

1973

Bryn Mawr College College Catalogue and Calendar, 1973-1976

Bryn Mawr College

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Bryn Mawr
College Calendar

The Graduate School
of Arts & Sciences

1973-74



Bryn Mawr College Calendar
The Graduate School
of Arts and Sciences

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Graduate Work at Bryn Mawr

Graduate education at Bryn Mawr is built upon a close working relationship between students and mature scholars. Each student begins training on the level appropriate for his individual experience, and pursues a flexible program designed for his special requirements. Small seminars provide an opportunity to share research projects and to work under the direct supervision of the faculty.

Founded in 1885, the Bryn Mawr Graduate School was the first graduate school for women in the United States. Since 1931 both men and women have been admitted; but only after 1965 were adequate funds obtained to offer support for men comparable to that offered to women. Always small in relation to other graduate schools, Bryn Mawr has expanded gradually in response to the need for men and women well prepared for teaching and research. In 1970, the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research were organized as two distinct schools. Today, the student enrollment in the Graduate School of Arts and Sciences is about four hundred and fifty.

Graduate work leading to the degrees of Master of Arts and Doctor of Philosophy is available in:

<i>Anthropology</i>	<i>History and Philosophy</i>
<i>Biochemistry</i>	<i>of Science</i>
<i>Biology</i>	<i>History of Art</i>
<i>Chemistry</i>	<i>Latin</i>
<i>Classical and Near</i>	<i>Mathematics</i>
<i>Eastern Archaeology</i>	<i>Mediaeval Studies</i>
<i>Economics</i>	<i>Music</i>
<i>Education and</i>	<i>Philosophy</i>
<i>Child Development</i>	<i>Physics</i>
<i>English</i>	<i>Political Science</i>
<i>French</i>	<i>Psychology</i>
<i>Geology</i>	<i>Russian</i>
<i>German</i>	<i>Sociology</i>
<i>Greek</i>	<i>Spanish</i>
<i>History</i>	

Work leading to the degrees of Master of Social Service and Doctor of Philosophy is available in the Graduate School of Social Work and Social Research.

College Calendar 1973-74

The Graduate School of Arts and Sciences

First Semester

1973

- Aug. 1 *Applications for loans due.*
- Aug. 20 *Final date for filing completed applications for admission for 1973-74.*
- Aug. 30, 31, Sept. 4, 5, 6, 7, 10, 11 *Registration Period for Semester I.*
- Sept. 4 *Graduate residences open.*
- Sept. 6 *Convocation.*
Work of the 89th academic year begins at 9 a.m.
- Oct. 6 *Italian, Spanish, Russian, Latin, statistics examinations for M.A. and Ph.D. candidates.*
- Oct. 19 *Fall vacation begins after last seminar.*
- Oct. 24 *Fall vacation ends at 9 a.m.*
- Nov. 3 *French examinations for M.A. and Ph.D. candidates.*
- Nov. 10 *German examinations for M.A. and Ph.D. candidates.*
- Nov. 21 *Thanksgiