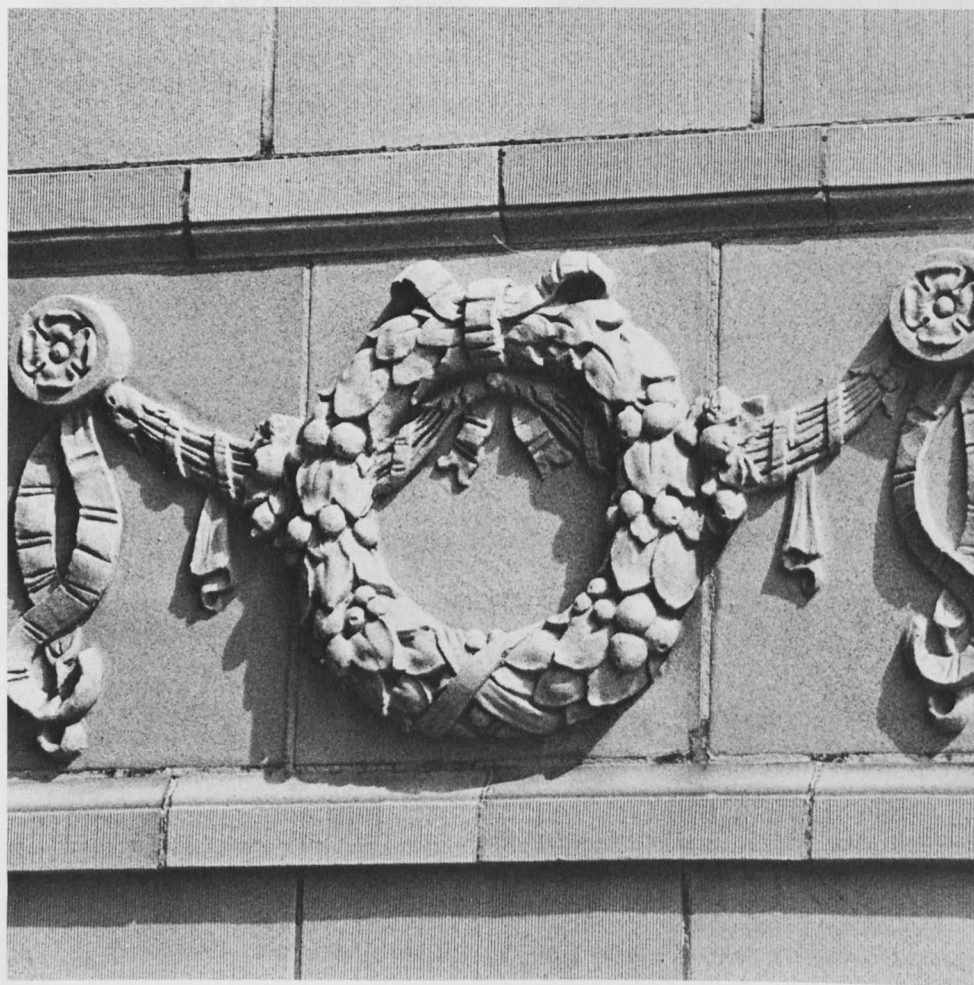
Federal Scholarships and Loans. Students may secure an application for the Basic Educational Opportunity Grant Program (B.E.O.G.) from the high school guidance office, and the college admissions and financial aid office or the student may apply by completing the appropriate portions of the Financial Aid Form (F.A.F.). The maximum grant for the 1979-80 school year is \$1,800. 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 strongly recommended that all students interested in financial aid complete the B.E.O.G. application.

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 \$2,500 through their local bank. Students who receive a loan are not charged interest until after leaving school. While the student is enrolled at the college, the federal government will pay the interest on the loan.

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 15 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. Both students who are enrolled in ROTC and those planning to enroll, may apply for the three- and two-year full scholarships.

For More Information About Financial Aid. A financial aid brochure is available upon request from the Office of Admissions and Financial Aid; it contains detailed information about how to apply for financial aid.

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 or in Brussels and The American University Washington Semester.

Degrees

Western Maryland College offers both undergraduate and graduate programs. The 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 or more semester hours with a grade average, figured on work attempted at Western Maryland College, of C or above is required for the bachelor's degree.

These semester hours are to be distributed among major requirements, basic sub-

jects, January Term courses, and electives. These basic requirements are listed on page 23. 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. Additional information regarding specific requirements to fulfill the basic major can be found in the *Student Handbook*.

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 religious studies, physical education, physics, political science, psychobiology, psychology, sociology and social work, 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 (Mathematics 107 and 141 may not be used to fulfill this requirement.), Statistics (At least 3 of these hours must be in a laboratory science. Computer Science is not considered to be 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 — American Studies, English (American and British Literature), History, Philosophy, Religious Studies (Courses must be chosen from at least two of the five areas listed.)

3 HOURS FROM GROUP V — Specified courses in Art, Dramatic Art, Music (The 3 hours may be chosen from Art History and Appreciation; Dramatic Art 119, 124; Music History and Literature. 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

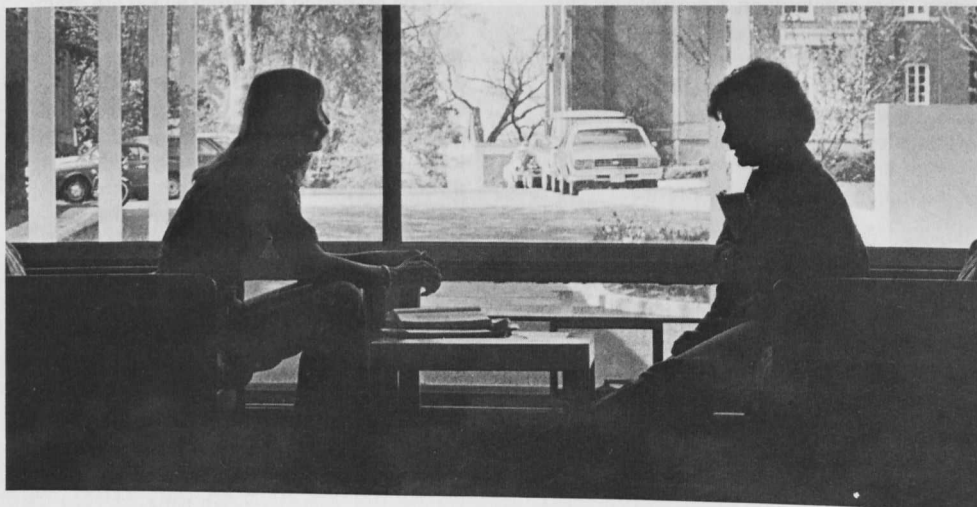
0-12 semester hours

Proficiency requirements may be satisfied or reduced by examination.

(0-3 HOURS) ENGLISH COMPOSITION — Students who have not demonstrated a high level of proficiency in writing skills would be expected to demonstrate proficiency through the successful completion of English 101. 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.

(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. Those who transfer on the junior or senior level must successfully complete one January Term for each fall semester 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 page 26.

Electives

The additional courses to total 120 or more semester hours for the baccalaureate degree should be selected after consultation with the student's adviser. Those who desire to obtain teacher certification in the various programs offered should consult the *Guidance Bulletin* for required courses and contact the education department for assistance in planning their programs.

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 less than four 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, spring, 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 sum-

mer 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 Associate Dean for 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 (unless a shorter time has been set by the course instructor or the Standards Committee), 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 date specified in the catalog receives a grade of W and the course is not counted in figuring the student's grade point average. 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 after the date specified in the catalog 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 by grade. Prior to September, 1977, points were figured as follows: A, 3; B, 2; C, 1; D, 0; F, —1. Beginning with the 1977-1978 academic year, the grade-point average has been converted to a 4-point scale, with the corresponding change in point values per grade (A, 4; B, 3; C, 2; D, 1; F, 0). A student's grade point average 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 a "C" average. 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. A grade point average of 3.80 is necessary for *Summa Cum Laude*, 3.60 for *Magna Cum Laude*, and 3.40 for *Cum Laude*. Students who have transferred credit from other institutions must have achieved the grade point average necessary for general honors both in the courses taken at Western Maryland and in all courses taken.

2. Departmental Honors: *Honors in* (name of the major department). These honors are recorded on the students' permanent records. To receive department honors, students must:

- a. Have a grade point average of 3.2 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 a grade point average of 3.80-4.00;
- b. High honors requiring a grade point average of 3.60-3.79;
- c. Honors requiring a grade point average of 3.40-3.59.

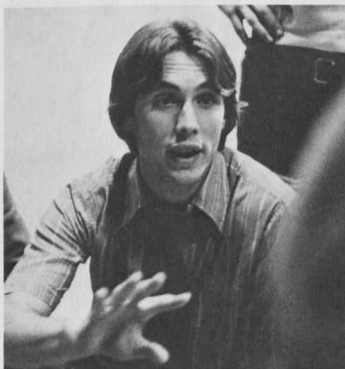
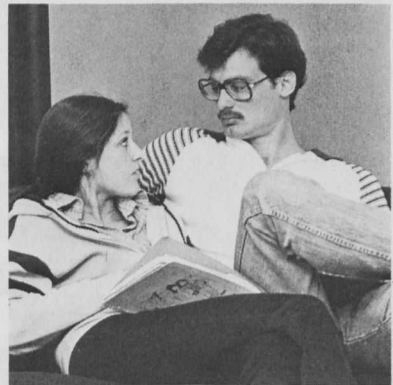
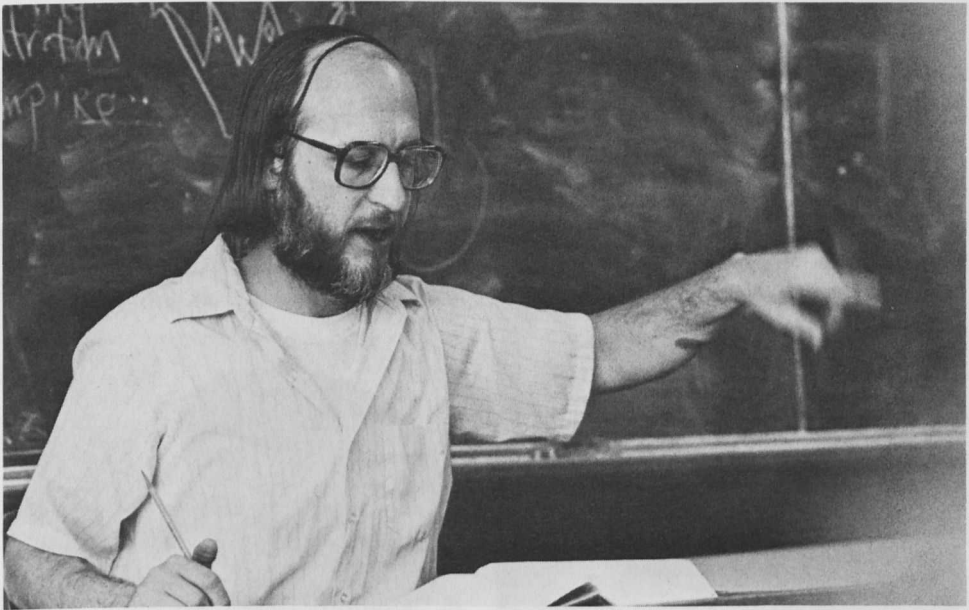
January Term

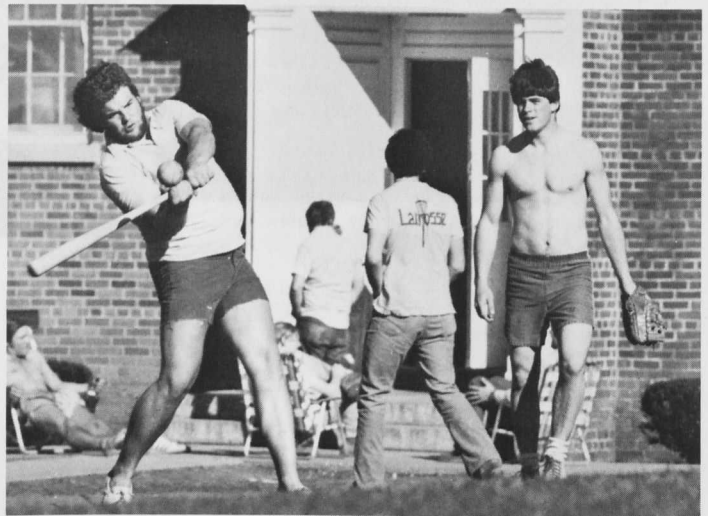
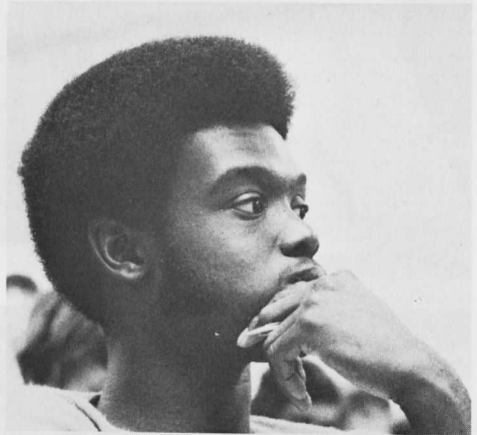
The January Term at Western Maryland provides both students and faculty with an unusual educational opportunity. During the four-week interim, students pursue one course or project in depth. Also during this time, teachers make available to students some of their special knowledge and personal interests,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

The January Term takes several directions. For some students it is the opportunity to pursue independently, in an organized and guided way, a project or area of study which deeply interests them. For others it is an opportunity to enroll in a course even though they have no previous background in the field, or to attempt to master a subject or skill for which they may lack natural aptitude. For still others it means a time for exploration of an area of interest, such as music or art, unrelated to the regular academic program. For students 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.

The first faculty member listed within department sections is the department head unless otherwise indicated.

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 for 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 *Guidance Bulletin* for a detailed list of courses included in this major.)

201; 201R. Issues in American Studies (3)

An introduction to the interdisciplinary study of American culture through the reading and discussion of selected significant primary works. *Alternates with 301 and 302. Not offered in 1979-80.*

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 1979-80, the topic will be the American Character: Images and Myths. *Required of all majors. Alternates with 201. Offered in 1979-80.*

302. (Seminar in American Studies) (3)

An interdisciplinary study of a specific problem, period, or issue in American culture, past or present. In 1979-80, the topic will be The Turbulent 1890's. *Required of all majors. Alternates with 201. Offered in 1979-80.*

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 Badiee and Fender; Adjunct Instructor Wendkos

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 human head and figure. Various drawing media and techniques will be emphasized. *Prerequisite, Art 101, or permission of the instructor.*

208. Design II**(3)**

A continuation of Art 117, stressing personal interpretation and solution to various design problems. *Prerequisite, Art 117. Offered in 1980-81 and alternate years.*

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.*

214. Jewelry and Lapidary**(3)**

A studio oriented activity involving the fabrication and casting methods of jewelry making and the cutting, polishing, and setting of stones. Attention will be given to jewelry design. *Priority is given to art majors. Offered in 1979-80 and alternate years.*

219. Ceramics I**(3)**

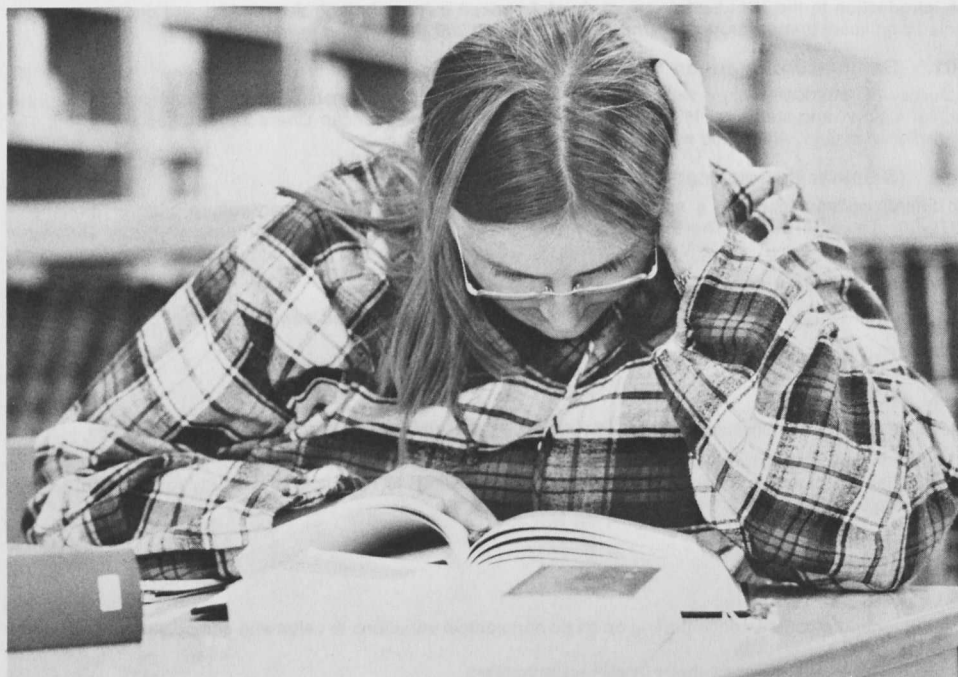
A studio course investigating the coil, slab, and wheel methods of clay construction. Firing techniques and glazing procedures are introduced. *Priority is given to art majors and to those who have had introductory art courses.*

301. Sculpture I**(3)**

Clay modeling of the human head and figure; making of plaster molds and castings. *Prerequisite, 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. *Prerequisite, permission of the instructor. Alternates with Art 404. Offered in 1979-1980.*



306. Printmaking (3)

A study of the principles of printmaking, with emphasis on wood and linoleum printing, serigraphy, and intaglio. *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.*

311; 311R. Ceramics II (3)

A continuation of Ceramics I with emphasis directed at the aesthetic and creative use of the medium.

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 1979-1980.*

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.

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. History of Western Art I (3)

A survey of painting, sculpture, and architecture from 15,000 B.C. to 1400 A.D. Included will be Near Eastern, Egyptian, Greek, Roman, and Medieval Art.

114. History of Western Art II (3)

Continuation of the survey of History of Western Art I, 1400 A.D. to present. Emphasis will be placed on the Art of the Renaissance, Baroque, Neo-classicism, and Modern.

221. Greek and Roman Art (3)

A study of sculpture, architecture, and other arts of the Ancient Greeks and Romans. *Alternates with Art 235. Offered in 1979-80.*

222. Art of the Medieval World (3)

A study of the Early Christian, Byzantine, Romanesque, and Gothic Arts in Europe. *Offered in 1979-80 and alternate years.*

229. Non-Western Art I (3)

The development of painting, sculpture, and architecture in India, China, Korea, and Japan. *Alternates with Art 230. Offered in 1980-81.*

230. Survey of Non-Western Art II (3)

An introduction to the study of the arts of Islam, Black Africa, Oceania, and the pre-Columbian Americas. *Alternates with Art 229. Offered in 1979-80.*

235. Arts of the Renaissance, 1250-1600 (3)

The development of European Arts from Giotto to Michelangelo in the south, and van Eyck to Bruegel in the north. *Alternates with Art 221. Offered in 1980-81.*

236. Baroque and Rococo (3)

A study of the architecture, sculpture, and painting of the period 1540-1800. Includes the great masters of Titian, El Greco, Bernini, Rubens, Rembrandt, Velázquez, Watteau, and Goya. *Offered in 1980-81 and alternate years.*

239. European and American Arts of the Nineteenth Century**(3)**

A survey of the major trends in European and American Art including Neo-classicism, Realism, Impressionism, and Post-impressionism. *Alternates with Art 240. Offered in 1980-81.*

240. Twentieth Century Art**(3)**

Architecture, sculpture, and painting in Europe and America from 1900 to the present day. Emphasis will be placed on newly emerging artistic trends. *Alternates with Art 239. Offered in 1979-80.*

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)

Instructor 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 1980-81 and alternate years.*

BIOLOGY (09)

Professor Kerschner; Adjunct Professor Eigelsbach; Associate Professors Samuel Alspach and Brown (Department Head); Assistant Professors Iglich and Wilbur Long; Adjunct Laboratory Instructor Schmall

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 118; 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 are 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.*

118. Human Biology**(4)**

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

203. Genetics**(3)**

A study of the basic facts and principles 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.*



207. Natural History (3)

A study of selected methods which organisms use for survival, including morphological adaptation for function, physical and chemical adaptation to the environment, symbiosis, homing, and migration. *Prerequisite, four semester hours of biology (students who have completed a year of biology previously will be able to study the subject in more depth). Three class periods a week; field trips to be arranged.*

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.*

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.*

218. Perspectives in Biology (2)

A study of some of the great experiments which have influenced the development of biology. Emphasis is upon the critical writing, reading, and analysis of scientific papers.

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).*

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.*

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 four-hour laboratory period a week.*

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.*

326. Plant Physiology

(3)

A study of plant nutrition, development, and metabolism. The laboratory will include physiological techniques and enzyme detection, purification, and characterization. *Prerequisites, Biology 111, 112, 204; Chemistry 103, 104.*

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)

Professors Donald Jones and Cross; Associate Professors Herlocker and Richard Smith; Adjunct Assistant Professor Farabaugh

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 and is certified by 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 107 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. *Prerequisite, two units of high school algebra or the equivalent. Three class periods and one four-hour laboratory period a week.*

202. Chemistry of the Elements

(3)

A study of the chemistry of the elements. Emphasis will be on the important inorganic compounds, their laboratory and industrial preparations, and their reactions with elements and other compounds. Offered in 1979-80 and alternate years.

217, 218. Organic Chemistry

(4, 4)

A systematic study of the compounds of carbon based upon functional 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 spectroscopy). 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.*

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. Co-requisite, Chemistry 308. Two class periods and two three-hour laboratory periods a week.*

326. Advanced Organic Chemistry

(3)

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 content and use of current literature. *Prerequisite, Chemistry 218. Offered in 1980-81 and alternate years.*

351; 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 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 307. Juniors may be admitted by permission of the department. Offered in 1979-1980 and alternate years.*



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. Offered in 1980-81 and alternate years.*

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 Melvin Palmer; Adjunct Assistant Professor Donna Evergates; Adjunct Instructor Nancy Palmer; and faculty members from the departments involved

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.

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.

164; 166. (Studies in Hispanic Literature in Translation)

See Foreign Literature in Translation.

182. Russian Masterpieces of the Nineteenth Century

See Foreign Literature in Translation.

204. The World's Earliest Literature: Non-Western

(3)

A study of selected texts from the ancient world, with emphasis on Near Eastern, Hebrew, and Classical Indian Literature.

205. Continental Literature II

(3)

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

225; 226. World Theatre I, II

See Dramatic Art 225; 226.

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." *Offered in 1979-80 and alternate years.*

327. World Theatre III

See Dramatic Art 327.

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)

Associate Professor Eshleman

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 a DEC PDP 11/60. This system supports academic data processing functions in a time sharing 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.

No major is offered in this field.

103. Introduction to Computer Programming (3)

This course is an introduction to computer sciences, is oriented toward problem solving, and makes use of BASIC and FORTRAN languages. Topics include algorithmic processes, flowcharting, basic characteristics and properties of computers, elements of BASIC and FORTRAN. A number of numerical and non-numerical problems which require completely verified and documented programs will be assigned. *Prerequisite, Mathematics 108 or 117, or permission of the instructor.*

104. Introduction to Computers (3)

This course is designed to provide an introduction to computer programming and to give the liberal arts student an appreciation of the place of computers in society. Topics covered include the structure of a digital computer, flowcharting and programming techniques, computer applications. Students will gain experience through a variety of elementary programming projects using the programming language BASIC.

208. Theoretical Concepts of Computer Science (3)

This course is a continuation of Computer Science 103 stressing advanced programming techniques. Topics covered include: computer logic and arithmetic, machine and assembly language, structured programming, system components, hardware, software. *Prerequisite, Computer Science 103.*

251; 252; 351; 352; 451; 452. Special Studies in Computer Science (1 to 3)

Directed individual study of various advanced topics in Computer Science. *Prerequisites, Computer Science 208 and permission of the Mathematics Department Head.*

DRAMATIC ART (21)

Associate Professors Dixon and Weinfeld; Assistant Professors Gargaro (Department Head) and Wittwer^a; Adjunct Instructor Van Hart.

Students majoring in dramatic art may prepare for 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 a 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. *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.

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.

209, 210. Technical Production (3, 3)

Introduction to construction, rigging, scene painting, costume construction, lighting, stage management, and backstage production for the theatre. Practical experience and a laboratory approach. *Two class periods and two periods of laboratory participation a week, with additional production work.*

217. Acting Laboratory (3)

Characterization and advanced scene study based on the fundamental principles of acting. Laboratory presentation of scenes, giving the student experience in a variety of roles from plays of great diversity; fundamental principles of theatrical makeup; study and application of speech and movement for the stage. Three class periods and one laboratory per week. *Prerequisites, Dramatic Art 113 and 114, or permission of the instructor. Offered in 1980-81 and alternate years.*

^a On sabbatical leave, 1979-80.

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.*

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.*

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. *Offered periodically on the basis of student and faculty interests.*

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

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

331. Design for the Theatre**(3)**

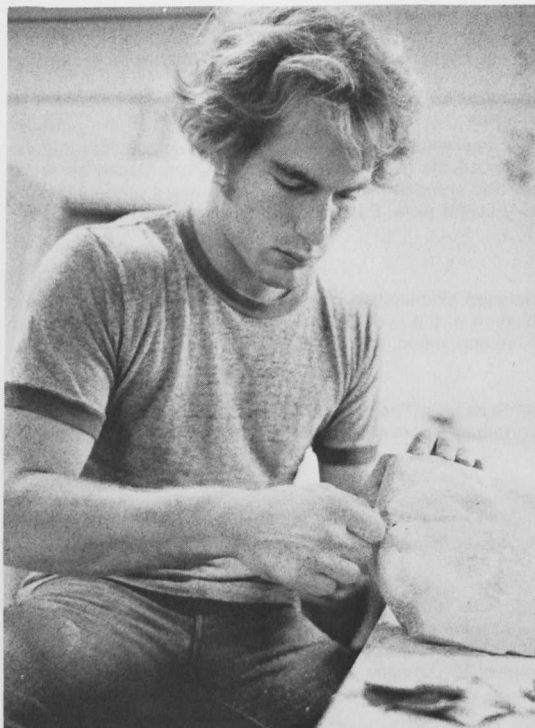
A series of problems and projects centered on theatrical design. Basic drafting, drawing, with design projects in scenery, costume, and lighting. *Offered in 1979-80 and alternate years.*

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 Law and McCormick; Associate Professor Seidel^a; Adjunct Associate Professor Railing; Assistant Professors Bostaph, Latawic, and Ostrom

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.

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. *Offered in 1980-81 and alternate years.*

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.

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, Statistics 215, 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. *Offered in 1980-81 and alternate years.*

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.

^a On sabbatical leave, second semester, 1979-80.



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. *Offered in 1980-81 and alternate years.*

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.

355; 356; 455; 456. Special Studies in Economics

(1 to 3)

Directed individual study of various economics 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.

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; not open, except by special permission, to students with fewer than twelve semester hours credit in Economics.*

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. *Not open to students who have credit for Political Science 308.*

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, Statistics 215, 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.

335; 336. Business Seminar

(1; 1)

A supervised work-study program covering selected topics in business administration such as marketing, personnel, finance, production, and taxes. This weekly seminar session is enhanced by practical field experience. *The course Field Experience in Business Administration (337; 338) must be taken concurrently with the Business Seminar.*

337; 338. Field Experience in Business Administration

(1; 1)

Students obtain practical on the job experience in the field of business administration by acting as advisers to a company in the Carroll County Junior Achievement program. All aspects of business operation from incorporation to liquidation are covered. *Prerequisite, Business Administration 335; 336 taken concurrently, or permission of the instructor.*

355; 356; 455; 456. Special Studies in Business Administration

(1 to 3)

Directed individual study of various business administration 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.

EDUCATION (27)

Professors Bowsbey, Lightner, and Vernon; Associate Professors Coley and Rabush; Assistant Professors Biebel, Denman, Fennell, and Prickett; Instructor Ottinger; Adjunct Instructors Thomas, Warsofsky, and Wentz

No major is offered in this field. The student in education majors in a subject which is an approved teaching field and may meet certificate requirements in areas other than the major. Programs have been approved by the State of Maryland for elementary teacher education and the following secondary teaching fields: art, biology, chemistry, English, French, German, mathematics, music, physical education, physics, social studies, and Spanish. The music and physical education programs offer a K-12 certification option. A reciprocity agreement provides certification in over 30 other states; a list is available in the Education Office.

104. Learning: Affective and Cognitive

(3)

An overview of public education. This introductory education course includes identification of pupil characteristics at the elementary, middle, and high school levels. Topics include the recognition of individual differences and their effect on student behavior. Reinforcement, motivation, the teacher's role in mainstreaming, communication skills, and professional ethics are also examined.

205. Instructional Planning

(3)

Studies the planning process in detail. Initial diagnosis of entering behavior, construction of plans with appropriate objectives and techniques, study of the cognitive, affective and psychomotor domains and their use in task analysis, planning, and evaluation are studied. Methods of pupil assessment and interpreting pupil progress complete the planning-implementation-evaluation cycle. Competencies in instructional media, and interaction system review are also a course component. *Students should plan to spend approximately two hours per week in the public schools.*

206. Elementary Methods: Language Arts/ Social Studies

(3)

Trends and techniques in language arts and social science instruction at the elementary level. Emphasis is placed on relating literature, reading, and the social studies. *Prerequisites, Education 104 and 205. Participation in the public schools, approximately two hours per week.*

208. Elementary Methods: Science/Mathematics

(3)

Current trends in mathematics and science for the elementary school level examined with an emphasis on the student's ability to diagnose skill needs in these two content areas. Students acquire familiarity with a variety of teaching techniques and commercially available materials in these two areas so that they may prescribe effective individualization strategies. *Prerequisites, Mathematics 141, Education 104 and 205. Participation in the public schools, approximately two hours per week.*

209-218. Implementing Instructional Plans (Secondary Methods)

(3)

An in depth study of specific methods for the student's teaching field, classroom management techniques applicable to the discipline and varied behavioral management strategies, including affective concepts are also presented. *Prerequisites, Education 104 and 205. Three class periods a week and participation and/or microteaching in the public schools.*

209. English

210. Art

211. Foreign Language

212. Mathematics

213. Social Studies

214. Music

215. Dramatic Art

216. Physical Education

218. Science

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. Prerequisites, Education 205 and methods.*

305. Reading Laboratory (2)

A study of the reading process as it relates to the elementary school child, including the skills of reading and the basic techniques commonly used to teach reading in the elementary school. Special attention is given to the diagnostic/prescriptive role of the teacher in the reading situation. Students teach short reading lessons to small groups of elementary students in a supervised setting. *Prerequisites, Education 205 and methods.*

309. Student Teaching: Secondary (gr. 7-12 Certification Programs) (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. *Prerequisites, Education 205 and permission of the Education Department. There is an extra tuition fee for this course.*

314-316. Student Teaching — Elementary (gr. 1-6 Certification Programs) (8)

314. Student Teaching — Primary (4)

An internship teaching at the primary level of the elementary 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. *Prerequisites, Education 206, 208, 333, and permission of the Education Department. There is an extra tuition fee for this course.*

316. Student Teaching — Intermediate (4)

An internship teaching at the intermediate level of the elementary 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. *Prerequisites, Education 206, 208, 333, and permission of the Education Department. There is an extra tuition fee for this course.*

318-320. Student Teaching — Elementary-Secondary (gr. K-12 Certification Programs) (8)

318. Student Teaching — Elementary (4)

An internship teaching at the elementary level of 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 teachers. *Prerequisites, Education 304, methods, and permission of the Education Department. There is an extra tuition fee for this course.*

320. Student Teaching — Secondary (4)

An internship teaching at the secondary level of 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 teachers. *Prerequisites, Education 304, methods, and permission of the Education Department. There is an extra tuition fee for this course.*

333. Creative Experiences in the Elementary School (3)

A course for prospective elementary teachers emphasizing the development of personal skills and knowledge in the creative application of art, music, and drama as a dimension of elementary classroom instruction. Theoretical and practical examples of integrating literature, drama, dance, music, arts, and crafts are studied. *Prerequisites, Education 104 and 205.*

Undergraduate Courses in the Education of the Deaf

Western Maryland College and the Maryland School for the Deaf in Frederick, Maryland, have developed a nationally recognized program for training students to teach the deaf. This is the only such program in the State of Maryland.

While twenty-four semester hours of work in this field are 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.

130. Introduction to Deafness (3)

An introduction to the field of deafness. The history of Education of the Deaf, psychological aspects of deafness, and audiology will be discussed. Students will become familiar with various agencies which provide services to the hearing impaired.

131; 131R. Manual Communication I (1)

A comprehensive course including idiomatic signs used commonly by the deaf. The learning of Ameslan (American Sign Language) is the intent of this course.

132; 132R. Manual Communication II (1)

A comprehensive course including learning basic fingerspelling and basic signs commonly used by the average deaf person. Particular concentration is placed on comprehensive communication between two or more persons in sign language.

133; 133R. Fingerspelling (1)

A course designed to enhance skills in using and reading fingerspelling effectively. Basic principles are covered with emphasis upon practice in a laboratory setting.

134. Intermediate Sign Language (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, 133.*

135. Advanced Sign Language (3)

A comprehensive study of basic sign language idioms and colloquialisms in conversational signs. A practicum on sign language conversation with deaf adults in traditional Ameslan (American Sign Language) is featured.

136. Interpreting for the Hearing Impaired I (3)

Designed to develop a broad base of competency in interpreting. The areas of ethnics, deportment, client-interpreter rapport, economics, the settings involved in the interpreting situations, and linguistics will be covered. Students will become acquainted with local, state, and national organizations of and for the deaf: their programs, resources, and services. Readings will be assigned from a comprehensive bibliography on deafness, interpreting, and related skills. Laboratory experience and continuous evaluation of skill will be a major component of this course.

137. Interpreting for the Hearing Impaired II (3)

An extension of the content described in Education 136. In addition, students will develop a working familiarity with local and regional agencies serving deaf persons in the areas of social welfare, vocational rehabilitation, medicine, law enforcement, religion, employment, education, and mental health. Emphasis in this course will be on practical applications of material learned. The student will utilize and refine his or her interpreting skills in such situations as courtroom interpreting, and similar work at social welfare, vocational rehabilitation, mental health, medical, religious, and other agencies. Useful experience will be gained at facilities serving the low-verbal deaf client. Telephone interpreting, platform interpreting, interpreting on television, will also be covered.

311. Psychology of Deafness and Profound Hearing Loss

See Psychology 311.

403. Audiology

See General Science 403.

ENGLISH (30)

Professors Keith Richwine, Melvin Palmer, LeRoy Panek, Phillips, and Stevens^a; Assistant Professors Mangan and Robert Sapora; Adjunct Instructors Eleanor Darcy, Newmann, Nancy Palmer, Susan Panek, Carol Sapora, and Ann Weber

Study of our language and literature offers essential liberal arts education which students may use in many ways. Graduates with the English major are pursuing careers in journalism, 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.

^a On sabbatical leave, second semester, 1979-80.

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.*

101. Composition and Reading

(3)

Instruction in how to write clear, correct, and effective prose; practice in careful, analytical reading; frequent practice in composition. *Completion of this course with an acceptable level of writing proficiency satisfies the college requirement in composition.*

102. Writing Seminar

(3)

Study of the principles of composition and mechanics of writing *for those students who have not demonstrated a high level of proficiency.*

203. Introduction to Journalism

(3)

A workshop in news and feature story writing and editing based on an intensive analysis of current newspaper and news magazine techniques. *Modest typing skill is required. Prerequisite, completion of the English composition proficiency requirement.*

206. Creative Writing Workshop

(3)

A workshop in imaginative writing (poetry and/or fiction) which will focus on the discussion of student writing and the reading of works by contemporary poets and fiction writers. *Prerequisite, completion of the English composition proficiency requirement. Alternates with English 238, 239, 240. Offered in 1979-80.*

238; 239; 240. Tutorials 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. Alternates with English 206. Offered in 1980-81.*

306. 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.

Surveys

111. British Literature I

(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 II

(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 I

(3)

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

114. American Literature II

(3)

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

Period Studies

230. Literature of Medieval England: Beowulf to 1530

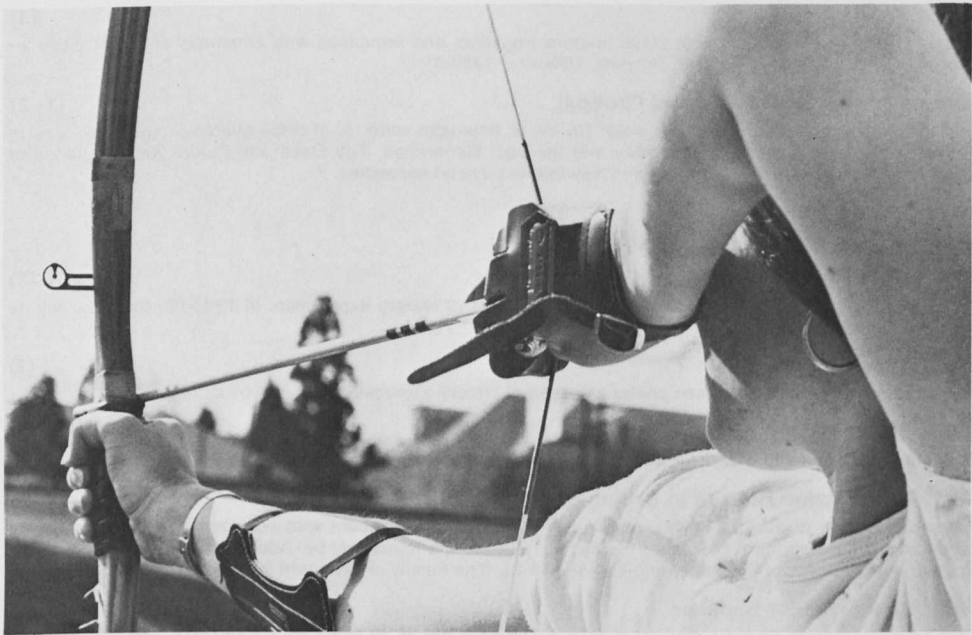
(3)

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 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 Restoration and 18th Century British literature with primary emphasis on the literature of Reason and neo-classical responses to the theory of the rational man.

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 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. *Not offered in 1979-80.*

261. Shakespeare I (3)

Study of Shakespeare's early plays and poetry with emphasis on the sonnets and major plays including *Romeo and Juliet*, *Midsummer Night's Dream*, and *Henry IV*. *Offered in 1979-80.*

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*. Offered in 1980-81.

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 1979-80, the topics will be Hemingway and the Lost Generation, *The Once and Future King*; Legends of King Arthur (first semester), and Poe and Hawthorne (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 1979-80, the topic will be Popular Literature.

282. (Poetry)**(3)**

The study of British and American poetry as a type of literary expression. *Not offered in 1979-80.*

284. (Drama)**(3)**

The study of British and American drama as a type of literary expression. *Not offered in 1979-1980.*

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 1979-80, the topics will be Adolescents' Literature (first semester) and Crucible of Character and Engine of Fate: The Family in Literature (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

Associate Professor Cipolla; Assistant Professors Peter Büttner^a, Cobb, Deveny, Williams (Department Head), and Zauche; Adjunct Assistant Professors Donna Evergates and Valiela; Adjunct Instructors Sheila Büttner, Madeline Long

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, and language club activities.

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 and are offered on demand.

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. One section of German 109 provides an emphasis on scientific vocabulary, word-building, and readings. *Prerequisite, 108 or the equivalent.*

^a On sabbatical leave, second semester, 1979-80.

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*.

153, 154. Introduction to the Study of Literature: History and Analysis**(3, 3)**

A survey of literary history read through a detailed analysis of major representative works. The fall semester covers the Medieval period through the Enlightenment; the spring, from Romanticism to the present. *Prerequisite*, 110 or the equivalent. *Required of majors*.

ADVANCED LANGUAGE COURSES**FRENCH (33)****215. La Littérature de la Renaissance****(3)**

Representative authors of the sixteenth century. *Offered in 1980-81 and alternate years*.

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

A study of the major literary, philosophical, and artistic movements in France from 1900 to the present. *Offered in 1979-80 and alternate years*.

219. (La Civilisation Française)**(3)**

Selected topics from French civilization studied through a comprehensive analysis of specific moments in the development of French culture. *Prerequisite*, French 154. *Offered in 1979-80 and alternate years*.

220. Etudes de Style**(3)**

An intensive study of style and the organization of discourse; exercises in composition, translation, and stylistic analysis. *Prerequisite*, French 117. *Offered in 1980-81 and alternate years*.

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 1979-80 and every third year*.

316. Le Théâtre Classique**(3)**

The main dramatic currents of the seventeenth century and their consequences on French literature; Corneille—Racine—Molière. *Offered in 1981-82 and every third year*.

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. *Offered in 1981-82 and every third year*.

318. Le Siècle des Lumières**(3)**

The main authors of the eighteenth century, emphasizing the role of French literature in the Revolution of 1789. *Offered in 1980-81 and every third year*.

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

Evolution of seventeenth century French thought, studied through poetry and prose. *Offered in 1979-80 and every third year*.

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 1979-80 and every third year*.

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

Independent study in an area selected to meet the student's interest or need as determined by 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 Minnesänger and terminates with contemporary poets. *Offered in 1980-81 and alternate years*.

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. *Offered in 1980-81 and alternate years.*

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 1979-80 and alternate years.*

218. Komposition für Fortgeschrittene**(3)**

An intensive study of the more complex aspects of discourse and style. *Prerequisite, German 117. Offered in 1980-81 and alternate years.*

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 1979-80 and alternate years.*

317. Meisterwerke der mittelhoch deutschen Epik**(3)**

An in-depth study of three medieval German masterpieces: Das Nibelungenlied, Parzival, and Tristan and Isolde. *Offered in 1980-81 and every third year.*

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 1981-82 and every third year.*

320. Mann, Kafka, Hesse**(3)**

Selected prose works of three prominent twentieth century German Writers. *Offered in 1979-80 and every third year.*

453; 454. Forschungsprojekt**(1 to 3)**

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

SPANISH (93)**218. Composición Avanzada****(3)**

An intensive study of the more complex aspects of discourse and style. *Prerequisite, Spanish 117. Offered in 1980-81 and alternate years.*

220. El Ensayo Español Moderno**(3)**

Selected essays dealing with varied aspects of Spanish life and thought. *Offered in 1979-80 and alternate years.*

221. Literatura Española de 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 1979-80 and alternate years.*

225. Poesía y Prosa de la Postguerra**(3)**

Selected readings in recent Spanish literature; forms and directions of the novel and poetry since 1939. *Offered in 1980-81 and alternate years.*

227. Prosa del Siglo de Oro**(3)**

Selected prose writings of Montemayor, Quevedo, Cervantes, *Lazarillo de Tormes*, Gracián, etc. *Projected for 1981-82 and alternate years.*

229. Poesía Española del Siglo de Oro**(3)**

Spanish Renaissance and Baroque poetry of the 16th and 17th centuries; Fray Luis, San Juan, Lope de Vega, Góngora, Quevedo, other second rank poets. *Projected for 1981-82 and alternate years.*

230. Teatro Español del Siglo de Oro**(3)**

Plays by Lope de Vega, Tirso de Molina, and Calderón; the rise and development of the Spanish national drama. *Offered in 1979-80 and alternate years.*

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. *Offered in 1980-81 and every third year.*



317. Literatura Medieval Española (3)
Selected works from the poetry, prose, and dramatic genres; supplementary readings and reports. *Offered in 1979-80 and every third year.*

318. Literatura Hispanoamericana del Siglo XX (3)
Selected works from poetry, essays, short stories, and novels. *Projected for 1981-82 and every third year.*

322. Cervantes (3)
Don Quijote, with selected short novellas and dramatic pieces; the biography of Cervantes. *Offered in 1980-81 and every third year.*

324. Coloquio Hispánico (3)
A course devoted to different themes and topics of Hispanic culture and literature, according to the needs and interests of seniors and advanced juniors interested in the Hispanic world. *Projected for 1982-83 and every third year.*

453; 454. Estudios Independientes (1 to 3)
Independent study in an area to meet the student's interest or need as determined by 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. Authors generally included: Kafka, Hesse, Mann, Grass, and Böll. Special emphasis is given to a comparative analysis of style and theme. *Offered in 1980-81 and alternate years.*

144. Famous and Infamous Germans. (3)

A course intended to put both good and bad Germans in proper perspective.

242. The Faust Theme

See Comparative Literature 242.

RUSSIAN (87)

182. Russian Masterpieces of the Nineteenth Century (3)

An introductory survey of prose works from nineteenth century Russian literature. Selected works will be studied with special emphasis on style, structure, and theme. *Offered in 1981-82 and alternate years.*

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. *Offered in 1980-81 and alternate years.*

162, 164. (Studies in Hispanic Literature in Translation) (3, 3)

Spanish and Spanish American literature in translation. The topic changes each year. In 1980 the topic will be "Masterpieces of Spanish Literature," in 1981 the topic will be "Contemporary Latin American fiction."

223. Cultural History of Latin America (3)

Historical and contemporary culture of Spanish-speaking countries of Latin America. *Offered in 1979-80 and alternate years.*

FRENCH (33)

See Foreign Languages.

GENERAL SCIENCE (36)

Professors Achor and Yedinak; Associate Professor Richard Smith; Assistant Professor Prickett; Instructor Makosky; Adjunct Instructor Mary Ann Alspach

No major is offered in this field.

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.*

118. Man and the Weather**(3)**

An interdisciplinary study of weather with emphasis on the science of meteorology, the data-taking process, the instruments used, and the influence of weather on society and culture. *Offered in 1979-80 and alternate years.*

120. The Dynamic Earth**(3)**

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

122. Dynamic Earth Laboratory**(1)**

Laboratory and field exercises introducing rock and mineral identification, topographic and geologic map use, and standard laboratory analytical methods. An all-day field trip will cover geologically important aspects of Maryland's Piedmont region. *Prerequisite, General Science 120 (this may be taken concurrently). One three-hour laboratory period a week.*

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. Offered in 1979-80 and alternate years.*

403. Audiology**(3)**

A basic course in audiology for teachers of hearing impaired children. In addition to anatomy and physiology of the hearing mechanism, 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. Observations and practicum are provided. Auditory training techniques as well as individual and group amplification are presented.

GEOGRAPHY (38)

The courses in this department are offered in conjunction with the graduate evening program of the college. Admission to the courses requires enrollment in the secondary social studies program or permission 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)

Professor Cornelius Darcy; Associate Professors Theodore Evergates^a and Levering; Assistant Professor Austin; Adjunct Assistant Professor Donna Evergates

The study of history concerns the changing character of civilizations and nations, the development and significance of political, economic and social institutions, and the imprint of great personalities. Students are prepared for the study of law, for graduate programs, for positions in the fields of education and government.

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.

^a On sabbatical leave, second semester, 1979-80.

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. Topics to be announced.

112. African History to 1800**(3)**

Prehistoric and ancient African cultures; Islam; precolonial societies. *Offered in alternate years.*

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.

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 (1100-1350) 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 1979-1980.*

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

European history from the Renaissance to the French Revolution. The first semester (1350-1550) 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 Ancient Regime. *Alternates with History 203; 204. Not offered in 1979-1980.*

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 1979-1980 and 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 1979-1980.*

215. European History, 1789-1870**(3)**

The French revolution, Napoleonic Wars, and post-Napoleonic developments as background for the internal transformations and external expansion of Europe.

216. European History, 1870-1920**(3)**

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

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

Origin and significance of World War I; Europe between the wars; the rise of totalitarian governments; World War II; the United Nations; and the '40s, '50s, and '60s.

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.

228. Urban and Ethnic America**(3)**

A study in depth of urbanization in the United States, especially in the period since the late 1800s, and of largely urban groups such as Irish-Americans, Italian-Americans, Jewish-Americans, Polish-Americans, Afro-Americans, Chinese-Americans, Spanish-Americans, and others. Emphasis will be given to the history of such nearby cities as Baltimore, Washington, and Philadelphia. *Offered in 1980-81 and alternate years.*

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

The Crusades: Readings of eyewitness accounts of the crusades and of recent historical works on the origin, conduct, impact, and significance of the crusades. *Prerequisite* (one of the following), *History 105; 203; 204; or permission of the instructor. Offered in 1979-80.*

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.

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. *311 not offered in 1979-80.*

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 1979-1980.*

317. Economic Development of the United States

See Economics 317.

321. America in the 1960s**(3)**

An analysis in depth of major trends in American life in the 1960s, including political and economic developments and such phenomena as the Vietnam War, the counterculture, and movements for social change. *Offered in 1979-80 and on demand.*

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

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

351; 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 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 is offered in this field.

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

A concentrated 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.*

104. 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 on an interdisciplinary topic, supplemented by experience in using a college library for research writing.

LATIN (51)

See Foreign Languages.

LIBRARY SCIENCE (54)

Associate Professor Bachmann; Instructors Quinn and Eleanor Richwine

Certification in library science follows completion of a Master's degree program in this field. The undergraduate courses listed below are available as required courses for students who are preparing to teach elementary or English education.

No major is offered in this field.

317. Book Selection for Children**(3)**

A study of all types of new materials (especially the problem areas), general principles of selecting materials for elementary school students, use of authoritative book reviews and book lists, and the art of story-telling.

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.

MATHEMATICS (57)

Professor Lightner; Associate Professors Boner (Department Head), Eshleman, and Rosenzweig; Assistant Professor Clark

Mathematics majors may direct their programs of study toward careers in industry, government, business, or teaching as well as toward graduate study in mathematics or a related field.

106. Finite Mathematics with Applications**(3)**

Designed to offer students (primarily non-mathematics majors) a course that gives them some insight into the way mathematicians approach problems in other disciplines. This course includes selections from the following topics: matrices and some applications, graph theory and mathematical modeling, discrete probability, game theory, and linear programming.

107. College Algebra and Trigonometry**(3)**

The basic concepts of algebra and trigonometry needed for the study of calculus. Properties of exponents; solving equations and inequalities; graphing; properties of polynomial, exponential, logarithmic and trigonometric functions. *This course does not meet the Basic Liberal Arts Subjects Group I requirement.*

108. Essential Calculus**(3)**

A study of the basic techniques of the calculus, with a major emphasis on applications, particularly in the social sciences. Topics include differentiation, optimization, integration, exponential functions, compound interest, and differential equations. *This course may be used as the prerequisite for Mathematics 118, with the permission of the Mathematics Department.*

117. Calculus I**(3)**

Initial study of limits, derivatives and integrals; differentiation techniques and formulas applied to rational and trigonometric functions; application of derivatives including curve sketching, extrema and rate problems; definition of the integral; elementary applications of integrals. *Prerequisite, Mathematics 107 or the equivalent.*

118. Calculus II**(3)**

Further study of the trigonometric, exponential, and logarithmic functions and their derivatives; methods of integration; parametric equations, polar coordinates, partial derivatives, multiple integrals, and infinite series. *Prerequisite, Mathematics 117 or placement by the department.*

119. Calculus III**(3)**

A more advanced study of functions of a single real variable, with emphasis on series representations (tests for convergence, power series, Fourier series). Structure of Euclidean n -space, E^n . Calculus of functions from E^m to E^n (directional derivatives, multiple integrals, changes of variables, line and surface integrals, Green's and Stokes' Theorems).

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. This course does not meet the Basic Liberal Arts Subjects Group I requirement.*

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, inner products, and eigen-values. *Prerequisite, Mathematics 118 or permission of the department.*

221. Fundamental Concepts of Algebra**(3)**

An introduction to modern algebraic theory; emphasis on the nature of the structures of algebra including groups, rings, and fields; selected topics from elementary number theory and polynomial theory. *Prerequisite, Mathematics 218 or permission of the department.*

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

Studies of advanced topics in mathematics. Different topics are chosen each year based on students' interests and needs.

305. Introduction to Mathematical Analysis**(3)**

A rigorous treatment of the theory of elementary calculus including functions, limits, sequences, series, uniform continuity, derivatives and Riemann integration; topological properties of the real numbers. *Prerequisite, Mathematics 221.*

310. History of Mathematics**(3)**

A study of the development from primitive counting systems to modern mathematics, with particular emphasis on the seventeenth century. *Alternates with Mathematics 322. Offered in 1979-1980.*

312. Real Analysis**(3)**

A rigorous study of the convergence of sequences and series of functions; functions of several variables, inverse and implicit functions; differential forms. *Prerequisite, Mathematics 305. Alternates with Mathematics 407. Offered in 1980-81.*

316. Complex Analysis**(3)**

An introductory course in the theory of functions of a complex variable; properties of analytic functions, classical integral theorems, Taylor and Laurent expansions, and applications. *Prerequisite, Mathematics 220 or 305 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. *Alternates with Mathematics 310. Offered in 1980-81.*

323. Probability**(3)**

A study of sample spaces, counting techniques, discrete and continuous random variables and related moments; binomial, Poisson, normal and other probability distributions; Chebychev inequality, central limit theorem. *Prerequisite, Mathematics 118.*

324. Mathematical Statistics**(3)**

A systematic treatment of statistics from a theoretical point of view; sampling distributions, decision theory, estimation, hypothesis testing, modeling and applications. *Prerequisite, Mathematics 323.*

331; 332; 431; 432. Mathematics Problems Seminar**(1; 1; 1; 1)**

Consideration of problems chosen from diverse areas of mathematics, giving students experience in dealing with mathematics and mathematical ideas outside of a course context. The problems considered will vary from year to year.

353; 354; 453; 454. Special Studies in Mathematics**(1 to 3)**

Directed study planned and conducted with reference to the needs of students who are candidates for departmental honors. Qualified students who are not candidates for such honors are admitted with the consent of the department.

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. *Prerequisite, Mathematics 221.*

407. Introduction to Numerical Analysis**(3)**

A study of numerical methods including the solution of linear and non-linear equations, numerical integration and differentiation, solution of ordinary differential equations, and eigenvalue problems. *Prerequisites, Mathematics 218 and a knowledge of computer programming. Alternates with Mathematics 312. Offered in 1979-80.*

MILITARY SCIENCE (60)

Lt. Colonel Davis; Major Shoop; Captains Hayden and Schenk

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.

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 introduces the student to the fundamentals of map reading and land navigation. *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 skills, marksmanship, self-defense, etc.).

205, 206. Basic Skills and Tactics (1, 1)

First semester: advanced land navigation and an introduction to orienteering. The second semester introduces the student to 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 and Heggemeier; Associate Professor Dietrich; Assistant Professors Hering, Julia Hitchcock, and Hylton; Adjunct Instructors Brengle, Brunner, Fitzgerald, Mathews, Ostryniec, Robinson, and 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 or gr. K-12).

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 and early 20th century techniques; 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.

305. Orchestration

(3)

Practical experience in scoring for band and orchestra, including a study of transposition, instrumental combinations and tone colors. *Required of all Music Education Majors.*

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.

Applied Music

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

Instruction in applied music is given in half-period and period length private lessons. An extra tuition charge of \$100.00 per semester is made for one period of private instruction a week, \$60.00 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 sonatas 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 preclassical, classical, 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 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.*

209. A Survey of Choral Literature (2)

A survey of sacred and secular choral literature geared for the secondary and college choir as well as the church choir. Examples from Gregorian Chant through electronic music will be examined, with an emphasis on rehearsal techniques. *Prerequisite, permission of the instructor.*

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 1979-1980.*

214. (Masters in Music) (3)

A study of one major composer's life and representative compositions. In 1979-80, the topic will be Brahms. *Prerequisite, Music 109, or permission of the instructor. Alternates with Music 216. Offered in 1979-1980.*

215. Twentieth Century Music (3)

A study of the trends in music since 1900 with emphasis on the works of the most important composers and their followers. *Prerequisite, Music 109, or permission of the instructor. Alternates with Music 213. Offered in 1980-81.*

216. Opera (3)

A survey of opera, from its beginnings to our own day, viewed against its historical, literary, and cultural background. *Prerequisite, Music 109, or permission of the instructor. Alternates with Music 214. Offered in 1980-81.*

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.*

306. A Survey of Organ Literature (2)

A survey of organ literature beginning with the early tablatures of the 14th-century through the 20th-century, with emphasis on organ performance practices. *Prerequisite, permission of the instructor.*

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.*

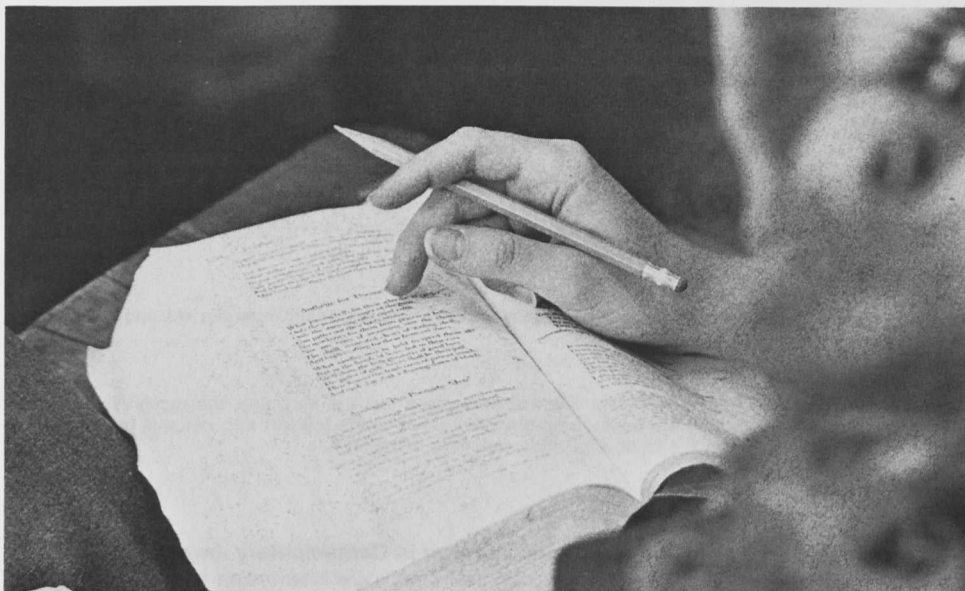
Music Education

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.

223, 224. Brass and Percussion Methods/Literature (2, 2)

Instruction in methods of teaching and the literature for brass and percussion instruments. Required of Instrumental Music Education majors. This course alternates with String and Woodwind Methods/Literature. *Offered in 1979-80 and alternate years.*



226. Brass and Percussion Methods/Literature

(1)

Instruction in methods of teaching and the literature for brass and percussion instruments. Required of gr. K-12 and Vocal Music Education majors. This course alternates with String and Woodwind Methods/Literature. Offered in 1979-80 and alternate years.

227, 228. Voice Class/Literature

(1, 1)

Instruction in and application of using the voice as a tool in teaching instrumental music. Basic vocal technique, acquaintance with various types of vocal literature. Required of Instrumental Music Education majors.

235, 236. String and Woodwind Methods/Literature

(2, 2)

Instruction in methods of teaching and literature for string and woodwind instruments. Required of Instrumental Music Education majors. This course alternates with Brass and Percussion Methods/Literature. Offered in 1980-1981 and alternate years.

238. String and Woodwind Methods/Literature

(1)

Instruction in methods of teaching and the literature for string and woodwind instruments. Required of gr. K-12 and Vocal Music Education majors. This course alternates with Brass and Percussion Methods/Literature. Offered in 1980-81 and alternate years.

329. Teaching Classroom/Choral Music

(2)

A study of methods of teaching secondary school general music classes and vocal groups.

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.

339. Teaching Instrumental Music in the Secondary Schools

(2)

The methods of teaching various phases of instrumental music in the secondary schools.

341. Elementary Choral/Classroom Music

(3)

The methods of teaching elementary school music classes and choral groups. Required of gr. K-12 Music Education majors. Offered in 1979-1980 and alternate years.

343. Instrumental Materials/Conducting

(2)

Literature for and instruction in conducting of elementary, junior and senior high school bands and orchestras. Required of Instrumental Music Education majors.

345. Choral Materials/Conducting in the Secondary Schools

(2)

Literature for and instruction in conducting of secondary school choral groups. Required of Vocal and gr. K-12 Music Education majors.

Musical Organizations

Membership in the college band, choir, choristers, 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; 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)

Professor Emeritus Holthaus; Professor David; Associate Professor Zepp; Assistant Professor Wu; and faculty members from the departments involved

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.

106. World Religions: East

See Religious Studies 106.

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.

112. African History to 1800

See History 112.

113. Africa Since 1800

See History 113.

204. The World's Earliest Literature: Non-Western

See Comparative Literature 204.

221. Ghandhi 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.

229. Non-Western Art

See Art 229.

237. East Asian Philosophy (3)

A survey of the cultural heritage of China and Japan, with emphasis on the philosophical presuppositions concerning man and nature. Schools of thought which will receive special attention include Confucianism, Taoism, Yin and Yan, Neo-Confucianism, Zen, and Shintoism.

304. Government and Politics of the Middle East

See Political Science 304.

310. 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 RELIGIOUS STUDIES

Professor Emeritus Holthaus; Associate Professors Hartman (Department Head) and Zepp; Assistant Professor Wu; Adjunct Assistant Professors Bramble, Siegel, Wallace, and Wolfe

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 religious studies, or in philosophy and religious studies.

PHILOSOPHY (69)

111; 111R. 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.

207. Existential Philosophy

(3)

A study of some of the major figures of the existentialist school, such as Kierkegaard, Heidegger, Sartre, Jaspers, and Camus.

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.*

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.

237. East Asian Philosophy

See Non-Western Studies 237.

306. Philosophy of Mind

(3)

A critical study of the concept of mind and selected theories of the mind-body relations. Topics include mind and artificial intelligence, the nature of human action, and the free will problem.

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.*

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; special emphasis is on the problem of poverty and economic justice.

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. *Permission of the instructor is required for admission to this course.*

333. Philosophy in Literature

(3)

Interpretation and analysis of some literary works which successfully express philosophical ideas concerning man and the world in which he finds himself caught up.

334. Mind-Body Problem

(3)

A philosophical examination of the nature of mind and body. Topics include the cognitive functions of mind, our knowledge of other minds, behaviorism, death, and immortality.

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.

402. Senior Seminar

(3)

A seminar required of all philosophy and religious studies majors as part of their graduation requirements. Each student will be required to write a major paper on a topic within his/her major. A member of the department will supervise the project.

RELIGIOUS STUDIES (84)

PHENOMENOLOGY OF RELIGION

101; 101R. Introduction to Religious Studies

(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, phenomenological, and comparative methods are used.

308. Philosophy of Religion

See Philosophy 308.

309. Mysticism: East and West

(3)

A study of the content and methodology of representative forms of mysticism from the following traditions: Zen (Buddhism), Yoga (Hinduism), Sufi (Islam), Hasidism (Judaism), Catholic and Protestant Christianity. *Religious Studies 101 is strongly recommended as a prerequisite. Offered in 1980-81 and alternate years.*

COMPARATIVE RELIGION

Western

103. Biblical Foundations: The Hebrew Tradition

(3)

An introductory course treating the historical background and development of the Hebraic religion, the composition of its primary documents, with particular emphasis upon its religious ideas.

105. World Religions: West

(3)

A study in some detail of the major western religions—Judaism, Christianity, and Islam. Attention will be paid to origins, founders, scriptures, and institutions.

110. Biblical Foundations: The Christian Tradition

(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.



Eastern

106. World Religions: East (3)

A study in some detail of the major eastern religions—Hinduism, Buddhism, Confucianism, Taoism, Shintoism. Attention will be paid to origins, founders, scriptures, and institutions.

221. Gandhi and Tagore

See Non-Western Studies 221.

American

109. Black American Religious Experience and Black Protest (3)

An examination, historically and thematically, of the organic interrelationship between the black religious experience in America and the perennial presence of social protest from slave rebellions through the civil rights' struggle to contemporary black liberation theology.

209. American Indian Religion (3)

An examination of the structure, motifs, and rituals of Native American religion, especially the Sioux, Navajo, and Pueblo. Such themes as the Trickster Figure, the Vision Quest, unity of secular and sacred, and Shamanism will be discussed. *Sociology 207 and Religious Studies 101 are recommended as prerequisites. Offered in 1979-80 and alternate years.*

210. The American Religious Experience (3)

A survey of religion and its relationship with American society from the first old world exploration to the present. Critical discussion of such concepts as: "the chosen people" myth, the Americanization of European religion, immigration and the "melting pot," European response to Native American religion, Afro-American religion, "civil religion," religious pluralism and "post-Puritan" America.

328. Liberation Movements and Human Freedom

See Sociology 328.

CONTEMPORARY RELIGIOUS STUDIES

206. Religion and Society

See Sociology 206.

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, (e.g., war, sexuality, world hunger, bio-medical issues, etc.) *Offered in 1980-81 and alternate years.*

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

A study of a man, movement, or problem in modern religious interpretation. Subject for 1979 is Contemporary Religious Cults. *Offered in 1979-80 and 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 1979-1980 and alternate years.*

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

Historical studies—Reformation, 19th century, etc.; classical figures—Augustine, Aquinas, Tillich, etc.; phenomenological subjects—myth, ritual, the sacred, etc.; Scriptural studies—Koran, Bible, Gita, etc. 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.

402. Senior Seminar

See Philosophy 402.

PHYSICAL EDUCATION (72)

Professors Clower and Case^a; Associate Professor Ronald Jones; Assistant Professors Carpenter, Fritz, Fern Hitchcock, Ober, and Weyers

Beyond the basic physical education major, the department provides a variety of options for the physical education major, including teaching certification in secondary school physical education or in elementary-secondary school physical education, an aquatics emphasis, an athletic training emphasis, a coaching emphasis, and a graduate professional school emphasis (physical education, physical therapy, recreation, athletic training, etc.)

^a On sabbatical leave, second semester, 1979-80.

Activity

The basic college requirement is competence in three areas of activity — body movement activities (courses numbered 001-029; 101-129), team activities (courses numbered 030-059; 130-159), and lifetime sports activities (courses numbered 060-089; 160-189). This requirement may be satisfied by demonstration of competence or by completing courses chosen from the activity courses listed below.

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. Some courses carry dual numbers indicating that they may satisfy either of two proficiency areas. The same course may not be used to satisfy more than one proficiency area requirement.

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

101; 102. Physical Education Activity

(1; 1)

Instruction in the fundamental skills and basic knowledge of the activity named. *Each activity meets approximately fourteen hours. Two activities must be completed to receive credit for the course.*

Body Movements

002. Fencing I	007. Synchronized Swimming	013. Diving
003. Judo	008. Karate	015. Tumbling
005. Wrestling	009. Rappelling	016. Weight Training
006. Track and Field	012. Fencing II	

Team Sports

031. Field Hockey	035. Soccer-Speedball	040. Team Handball
032. Softball	036. Basketball	041. Water Polo
033. Flag Football	037. Lacrosse	
034. Rugby	038. Volleyball	

Lifetime Activities

061. Archery I	068. Squash-Handball	074. Canoeing
062. Badminton I	069. Rifle	075. Golf II
063. Tennis I	070. Bowling	076. Bicycling
065. Golf I	071. Archery II	077. Casting
066. Skiing	072. Badminton II	078. Orienteering
067. Riding	073. Tennis II	079. Backpacking
		080. Jogging

Each of the following activities meets approximately 28 hours per semester and carries one semester hour credit (except for 129; 179).

105. Gymnastics	(1)
107. Folk, Square, Ballroom Dance	(1)
108. Modern Dance	(1)
110; 160. Basic Swimming	(1)
116; 166. Life Saving	(1)
118; 168. Scuba Diving	(1)
119; 169. Swimming: Stroke Technique	(1)
120. Modern Jazz I	(1)
121. Ballet I	(1)
123. Ballet II	(1)
124. Tap Dance	(1)
126. Games	(1)
127. Modern Jazz II	(1)
129; 179. Water Safety	(2)

Theory

182. Sport in American Society (3)

An examination of sport as a social phenomenon including game theory and structure, the impact of sport upon the individual and upon social institutions, and its role in socio-cultural development and change. *Prerequisite, Sociology 103.*

184. Psychological Aspects of Physical Activity and Sport (3)

The psychological aspects of participation and performance in physical activity and athletics. Topics include motor learning, personality, motivation, aggression, response, arousal, transfer, and other perceptual-motor concepts. *Prerequisite, Psychology 106.*

203. Principles and Problems of Coaching (3)

Basic principles and theory of coaching interschool athletics including various administrative aspects. Topics considered include philosophy, personal relationships, organization and planning, contest management, evaluation of personnel, coaching ethics, finance and budget, equipment management, and legal considerations.

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 education process.

215. Adapted Physical Education (3)

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.

221. Medical Aspects of Physical Activity (3)

Prevention and emergency care of injuries associated with physical activity. First aid care, medical and safety problems, nutrition, support methods, and conditioning exercises are studied.

222. Physiology of Exercise (3)

An examination of the basic physiological principles governing motor activity. Energy sources, training and conditioning, ergogenic aids, diet, and other pertinent topics are considered. *Prerequisite, Biology 211 or 316.*

224. Kinesiology (3)

The mechanical and anatomical principles underlying body movement. Movement and skill analysis, flexibility, neuro-muscular development, balance, and motor efficiency are examined.

228. Personal and School Health (3)

Consideration of factors for protecting and improving the health of the individual through the development of desirable health knowledge, attitudes, and practices; examination and analysis of various aspects of school health programs.

230. Elementary School Physical Education (3)

Functional programs of physical education for elementary school children, combining newer elements and approaches with more established concepts. Specific attention is given to the objectives and goals, methodology, curriculum progression by grade and activity, perceptual-motor concepts, and instructional materials.

231-239. Sports Coaching

Theory and techniques of coaching the sport listed. *Prerequisite, Physical Education 203 (this course may be taken concurrently).*

231. Basketball (1)

232. Field Hockey (1)

233. Football (1)

234. Lacrosse (1)

235. Soccer (1)

236. Softball (1)

237. Track (1)

238. Volleyball (1)

239. Wrestling (1)

303. Administration and Evaluation of Physical Education

(3)

The administration of physical education in school, including organization of programs and evaluation of individuals and programs. Objectives, scheduling, policies, and other administrative procedures, along with evaluative devices and techniques are stressed.

306. Advanced Athletic Training

(3)

Analysis of incidence of athletic injuries; preventive measures in sports medicine; use of therapeutic modalities, policies, and medical referral; practical therapeutics; training room organization and administration. *Prerequisite, Physical Education 219. Offered in 1979-1980 and alternate years.*

307. Practicum in Athletic Training

(3)

Practical experience and extensive field work in athletic training. *Prerequisite, Physical Education 306 (this course may be taken concurrently).*

308. Aquatics Management

(3)

Administration and organization of swimming pools and aquatics programs. Standards of health; supervision, maintenance, and operation of pools; personnel training; facility and program planning for schools, camps, and recreation centers are among the topics considered. *Offered in 1979-1980 and alternate years.*

351; 352; 451; 452. Special Studies in Physical Education

(1 to 3)

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in physical education. Qualified students who are not candidates for such honors but who desire to undertake special work in the department may also be admitted.

PHYSICAL SCIENCE

See General Science

PHYSICS (75)

Professors Achor and Yedinak; Instructor 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 1980-81 and 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. Offered in 1979-1980.*

211. Mathematical Physics

(3)

The applications of mathematics to physical systems. Topics studied are integration techniques, advanced vector techniques, Fourier analysis, complex algebra, 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, central force problems. *Prerequisite 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. Not offered in 1979-1980.*

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, relativistic dynamics; other topics chosen to meet the needs of the students enrolled. *Prerequisites, Physics, 212, 311. Offered in 1979-80.*

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 1979-80 and alternate years.*

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. Offered in 1979-1980.*

POLITICAL SCIENCE (78)

Professor David; Associate Professor Robert Weber; Assistant Professors Neal and 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 or in Brussels, the Washington Semester at The American University.

Political Science 103 is strongly recommended as background for advanced United States courses.

Political Science 104 is strongly recommended as background for international and comparative courses.

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)**

Analysis of state, county, and urban politics and administration with emphasis on the evolving federal relationship, the development of strong governors and the emergence of complex state bureaucratic organizations. Special attention is given to problems, prospects, and dynamics of Maryland.

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.

207. American Public Policy**(3)**

An examination of the major theoretical, conceptual, and practical issues in the study of public policy and the policy process, with examples drawn from current issues in American public policy. This may include education, civil liberties, political economy, welfare, and energy.

209. The Craft of Political Science Research**(3)**

An examination of the scope and methods of political science with emphasis on approaches derived from political philosophy, and small-group, personality, role, power and socialization theory. The substantive focus is on contemporary research on political attitudes, behavior, leadership character, and political psychology.

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.
- 216. Political Participation and Public Opinion** (3)
An examination of concepts and methods employed by analysts of political opinion with emphasis on the cultural and historical factors that influence the broad parameters of mass opinion. The various types of participation, the models used to explain participation in general, and the role played by parties, candidates, issues, and personal characteristics will also be discussed.
- 304. Government and Politics of the Middle East** (3)
A study of the major governments, institutions, transnational movements, functional problems and foreign policies of the Middle East. Special emphasis will be placed on the post World War II period. *Offered in 1979-80 and alternate years.*
- 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.
- 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. *Offered in 1980-81 and alternate years.*
- 310. Politics of Developing Areas** (3)
An examination of forces shaping the new nations and their problems of transition. *Offered in 1980-81 and alternate years.*
- 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. *Offered in 1979-80 and alternate years.*
- 320. Organizational Behavior** (3)
An exploration of individual and group behavior in the bureaucratic environment, focusing on the characteristics of bureaucracy and their linkages with human demands, needs, and goals. The dynamics of organizational socialization, management, communications group formation, and change are considered. *Offered in 1979-1980 and alternate years.*
- 321. Classical Political Thought** (3)
A survey of classical political thought from the ancient Greeks through the medieval period. The course will emphasize the concepts of natural law, Roman law, church-state relations, and other topics relating to the political ideas of the period.
- 322. Modern Political Thought** (3)
A survey of the ideas of the great political thinkers from Machiavelli to the present. The course will examine the political ideas embodied in liberalism, the reformation, conservatism, and various contemporary ideologies.
- 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.
- 403; 403R. Internship in State and Municipal Government** (3)
A supervised work-study program in a state or local government unit with direct participating involvement in the administrative, legislative, or judicial process. Directed readings and seminar sessions provide integration of the respective agency experiments.

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. Each semester one or more students may study the American Government, the formulation of American foreign policy, the District of Columbia as an urban area, the administration of justice, problems of international development, or economic policy formulation, engaging in research projects, seminars, internships, and other formal courses at The 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.

Drew Semester in Brussels

Students interested in this program, which focuses on the politics of the European Community, should consult with the Head of the Political Science Department.

PRE-PROFESSIONAL COURSES

Pre-Engineering

No major is offered in this field. However, the Physics Department administers a 3-2 program in which students who are interested in becoming engineers may do so by completing three years at Western Maryland College and then completing two years at Washington University, St. Louis, Missouri or another approved engineering school. Successful completion of this program qualifies a student for a bachelor's degree from each institution.

Pre-Forestry

Western Maryland College cooperates with the Duke University School of Forestry and Environmental Studies to offer a 3-2 program in which students study three years at Western Maryland, then four semesters and a four-week August term at Duke. Two degrees, the Bachelor of Arts from Western Maryland and the Master of Forestry or the Master of Environmental Management from Duke, are awarded to students who complete the program. Students who prefer to complete the B.A. at Western Maryland before entering Duke's graduate program may qualify for a reduction in the Duke residency and credit requirements as a result of taking relevant undergraduate courses.

Students who major in one of the natural or social sciences, pre-engineering or economics have been found by Duke to be well suited to the program.

Pre-Legal

Law Schools give preference to students with high grades and backgrounds of broadly cultural and social education.

A student may major in any department. Most useful courses are those which offer training in writing and speaking, literature of all kinds, history, economics, and political science.

The Law School Admission Test Council and the Council of the Section of Legal Education and Admissions of the American Bar Association both advise against the taking of courses on a "credit/no credit" basis by students intending to go to law school.

Pre-Ministerial

A pre-ministerial student may major in any one of several departments; English, History, Philosophy and Religious Studies, Psychology, Sociology, for instance. The student should map out a four-year program with the assistance of an appointed adviser and the advisory officer of the department in which the major work will be done.

Pre-Professional Curriculum for the Health Sciences

A student is required to major in some academic discipline of his/her choosing and interest. The fulfillment of any major and the completion of the courses listed below will be sufficient for application to most medical schools.

On the basis of the minimum science requirements for entrance into most medical, dental, optometric, and veterinary schools, the following courses are prescribed for this curriculum:

Some medical, nursing, and veterinary schools require additional courses in science and non-science areas. The student should become familiar with the requirements of specific schools early either through consultation with an academic adviser, the pre-medical adviser, or with the current edition of (1) "Medical School Admissions Requirements—U.S.A. and Canada" published by the Association of American Medical Colleges, (2) "Admission Requirements of U.S. and Canadian Dental Schools" published by the American Association of Dental Schools.

PSYCHOBIOLOGY (80)

Associate Professors Colyer and Orenstein (Advisers)

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, neuropsychology, 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 William Miller and Vernon^a; Associate Professors Colyer and Orenstein; Adjunct Assistant Professor Whitehouse; Adjunct Instructor Tressler

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 Elementary Education or Secondary Education (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. Laboratory work may extend beyond the allotted three-hour period. Statistics 215 recommended.*

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. *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.*

211. Psychology of Abnormal Behavior (3)

The incidence, causes, treatment and prevention of disorganized behavior of persons. *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. Laboratory work may extend beyond the allotted three-hour period. Prerequisite, Statistics 215, or permission of the instructor.*

^a On leave of absence, 1979-80

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. Statistics 215 recommended.*

228. Animal Behavior (3)

A study of animal behavior in the context of evolution and ecology with emphasis on epigenetic and ethological approaches as they relate to the development of reproductive, feeding, and aggressive behaviors, and sensory processes.

303. Theories of Personality (3)

An overview of the major contemporary theories of personality. Emphasis on the normal personality. *Offered in 1979-80 and alternate years.*

306. Adolescent Development and Behavior (3)

Critical survey of research problems and theories pertaining to adolescent development; review and application of principles of learning to adolescent behavior.

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 1980-81 and alternate years.*

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.

316. Dying, Death, and Lethal Behavior (3)

A study of death and dying in our society with focus on the individual. Topics include a critique of the death system; suicide and homicide; bereavement, grief and mourning; euthanasia; caring for the terminally ill; and near-death experiences. *Offered in 1979-80 and alternate years.*

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. Offered in 1980-81 and alternate years.*

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. *Prerequisite, Psychology 211, or permission of the instructor.*

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 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.

RELIGIOUS STUDIES (84)

See Philosophy and Religious Studies.

RESERVE OFFICERS TRAINING CORPS PROGRAM (86)

See Military Science.

RUSSIAN (87)

See Foreign Languages.

SOCIOLOGY AND SOCIAL WORK

Professor Griswold; Associate Professors Ashburn and Elwell; Assistant Professors Herrman, Rees, and Tait; Adjunct Assistant Professors Pats and Shook

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

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 accredited 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.

SOCIOLOGY (90)**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 the development, enforcement, and violation of societal norms. Use will be made of recent theoretical perspectives, supplemented with data collection via interviews and observation.

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.

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.

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. *Offered in 1980-81 and alternate years.*

207. Ethnography of The American Indian**(3)**

An archaeological and ethnological analysis of Indian cultures in the Americas from the early hunters to the high cultures of Maya, Inca, and Aztec. *Offered in alternate years.*

209. American Indian Religion

See Religious Studies 209.

210. Population**(3)**

The composition, growth, distribution, and changes in population of the United States and other areas of the world.

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 1979-80 and every third year.*

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. *Offered in 1979-80 and alternate years.*

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.

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.

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. Offered in 1980-81 and alternate years.*

328. Liberation Movements and Human Freedom**(3)**

The contribution to the current Native American, 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 for 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.

SOCIAL WORK (91)**214. Patterns of Socialization****(3)**

Interaction of persons and society as seen against the background of varied societal opportunities and expectations; integration of related social science knowledge with specific application to social work practice.

217, 218. 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 or permission of the instructor.*

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. *Offered in 1980-81 and every third year.*

322, 409. Social Work Methods I, II**(3, 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, Social Work 217.*

349. Methods of Social Work Research**(3)**

The application of the basic techniques of social research to the study of various social work problems and concepts. *Prerequisite, Social Work 217.*

415, 416. Field Work Seminar in Social Work I, II**(2, 2)**

Weekly seminar session focusing on theoretical concepts and analysis of field experience. Material draws directly on student's agency practice. *To be taken concurrently with Field Work in Social Work I, II.*

417, 418. Field Work in Social Work I, II**(4, 4)**

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 are used, with each student assigned to a specific agency. Sixteen hours of field work per week. To be taken concurrently with Field Work Seminar in Social Work. *Prerequisite, permission of the department. Extra tuition fee, \$50.00 each semester.*

453; 454. Special Studies in Social Work**(1 to 3)**

Directed study planned and conducted with reference to the needs of those students who are candidates for honors in Sociology/Social Work. Qualified students who are not candidates for such honors but who desire to undertake special work in the department are also admitted.

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)

Professor Law; Associate Professor Seidel; Assistant Professors Bostaph and Latawic.

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. *Not open to students who have completed Mathematics 324.*

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. Emphasis is on techniques of hypothesis testing useful for research in the social and natural sciences. *Prerequisite, Statistics 215 or Mathematics 324.*

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., LL.D.	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.

Jane Decker Asmis (1975)
Farm Owner and Arabian Horse Breeder
Never Die Farm
Sykesville, Maryland

Wilson K. Barnes, J.D., D.Cn.L. (1963)
Attorney (Formerly Associate Judge, Maryland Court of Appeals)
Little, Hall & Steinmann, P.A.
Baltimore, Maryland

Clarence H. Bennett, B.A. (1967)
Chairman of the Board
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, B.A. (1965)
President
Pepsi-Cola Bottling Company
Atlantic City, New Jersey

Mary Brown Bryson, B.A. (1967)
Alumna and Community Leader
Westminster, Maryland

Frank Walter Carman, B.B.A. (1976)
Executive Vice President
The Savings Bank of Baltimore
Towson, Maryland

David Morris Denton, B.A., M.A., Ped.D. (1976)
Superintendent
Maryland School for the Deaf
Frederick, Maryland

Charles H. Dorsey, Jr., B.S., LL.B. (1978)
Executive Director
Legal Aid Bureau, Inc.
Baltimore, Maryland

William Bevard Dulany, B.A., J.D. (1976)
Lawyer
Dulany and Davis
Westminster, Maryland

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

Robert D. Faw, B.A., C.P.A. (1966)
Consultant
Faw, Casson and Company
Salisbury, Maryland

Charles C. Fenwick, Sr. (1978)
President
Hunt Valley Ford
Glyndon, Maryland

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

Clarence L. Fossett, D.D. (1960)
Minister
Metropolitan Memorial United Methodist Church
Chevy Chase, Maryland

Mary Todd Griffiths, B.A. (1976)
Alumna and Community Leader
Wernersville, Pennsylvania

Albert C. Hall, Sc.D. (1975)
Consultant to Secretary of the Air Force
Pentagon
Queenstown, Maryland

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

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

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

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

Richard F. Kline, Jr., B.A. (1975)
Vice President
R. F. Kline, Inc.
Thurmont, 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. (1975)
Director, Intercompany Services
The Black and Decker Manufacturing Company
Reisterstown, Maryland

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

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

Jonathan P. Myers, B.A. (1975)
President
Londontown Corporation
Owings Mills, Maryland

Eloise Chipman Payne, B.A. (1978)
Teacher and Supervisor
Baltimore City Public School Cafeterias
Towson, 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 (Retired)
United Methodist Church
Towson, Maryland

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

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

Charles H. Schools, J.D., LL.D. (1973)
Vice President and Treasurer
General Maintenance Service Co., Inc.
McLean, Virginia

Rebecca Groves Smith, B.A. (1976)
Teacher
Federalsburg, Maryland

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

Thaddeus W. Swank, B.S. (1974)
Vice President
Maryland National Bank
Baltimore, Maryland

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. Darner, M.D., Sc.D. (1957)
Physician (Retired)
Sun City, Arizona

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

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
Seaford, Delaware

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

Joshua W. Miles, LL.B., LL.D. (1959)
Attorney
Sauerwein, Boyd and Decker
Baltimore, Maryland

Austin E. Penn, LL.B., LL.D. (1961)*
Chairman, Executive Committee (Retired)
Baltimore Gas and Electric Company
Gibson Island, Maryland

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

HONORARY TRUSTEES

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

Thomas Howard Eaton, B.A. (1978)
Vice President (Retired)
Johns Manville Corporation
Royal Oak, Maryland

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

**Mr. Penn resigned as emeritus trustee August, 1976, to serve on Maryland State Board for Higher Education and was reinstated in January, 1979, after completion of SBHE term.*



Officers of the Board

Information compiled May, 1979

Chairman: Mr. Preston; *Chairman Emeritus:* Mr. Gill; *Vice Chairman:* Mr. Bricker; *Secretary:* Mr. John; *Assistant Secretary:* Ms. Beard; *Treasurer:* Mr. Schaeffer; *Assistant Treasurer:* Mr. Morris

Executive Committee: Chairman: Mr. Preston; Secretary: Mr. K. Mathias; Assistant Secretary: Ms. Beard; Messrs. Bennett, Bricker, Ms. Bryson, Messrs. Carman, Ellingsworth, Gill, Hoover, John, Kiefer, Kline, R. Mathias, Mund, Ransom, Resnick, Schaeffer, Swank; *Alumni Visitor:* Ms. Griffiths

Finance Committee: Chairman: Mr. Swank; Secretary: Mr. Schaeffer; Messrs. Bennett, Carman, Ellingsworth, Faw, Fenwick, Fisher, Hoover, A. Mathias, Miles, Mund, Rouzer, Stewart; *Alumni Visitor:* Mr. McGrew; *Faculty Visitor:* Mr. Case; *Student Visitor:* Mr. R. Smith; *ex officio:* Messrs. Preston and John

Committee on Academic Affairs: Chairman: Mr. Kiefer; Mr. Barnes, Ms. Bryson, Messrs. Denton, Jones, Mmes. Payne, Peterson, Mr. Schools, Mrs. Smith; *Alumni Visitors:* Mr. Austin, Ms. Jordan; *Faculty Visitors:* Mr. Case, Ms. Elwell; *Student Visitor:* Mr. Alexander; *ex officio:* Messrs. Preston and John

Buildings and Grounds Committee: Chairman: Mr. K. Mathias; Ms. Asmis, Messrs. Broll, Fossett, Ms. Griffiths, Messrs. Mansberger, Meyls, Schools, Ms. Taylor; *Alumni Visitor:* Mr. Psaris; *Faculty Visitor:* Ms. Elwell; *Student Visitor:* Ms. James; *ex officio:* Messrs. Preston and John

Development Committee: Chairman: Mr. Ellingsworth; Messrs. Carman, Dulany, Faw, Fisher, Gill, Hall, Hoffman, Kline, Mansberger, A. Mathias, K. Mathias, R. Mathias, Meyls, Mund, Mrs. Peterson, Messrs. Resnick, Rouzer, Stewart, Swank, Eaton, Mrs. Taylor; *Alumni Visitors:* Ms. Wootten, Mr. Vitek; *Faculty Visitor:* Mr. David; *Student Visitors:* Ms. James, Mr. R. Smith; *ex officio:* Messrs. Preston and John

Student Affairs Committee: Chairman: Mr. Myers; *Trustees:* Messrs. Denton, Dorsey, Kline, Mmes. Smith, Taylor; *Faculty/Staff:* Mr. Case, Ms. Laidlaw, Mr. Mowbray; *Alumni Visitor:* Ms. Whiteside; *Faculty Visitor:* Mr. David; *Students:* Messrs. Mitchell Alexander, Dale Friedman, Mmes. Mary Griffin, Carol James; Messrs. John Leitzel, Regan Smith; *ex officio:* Messrs. Preston and John

Alumni Visitors to the Board

Ex officio, President, Alumni Association, Mary Todd Griffiths, ('48), Wernersville, Pa.; *President-Elect,* Brantley P. Vitek, ('57), Annandale, Va.; *Executive Secretary,* Carol A. Preston, ('69), Owings Mills, Md.

Term expires June, 1979. Rodney E. Austin, ('48), Winston-Salem, N.C.; June Beaver Jordan, ('51), Reston, Va.

Term expires June, 1980. Michael N. Psaris, ('67), Towson, Md.; Karen Helbig Whiteside, ('59), Rockville, Md.

Term expires June, 1981. John W. McGrew, ('49), Westminster, Md.; Florence Mehl Wootten, ('58), Salisbury, Md.

Faculty Visitors to the Board

H. Samuel Case, Professor of Physical Education; William M. David, Jr., Professor of Political Science; Mary Ellen Elwell, Associate Professor of Sociology and Social Work

Student Visitors to the Board

Mitchell Alexander ('80), Baltimore, Md.; Carol L. James, ('79), Baltimore, Md.; Regan J. Smith, ('81), Baltimore, Md.

ADMINISTRATION

Information compiled, May, 1979

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., *Administrative Assistant*
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., *Associate Dean for Graduate Studies*
Nancy Lawton Clingan, *Executive Secretary*
Jeanette Kay Witt, *Administrative Assistant*
Hugh Tarply Prickett, Jr., B.C.E., M.A., Ed.D., *Director, Education of the Deaf Program*

Registrar

Hilbert Hughlett Dawkins, Jr., B.A., M.Ed., *Registrar*
Henry Miller, III, B.A., M.Ed., *Assistant Registrar*

Library

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

Admissions and Financial Aid

Lawrence Leslie Bennett, Jr., B.A., M.S., *Director of Admissions and Financial Aid*
Joan Collison Murr, *Associate Director of Admissions*
August Edward Aull, III, B.A., *Assistant Director of Financial Aid and Admissions*
Martha Dudley Keller, B.A., *Admissions Counselor*
Russell Carlisle Hess, B.A., *Admissions Counselor*
Merri Ligger Hollinger, *Financial Aid Assistant and Office Manager*

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 Students*
Lynn Alberta Shuppel, B.A., M.A., *Director of Counseling and Career Services*
Joan Avey Nixon, B.A., M.A., *Director of College Activities*

Infirmary

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

Office of Business Affairs

Philip Blettner Schaeffer, B.A., *Vice President for Business Affairs and Treasurer*
Marie Elaine Green, *Executive Secretary*
Jack Allison Morris, B.S., M.B.A., *Business Manager*
Kathleen Easley Donofrio, B.A., M.L.A., *Director of Personnel Services*
Kay Bollinger Kemp, *Accounting Supervisor*
Susan Lynn Schmidt, B.S., *Cashier*
Belle Irene Young, *Postmaster*
Preston Strevig Yingling, *Director of Physical Plant and Purchasing*
Scott Lambert Smith, *Superintendent of Buildings and Grounds*
Emily G. Johnston, B.S., M.S., Ph.D., *Director of Computer Center*
Arlene Hersh MacDonald, *Director of Food Services*
John Matthew Jarkowicz, *Manager of College Store*

Office of Development

James Franklin Ridenour, B.S., M.S., *Vice President for Development*
Joyce Loretta Eyler, *Executive Secretary*
Gerald Frederick Clark, Jr., B.A., M.Ed., M.L.A., *Associate Director of Development*
Carol Armacost Preston, B.A., M.Ed., *Assistant Director of Development and Director of Alumni Activities*
Philip Elwood Uhrig, B.A., M.Ed., *Director of Deferred Giving (Part-time)*
Joyce Davis Muller, B.S., *Director of Public Information*
Cynthia O'Neal Keefer, B.A., *Assistant Director of Public Information*

Office of Director of Athletics

Richard Allen Clower, B.A., M.S., Ed.D., *Director of Athletics*
Carol Ann Fritz, B.S., M.Ed., *Associate Director of Athletics*

EMERITI

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

Administration

Samuel Biggs Schofield, A.B., A.M., Sc.D., LL.D., *Dean of Administration and Professor of Chemistry Emeritus; Archivist Emeritus* (1919)
Martha Eliza Manahan, A.B., *Registrar Emeritus* (1938)
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)
Cora Virginia Perry, B.A., M.L.A., *Registrar Emeritus* (1936)

Faculty

Maude Gesner, *Professor of Music Emeritus* (1917)
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)
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, D.F.A., *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)
Reuben Simon Henry Holthaus, A.B., A.M., S.T.B., Ph.D., *Professor of Philosophy Emeritus* (1946)
Ralph Bevere Price, B.A., M.A., Ph.D., *Professor of Economics Emeritus* (1954)
Charles Edward Crain, B.A., B.D., Ph.D., *Professor of Religion Emeritus* (1949)
Isabel Isanogbe Royer, B.A., B.E., M.A., Ph.D., *Professor of Biology Emeritus* (1942)



FACULTY

Information compiled May, 1979

William Thomas Achor, *Professor of Physics*

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

George Samuel Alspach, Jr., *Associate 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)

Aleine Austin, *Assistant Professor of History*

B.A., Antioch College; M.A., Ph.D., Columbia University. (1976)

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)

Julie Oeming Badiée, *Assistant Professor of Art History*

B.A., M.A., Ph.D., University of Michigan. (1978)

Mary Gail Biebel, *Assistant Professor of Education*

B.S., West Texas State University at Canyon; M.Ed., Ph.D., University of Pittsburgh. (1978)

Robert Philip Boner, *Associate Professor of Mathematics*

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

Samuel Harvey Bostaph, *Assistant Professor of Economics*

B.A., Texas Christian University; M.S., Ph.D., Southern Illinois University. (1977)

Leonard Stanley Bowlsbey, Jr., *Associate Dean for Graduate Studies and Professor of Education*

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

Michael Mathison Brown, *Associate Professor of Biology*

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

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

(On sabbatical leave, second semester, 1979-80)

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

James Richard Carpenter, Jr., *Assistant Professor of Physical Education*

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

Howard Samuel Case, *Professor of Physical Education*

(On sabbatical leave, second semester, 1979-80)

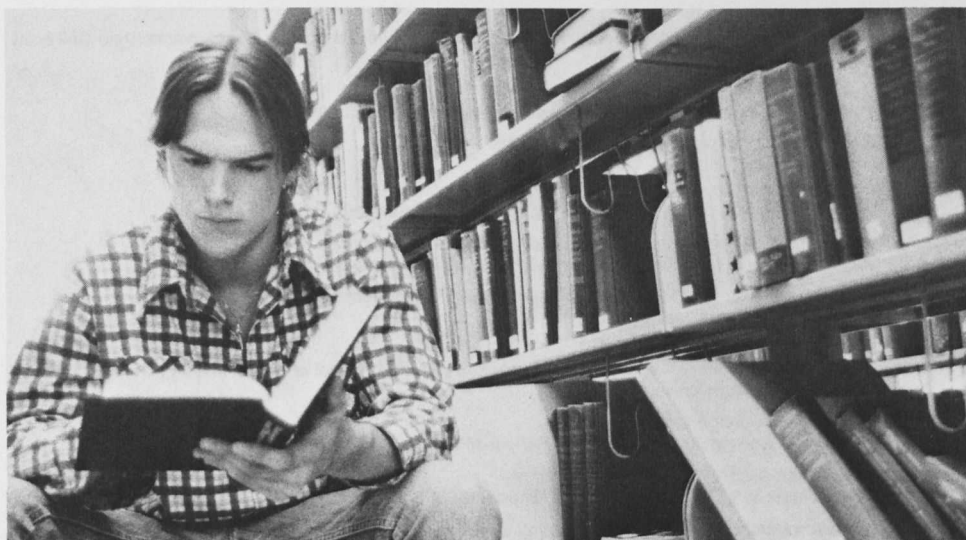
B.S., M.Ed., Western Maryland College; Ph.D., The Ohio State University. (1965)

William Francis Cipolla, *Associate Professor of Foreign Languages*

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

Jack E. Clark, *Assistant Professor of Mathematics*

B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University. (1978)



Richard Allen Clower, *Professor of Physical Education*

B.A., 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)

Gerald Edward Cole, *Professor of Music*

B.Mus., University of Kansas; M.Mus., Oberlin College. (1955)

Joan Develin Coley, *Associate Professor of Education*

A.B., Albright College; M.Ed., Ph.D., University of Maryland. (1973)

Stephen Wheeler Colyer, *Associate Professor of Psychology*

A.B., Gettysburg College; M.A., Ph.D., Temple University. (1970)

David Ralston Cross, *Professor of Chemistry*

B.A., M.A., Wesleyan University; Ph.D., Syracuse University. (1964)

Cornelius Paul Darcy, *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)

Medley Maurice Davis, *Lieutenant Colonel, Field Artillery, Professor of Military Science*

B.A., St. Mary College; M.A., University of Kansas. (1979)

Margaret Woods Denman, *Assistant Professor of Education*

B.A., University of Oklahoma; M.S.Ed., Central Missouri State University; Ph.D., Texas Woman's University. (1977)

Thomas George Deveny, *Assistant Professor of Foreign Languages*

B.A., State University of New York; M.A., University of Florida; Ph.D., University of North Carolina. (1978)

Carl Leo Dietrich, *Associate Professor of Music*

B.Mus., M.Mus., Peabody Conservatory of Music. (1967)

Max Wesner Dixon, *Associate Professor of Dramatic Art*

B.A., DePauw University; M.A., University of Colorado. (1969)

Mary Ellen Elwell, *Associate Professor of Sociology and Social Work*

B.A., Western Maryland College; M.S.W., University of Pennsylvania. (1969)

Linda Ruth Eshleman, *Associate Professor of Mathematics*

B.S., Florida State University; M.A., Bowdoin College; Ph.D., University of Maryland. (1969)

Theodore Evergates, *Associate Professor of History*

(On sabbatical leave, second semester, 1979-80)

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)

-
- Francis Michael Fennell, *Assistant Professor of Education*
B.S., Lock Haven State College; M.Ed., Bloomsburg State College; Ph.D., The Pennsylvania State University. (1976)
- Carol Ann Fritz, *Assistant Professor of Physical Education*
B.S., West Chester State College; M.Ed., Western Maryland College. (1967)
- Kenneth Vance Gargaro, *Assistant Professor of Dramatic Art*
B.S., M.Ed., Duquesne University. (1979)
- Leonard Earl Griswold, *Professor of Sociology*
B.A., The Johns Hopkins University; M.A., Ph.D., University of Kentucky (1956)
- Robert Hill Hartman, *Associate Professor of Philosophy and Religious Studies*
A.B., Oberlin College; S.T.B., Boston University; Ph.D., Northwestern University. (1969)
- Gregory William Hayden, *Captain, Military Intelligence, Assistant Professor of Military Science*
B.S., University of Scranton. (1978)
- Arleen Heggemeier, *Professor of Music*
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)
- Brent Eugene Hylton, *Assistant Professor of Music*
B.M., Eastman School of Music; M.M., Syracuse University. (1977)
- Esther Mildred Iglich, *Assistant Professor of Biology*
B.A., Queens College; M.S., University of Georgia. (1979)
- Donald Eugene Jones, *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)
- Tara Vaughn Latawic, *Assistant Professor of Economics*
B.A., M.A., University of Connecticut. (1978)
- Alton Dennis Law, *Professor of Economics*
B.S., M.S., West Virginia University; Ph.D., Rutgers University. (1966)
- Ralph Brooks Levering, *Associate Professor of History*
A.B., University of North Carolina at Chapel Hill; M.A., Ph.D., Princeton University. (1972)
- James Edward Lightner, *Professor of Mathematics and Education*
B.A., 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 University; Ph.D., Dartmouth College. (1973)
- William McCormick, Jr., *Vice President, Dean of Academic Affairs and Professor of Economics and Business Administration*
B.S., M.B.A., Indiana University; Ph.D., Case Western Reserve University. (1973)
- Edmund Eugene Makosky, *Instructor in Physics*
B.A., Western Maryland College; A.M., University of Delaware. (1965)
- Kathy Steele Mangan, *Assistant Professor of English*
B.A., Denison University; M.A., Ohio University. (1978)
- William Gene Miller, *Professor of Psychology*
A.B., West Virginia Wesleyan College; M.Div., Wesley Theological Seminary; Ph.D., Boston University. (1962)
- Charles Edward Neal, *Assistant Professor of Political Science*
B.A., Luther College; M.A., Iowa State University. (1978)

-
- Alexander George Ober, *Assistant Professor of Physical Education*
B.A., M.Ed., Western Maryland College; Ph.D., University of Maryland. (1969)
- Howard Bernard Orenstein, *Associate Professor of Psychology*
B.A., Hunter College of CUNY; M.A., Ph.D., University of Cincinnati. (1971)
- Douglas Roy Ostrom, *Assistant Professor of Economics and Business Administration*
B.A., M.A., University of Michigan. (1978)
- Paula Jean Ottinger, *Instructor in Education*.
B.A., Western Maryland College; M.A., Gallaudet College. (1978)
- Wasył 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, *Professor of English*
B.A., Marietta College; M.A., Lehigh University; Ph.D., Kent State University. (1968)
- Raymond Clarence Phillips, Jr., *Professor of English*
A.B., Dickinson College; M.A., Columbia University; Ph.D., University of Pennsylvania. (1963)
- Hugh Tarply Prickett, Jr., *Assistant Professor of Education appointed to The Joseph D. Baker Fund, Inc., Chair in Deafness*
B.C.E., Auburn University; M.A., Appalachian State University; Ed.D., University of Georgia (1974)
- Carol Jean Quinn, *Associate Librarian, Instructor*
B.A., University of Florida; M.A. in L.S., University of Minnesota; M.A., University of Florida. (1972)
- Donald Robert Rabush, *Associate Professor of Education*
B.A., M.Ed., Western Maryland College; Ed.D., University of Denver. (1973)
- Daniel K. Rees, *Assistant Professor of Sociology and Social Work*
B.A., Ohio University; M.S.W., Ohio State University; Ph.D., The Catholic University of America. (1975)
- Eleanor Nace Richwine, *Associate 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)
- Harry Lewis Rosenzweig, *Associate Professor of Mathematics*
B.S., Massachusetts Institute of Technology; M.S., University of Arizona; Ph.D., University of Virginia. (1971)
- Robert William Sabora, *Assistant Professor of English*
B.A., University of Illinois; M.A., Ph.D., University of Connecticut. (1971)
- Donald Frederick Schenk, *Captain, Armor, Assistant Professor of Military Science*
B.A., Western Maryland College. (1979)
- Ethan Abba Seidel, *Associate Professor of Economics and Business Administration*
(On sabbatical leave, second semester, 1979-80)
B.A., The Johns Hopkins University; M.B.A., Wharton Graduate School, University of Pennsylvania; Ph.D., The Johns Hopkins University. (1969)
- John David Shoop, *Major, Field Artillery, Assistant Professor of Military Science*
B.S., University of Nebraska. (1977)
- Herbert Charles Smith, *Assistant Professor of Political Science*
B.A., Ursinus College; M.A., Ph.D., The Johns Hopkins University. (1973)
- Richard Hilton Smith, Jr., *Associate Professor of Chemistry*
B.S., Washington College; Ph.D., University of Virginia. (1971)
- Harold Ray Stevens, *Professor of English*
(On sabbatical leave, second semester, 1979-80)
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; Ph.D., University of Maryland. (1968)
- McCay Vernon, *Professor of Psychology*
(On leave of absence, 1979-80)
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*
B.S., University of Wisconsin-Milwaukee; M.A., Ph.D., University of Maryland. (1969)
- Tim Weinfeld, *Associate 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)
- Daniel Anthony Williams, *Assistant Professor of Foreign Languages*
B.A., University of Maryland; M.A., Ph.D., The Johns Hopkins University. (1972)
- Christian L. Wittwer, *Assistant Professor of Dramatic Art*
(On sabbatical leave, 1979-80)
B.A., Emory and Henry College; M.F.A., University of Georgia. (1973)
- Laurence Ching-Fang Wu, *Assistant Professor of Philosophy*
B.A., National Taiwan University; M.A., University of Minnesota; Ph.D., University of Texas at Austin. (1976)
- Peter Demerton Yedinak, *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., *Associate Professor of Religious Studies*
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, *Adjunct Instructor in General Science*
A.B., Wilson College.
- Richard Ammon, *Adjunct Assistant Professor in Education*
Ed.D., Pennsylvania State University
- Margaret Bailer Sullivan, *Adjunct Instructor in Education*
A.B., Rutgers University; M.Ed., Western Maryland College.
- Peter Wilkins Bramble, *Adjunct Assistant Professor of Philosophy and Religious Studies*
G.C.E., London University; L.Th., University of the West Indies; M.A., S.T.M., Yale University; Ph.D., University of Connecticut.
- Kyler D. Brengle, *Adjunct Instructor in Music*
B.S., University of Maryland.
- Olga Bloecher Brunner, *Adjunct Instructor in Music*
B.Mus.Ed., Oberlin College; M.A., Columbia University.
- Sheila Elizabeth Büttner, *Adjunct Instructor in German*
B.A., Grove City College; M.Ed., Western Maryland College.
- Jon A. Cantor, *Adjunct Instructor in Physical Education*
B.S., University of Maryland.
- Eleanor S. Darcy, *Adjunct Instructor in Interdisciplinary Studies*
B.A., Smith College.
- Henry T. Eigelsbach, *Adjunct Professor of Biology*
B.S., Purdue University; M.S., University of Kentucky; Ph.D., University of Cincinnati.
- Donna M. Evergates, *Adjunct Assistant Professor in Comparative Literature, Foreign Languages, History*
B.A., Goucher College; Ph.D., The Johns Hopkins University.
- Edward N. Farabaugh, *Adjunct Assistant Professor of Chemistry*
B.S., Georgetown University; M.S., St. Louis University; Ph.D., University of Maryland.
- Langston J. Fitzgerald, III, *Adjunct Instructor in Music*
B.Mus.Ed., M.Mus., Howard University
- Charles E. Halm, Jr., *Adjunct Assistant Professor of History*
B.A., The Johns Hopkins University; M.A., University of California at Berkeley; M.A., The Johns Hopkins University.
- Janet Holman, *Adjunct Instructor in Education*
B.A., West Liberty State College.
- Reuben S. H. Holthaus, *Adjunct Professor of Philosophy Emeritus*
A.B., Morningside College; A.M., S.T.B., Ph.D., Boston University. (1946)
- Madeline Bergerova Long, *Adjunct Instructor in Russian*
Charles University of Prague, Gettysburg College, The Johns Hopkins University, Middlebury College.
- Medora J. Lynn, *Adjunct Instructor in Physical Education*
Certificate, Cecchetti Council.
- Ann Mathews, *Adjunct Instructor in Music*
B.M., M.M., Peabody Conservatory.

-
- Donna McPartland, *Adjunct Instructor in Education*
B.S., Towson State University; M.Ed., Western Maryland College.
- J. Stephen Newmann, *Adjunct Instructor in English*
B.A., M.A., Western State College of Colorado.
- James P. Ostryniec, *Adjunct Instructor in Music*
B.M., University of Louisville; M.F.A., University of Hawaii; D.M.A., University of Michigan.
- Nancy Baugh Palmer, *Adjunct Instructor in English and Comparative Literature*
B.S., Western Kentucky University; M.A., University of Maryland.
- Susan Phoebeus Panek, *Adjunct Instructor in English*
B.A., Western Maryland College; M.A., University of Pennsylvania.
- Nadja D. Pats, *Adjunct Assistant Professor of Sociology & Social Work*
B.S., University of Maryland; M.S.W., Bryn Mawr College.
- Jennifer M. Railing, *Adjunct Associate Professor in Business Administration*
L.L.B., The University of London.
- David Albert Robinson, *Adjunct Instructor in Music*
B.Mu., Heidelberg College; Ed.M., University of Maryland.
- Thomas D. Ryan, *Adjunct Associate Professor of Mathematics*
B.S., Mt. St. Mary's College; M.A., University of Maryland.
- Carol Baker Sapora, *Adjunct Instructor in English*
B.A., Cornell University; M.A., University of Connecticut.
- Belen E. Schettini, *Adjunct Instructor in Spanish*
B.A., Havana Institute; M.Mus., Conservatory of Music, Havana, Cuba; M.A., The Catholic University.
- Mary Lee Younger Schmall, *Adjunct Laboratory Instructor*
B.A., Western Maryland College.
- Warren Shelley, *Adjunct Instructor in Music*
B.M., M.M., University of Michigan; D.M.A., Boston University.
- H. Kenneth Shook, *Adjunct Assistant Professor of Sociology*
B.A., Western Maryland College; M.A., Wesleyan University; Ph.D., University of Maryland
- Martin Siegel, *Adjunct Assistant Professor of Philosophy and Religious Studies*
B.S., Cornell University; B.H.L., M.A.H.L., Hebrew Union College.
- Gala Stern, *Adjunct Instructor in French*
B.A., Russell Sage College; M.A., Cornell University.
- Dawn Thomas, *Adjunct Instructor in Education*
B.S., Towson State University; M.Ed., Western Maryland College.
- Beth M. Tressler, *Adjunct Instructor in Psychology*
B.A., Western Maryland College; M.A., Loyola College.
- Isabel Valiela, *Adjunct Assistant Professor of Spanish*
B.A., State University of New York at Albany; M.A., New York University; Ph.D., Duke University.
- John Harlan Van Hart, *Adjunct Instructor in Dramatic Art*
B.A., Western Maryland College.
- Malcolm G. Wakefield, *Adjunct Instructor in Spanish*
B.A., Juniata College; M.A., Temple University; Diplome Superieur d'Etude Francaises, University of Strasbourg.
- Charles I. Wallace, *Adjunct Assistant Professor of Philosophy and Religious Studies*
B.A., Bowdoin College; B.D., Yale Divinity School; Ph.D., Duke University.
- Marilyn Ruth Ende Warsofsky, *Adjunct Instructor in Education*
B.F.A., M.F.A., Virginia Commonwealth University.
- Ann F. Weber, *Adjunct Instructor in Interdisciplinary Studies and English*
B.A., Washington College; M.S., University of Maryland.
- Gina Wendkos, *Adjunct Instructor in Art*
B.F.A., Maryland Institute College of Art; M.F.A., Hoffberger School of Graduate Painting.
- Rachel Ann Wentz, *Adjunct Instructor in Education*
B.A., Western Maryland College; M.A., Wake Forest University.
- Catherine C. Whitehouse, *Adjunct Assistant Professor of Psychology*
B.A., Western Maryland College; M.A., Ph.D., The Johns Hopkins University.
- Charles E. Wolfe, *Adjunct Assistant Professor of Philosophy and Religious Studies*
B.A., Northern Iowa University; B.D., Austin Presbyterian Theological Seminary; D.Min., Wesley Theological Seminary.

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 Wilmer V. Bell Memorial Scholarship Fund: Established in memory of Wilmer V. Bell, Class of 1930, former Alumni Association President, winner of the Alumnus of the Year Award in 1970, and outstanding educator in the Baltimore area.

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 Charles "Rip" and Mary Broughton Engle Scholarship Fund: This fund was begun in 1974 as an annuity to eventually assist a worthy student in attending Western Maryland. Both Charles and Mary Engle are of the Class of 1930.

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 Benjamin E. Fleagle Memorial Scholarship Fund: Established by Rena F. Kennedy in 1975 in recognition of her brother, an alumnus of the Class of 1904.

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 Hering Leister Giggard Educational Fund: Established by Gertrude Giggard in recognition of her brother to provide scholarships to the handicapped not otherwise able to obtain a college education.

The Mark Helfrich Scholarship Fund: Established by the friends and family of Mark J. Helfrich, Class in 1980, who died in 1979 while a student at Western Maryland. The scholarship will be awarded annually to a student majoring in art.

The James R. Hendon Memorial Scholarship Fund: Established by the friends and family of James R. Hendon, Class of 1981, who died in 1978 while a student at Western Maryland. Because he was involved in music and varsity wrestling, preference will be given to a person involved in one or both of these activities.

The Dorothy McDaniel Herr Memorial Scholarship Fund: Established in memory of Mrs. Herr, an alumna 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 Dr. and Mrs. Edgar B. Jenkins Student Loan Fund: Established by Dr. and Mrs. Jenkins, former faculty members, to assist capable students in receiving an education.

The 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 the 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 religious faith.

The Mund Scholarship: Established by Dr. and Mrs. Allan W. Mund. Dr. Mund was acting president of Western Maryland during 1970.

The 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 the sons, James H. Nichols, of the Class of 1927, and John Wilson Nichols, of the Class of 1948. 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.

The 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 Ridgaway-Knott Scholarship Fund: A gift by Ethel Grace Ridgaway, in consideration of the wishes of her nephew, Clarence Knott, created this fund in 1978 for a deserving pre-ministerial student.

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 Surdna Foundation Scholarship Fund

The Dr. Charles Roberts Thomas Scholarship Fund: This fund, established in 1968, provides scholarship assistance to needy students at the discretion of the Board of Trustees of Western Maryland. Dr. Thomas was a member of the Class of 1911.

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. Awarded annually to residents of Frederick County.

The Henrietta Roop Twigg Memorial Scholarship Fund: This fund is in memory of Henrietta Roop Twigg, Class of 1913, and was begun in 1979 by her family and friends.

The Maurice S. H. Unger Memorial Fund: Established by the will of Miss Eleanor DeForest Boteler of Baltimore, as a tribute to a prominent Carroll Countian, Maurice S. H. Unger, who was a Carroll County Educator and Superintendent for 19 years. The scholarship is awarded to Carroll County residents who have a financial need and demonstrate a strong moral character.

The Margaret Wappler Memorial Scholarship for Applied Music: Established by the Omicron Eta Chapter of Delta Omicron, this scholarship of \$175.00 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 Lowell Skinner Ensor Memorial Award for Graduate or Professional Study: Presented annually to that member of the graduating class whose excellence while at Western Maryland College best predicts success in the attainment of a graduate or professional degree. Excellence shall be based on scholarship, character and contributions to the life of the college. Nominations for the award shall be submitted each spring by Department Chairpersons with final selection by the College Awards Committee. This award was established by family and friends in memory of Lowell Skinner Ensor, fifth President of Western Maryland College.

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 Philip and Azalea Myers Award for Creativity in English: Created in 1979 by Philip Myers in loving memory of his wife Azalea (Sally) Myers, Class of 1914, to an outstanding senior in the English Department.

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 James Stephens Memorial Award: Income from the fund is to provide a trophy to the outstanding football player as voted by his teammates. Named in honor of James C. Stephens, Class of 1964.

The H. P. Sturdivant Biology Award: Established in 1973 at the retirement of Dr. Sturdivant as chairman of the Biology Department. Awarded to the senior biology major who displays the following qualities: academic excellence, dedication to the liberal arts philosophy, and unselfish service.

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 Anne Dexter Randle '41 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 Religious Studies.

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

	1979	1980
First term classes begin 8 a.m.	Wed., June 20	Wed., June 18
Holiday; no classes	Wed., July 4	Fri., July 4
First term ends	Fri., July 20	Fri., July 18
Second term classes begin	Tues., July 24	Tues., July 22
Second term ends	Wed., Aug. 22	Wed., Aug. 20

First Semester

Registration of freshmen and transfer students 9 a.m.-12 noon	Fri., Sept. 7	Fri., Sept. 5
Registration all other students 1 p.m. to 5 p.m.	Sun., Sept. 9	Sun., Sept. 7
Daily class schedule begins 7:50 a.m.	Mon., Sept. 10	Mon., Sept. 8
Last date for course changes and Credit/No Credit applications 4:30 p.m.	Mon., Sept. 24	Mon., Sept. 22
Midsemester grades are due in the Registrar's Office 12 noon	Fri., Oct. 19	Fri., Oct. 17
No classes	Mon., Tues., Oct. 22, 23	Mon., Tues., Oct. 20, 21
Last date for withdrawal from courses with "W" grade 4:30 p.m.	Tues., Oct. 30	Tues., Oct. 18
Thanksgiving recess begins 7 p.m.	Tues., Nov. 20	Tues., Nov. 25
Classes resume 7:50 a.m.	Mon., Nov. 26	Mon., Dec. 1
First semester classes end	Fri., Dec. 7	Fri., Dec. 5
Self-scheduled examinations begin	Sat., Dec. 8	Sat., Dec. 6
Registrar examinations begin	Mon., Dec. 10	Mon., Dec. 8
First semester ends	Sat., Dec. 15	Sat., Dec. 13
Final grades due in Registrar's Office 10 a.m.	Wed., Dec. 19	Wed., Dec. 17

January Term

January Term begins 9 a.m.
Last day for course changes 4:30 p.m.
Last day for withdrawal with "W" grade
4:30 p.m.
January Term ends; winter recess begins

1980

Mon., Jan. 7
Tues., Jan. 8

Wed., Jan. 23
Wed., Jan. 30

1981

Mon., Jan. 5
Tues., Jan. 6

Wed., Jan. 21
Wed., Jan. 28

Second Semester

Registration for all students 1 p.m. to 5 p.m.
Second semester classes begin 8 a.m.
January Term final grades due in
Registrar's Office 10 a.m.

Sun., Feb. 3
Mon., Feb. 4

Fri., Feb. 8

Sun., Feb. 1
Mon., Feb. 2

Fri., Feb. 6

Last date for course changes and Credit/No Credit
applications 4:30 p.m.

Mon., Feb. 18

Mon., Feb. 16

Midsemester grades due in the Registrar's

Office 12 noon

Fri., Mar. 21

Fri., Mar. 20

Spring recess begins 7 p.m.

Fri., Mar. 21

Fri., Mar. 20

Classes resume 8 a.m.

Mon., Mar. 31

Mon., Mar. 30

Last date for withdrawal from courses

with "W" grade 4:30 p.m.

Fri., Apr. 4

Fri., Apr. 3

Honors and Investiture Convocation 7 p.m.

Sun., May 4

Sun., May 3

Senior final examinations begin

Thurs., May 15

Thurs., May 14

Second semester classes end

Fri., May 16

Fri., May 15

Underclass self-scheduled examinations begin

Sat., May 17

Sat., May 16

Underclass Registrar examinations begin

Mon., May 19

Mon., May 18

Senior examinations end

Mon., May 19

Mon., May 18

Senior final grades due in Registrar's

Office 9 a.m.

Tues., May 20

Tues., May 19

Underclass examinations end

Fri., May 23

Fri., May 22

Commencement

Sat., May 24

Sat., May 23

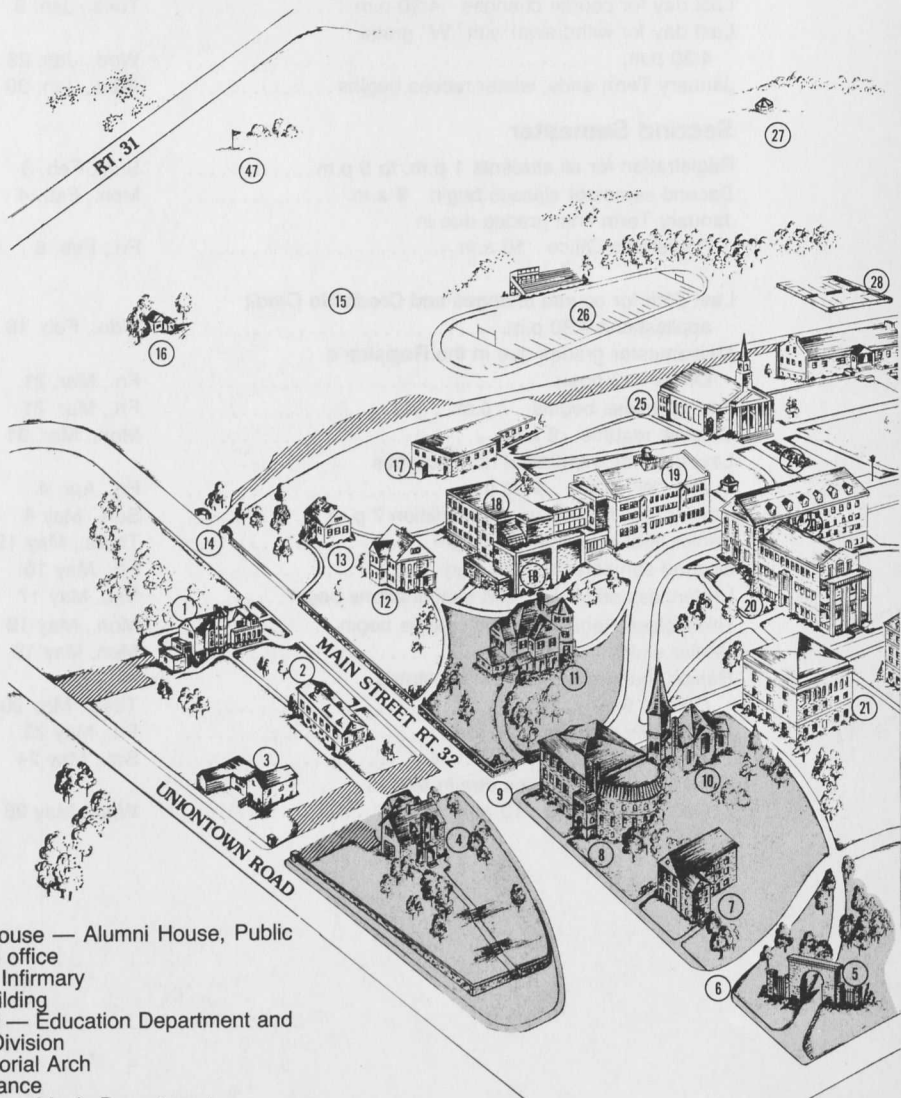
Final underclass grades due in the

Registrar's Office 10 a.m.

Wed., May 28

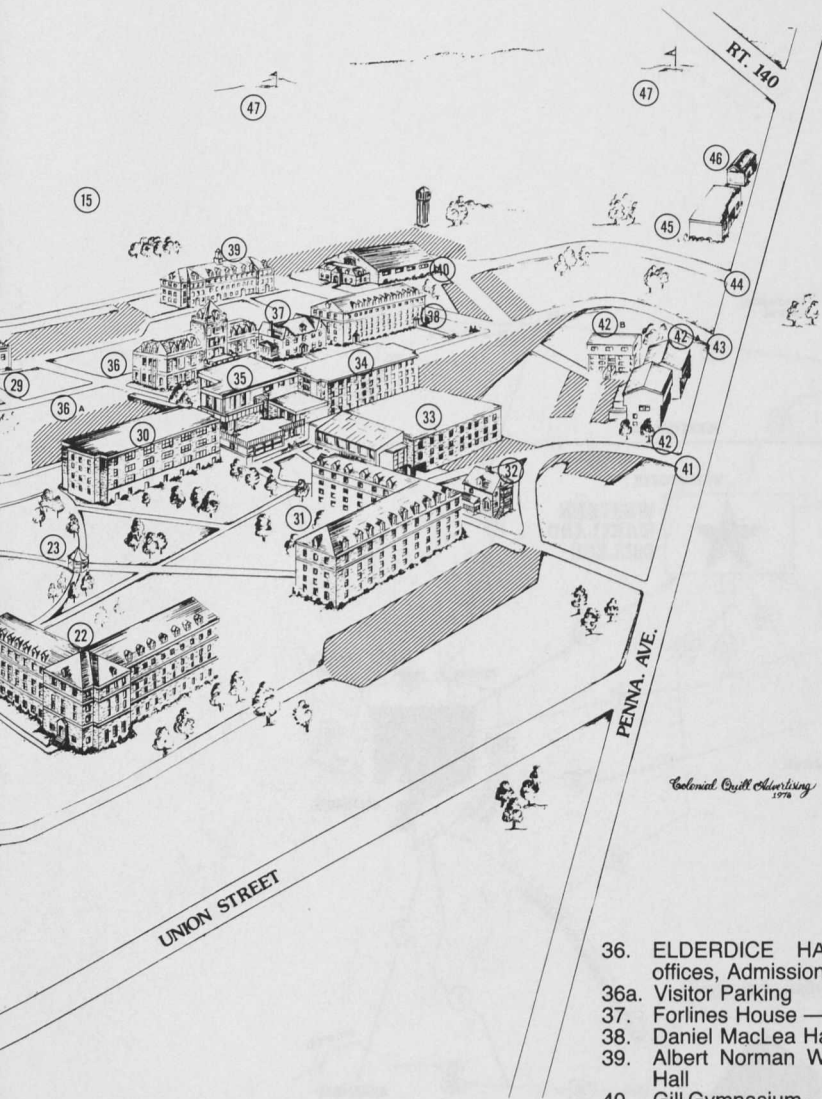
Wed., May 27

Campus Map




1. Harrison House — Alumni House, Public Information office
2. Thompson Infirmary
3. Service Building
4. Carroll Hall — Education Department and Graduate Division
5. Ward Memorial Arch
6. South Entrance
7. Levine Hall — Music Department
8. Alumni Hall — Dramatic Art Department
9. Visitor Entrance
10. Baker Chapel
11. President's Home
12. McDaniel House
13. Dean's Cottage
14. West Entrance
15. Athletic Fields
16. Spring House
17. Winslow Center
18. Lewis Hall of Science — Physics, Mathematics, Biology, Chemistry Departments
- 18a. Decker Auditorium
19. Lewis Recitation Hall — Laboratories and Classrooms


20. McDaniel Hall — Residence Hall
- 20a. McDaniel Lounge
- 20b. Robinson Garden
21. Fine Arts Building — Art Department
22. Blanche Ward Hall — Residence Hall and Gymnasium
23. Carpe Diem
24. Ensor Plaza
25. Baker Memorial Chapel — Philosophy and Religious Studies Departments on Lower Level
26. Hoffa Field
27. Harvey Stone Park
28. Tennis Courts



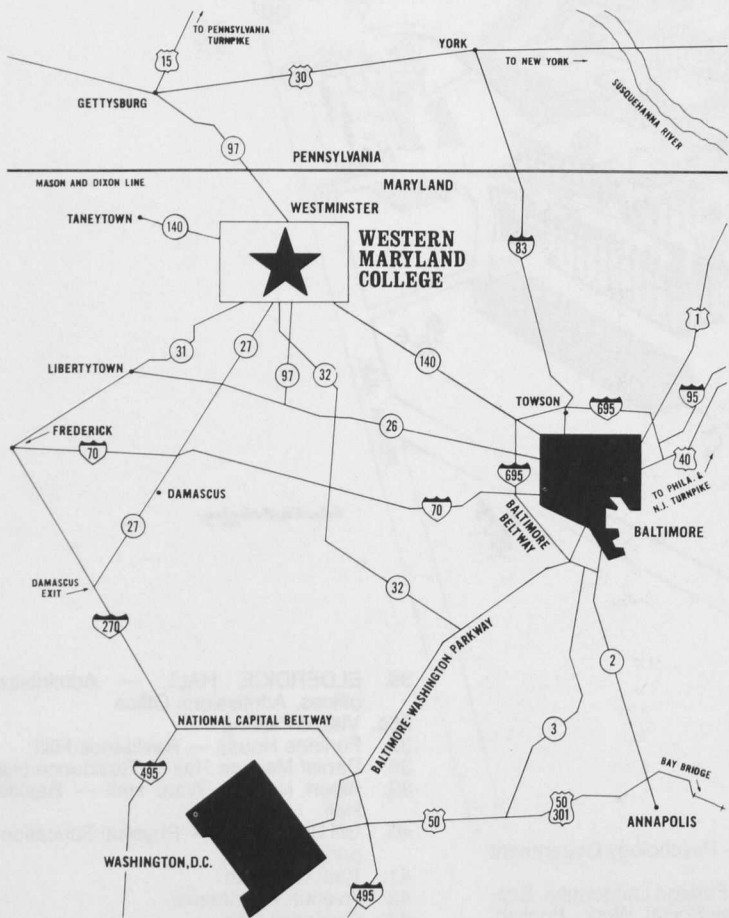
- 29. Hoover Library — Psychology Department on Lower Level
- 30. Memorial Hall — Foreign Languages, Economics, Sociology/Social Work, English, Comparative Literature, Political Science and History Departments, Computer Processing on Lower Level
- 31. Whiteford Hall — Residence Hall
- 32. Chandler House — Residence Hall
- 33. Englar Dining Hall/Harlow Swimming Pool
- 34. Rouzer Hall — Residence Hall
- 35. DECKER COLLEGE CENTER (Information) — President's office, Lounge area, Post Office, College store — Entrance to Elderdice & Dining Hall

- 36. ELDERDICE HALL — Administrative offices, Admissions Office
- 36a. Visitor Parking
- 37. Forlines House — Residence Hall
- 38. Daniel MacLea Hall — Residence Hall
- 39. Albert Norman Ward Hall — Residence Hall
- 40. Gill Gymnasium — Physical Education Department
- 41. East Entrance
- 42. Avenue Apartments
- 42a. Frederick Hall
- 42b. Whipp Hall
- 43. North Entrance
- 44. Gill Gym Entrance
- 45. Maintenance Building
- 46. Golf Club House
- 47. Golf Course

Parking Areas 

National Historic District 

Location



Index

- Accelerated Program—24
- Acceptance—16
- Accreditation—13
- Activities—14
- Address—inside front
- Adjunct Faculty—86
- Administration—80
- Admissions—16
- Advanced Standing and/or Placement—18
- American Studies—29
- Appalachian Semester—74
- Application for Admission—16
- Army ROTC Scholarships—20
- Art—29
- Astronomy—32
- Athletics—15
- Awards—90
- Bachelor of arts degree—22
- Basic liberal arts subjects—23
- Biology—32
- Board expenses—19
- Board of Trustees—77
- Business Administration—34, 39
- Calendar—92
- Campus and Facilities—13
- Campus employment—20
- Campus map—94
- Campus visits and personal interviews—16
- Carroll County—14
- Chairman of the Board—76
- Chemistry—34
- Co-Curricular and Extra-Curricular activities—14
- College Profile—11
- College community—13
- College organization—76
- College scholarships and special grants—19, 90
- Comparative Literature—36
- Computer Science—36
- Courses of Instruction—29
 - American Studies—29
 - Art—29
 - Astronomy—32
 - Biology—32
 - Business Administration—34, 39
 - Chemistry—34
 - Comparative Literature—36
 - Computer Science—36
 - Dramatic Art—37
 - Economics—39
 - Education—41
 - Education of the Deaf—43
 - English—43
 - Foreign Languages—46
 - French—47, 50
 - General Science—50
 - Geography—51
 - German—47, 50, 51
 - Greek—51
 - History—51
 - Instrumental Music—57
 - Interdisciplinary Studies—53
 - Latin—53
 - Library Science—53
 - Mathematics—54
 - Military Science—55
 - Music—56
 - Non-Western Studies—60
 - Organ—57
 - Philosophy—60
 - Physical Education—63
 - Physical Science—66
 - Physics—66
 - Piano—57
 - Political Science—67
 - Off-Campus programs—69
 - Pre-Professional Courses—69
 - Psychobiology—70
 - Psychology—70
 - Religious Studies—60
 - Russian—46, 50
 - Social Work—73
 - Sociology—72
 - Off-Campus program—74
 - Spanish—46, 48, 74
 - Statistics—74
 - Violin—58
 - Voice—57
- Deaf, Education of the—43
- Degrees—22
- Department honors—25
- Dramatic Art—37
- Drew University Semester at the United Nations—69
- Economics—39
- Education—41
- Education of the Deaf—43
- Educational Program—22
- Educational Records—24
- Electives—24
- Emeriti—78, 81
- Endowed Annual Awards—90
- Endowed Scholarships—88
- Endowment—88
- English—43
- Entrance decision—16
- Examinations—16
- Expenses—18
 - Application—16
 - Room and Board—19
 - Tuition—18
- Extracurricular activities—14
- Facilities—13
- Faculty—82
- Federal scholarships and loans—20
- Fees—18
- Financial Aid—19
- Foreign Languages—46
- Foreign Students—18
- Fraternities and sororities—15
- French—47, 50
- Funds—91
- General Science—50
- Geography—51
- German—47, 50, 51
- Grades and Reports—25
- Graduation Honors—25
- Greek—51
- Greek Letter societies—15
- History—51
- History of the college—12
- Honorary Trustees—78
- Honors, General and Departmental—25
- Honor Societies—14
- Honor System and Student Honor Board—14
- Instrumental Music—57
- Interdisciplinary Studies—53
- January Term—24, 26
- Latin—53
- Liberal Arts—22
- Library Science—53
- Location of College—95
- Major requirements—22
- Making application—16
- Map of campus—94
- Master of education degree—24
- Master of liberal arts degree—24
- Mathematics—54
- Military Science—55
- Music—56
 - Applied—57
 - Education—58
 - History and Literature—58
 - Recitals—60
 - Theoretical—57
- Musical organizations—60
- Non-Western Studies—60
- Objectives—13
- Organ—57
- Payment of Bills—19
- Philosophy—60
- Philosophy of college—12
- Physical Education—63
- Physical Science—66
- Physics—66
- Piano—57
- Points, Quality—25
- Political Science—67
 - Off-Campus programs—69
- Pre-Professional courses—69
- Presidents—76
- Psychobiology—70
- Psychology—70
- Publications, student—14
- Quality points—25
- Recitals—60
- Refunds—19
- Religious Studies—60
- Reports, Grades and—25
- Requirements for the Baccalaureate degree—22
- Master's degree—24
- Residences—13
- Room and Board fees—19
- Russian—46, 50
- Scholarships—19, 88
- Secondary school credits—16
- Social Work—73
- Sociology—72
- Sororities and fraternities—15
- Spanish—46, 48, 74
- Special interest organizations—15
- State Scholarships for Maryland residents—20
- Statistics—74
- Student loan grants—20
- Student publications—14
- Student records—24
- Student response—17
- Telephone exchanges—inside front
- Transfer Students—17
- Trustees, Board of—77
- Alumni Visitors to—79
- Faculty Visitors to—80
- Officers of—79
- Student Visitors to—80
- Tuition—18
- United Nations Semester—69
- Violin—58
- Voice—57
- Washington Semester—69
- Withdrawal from college—19

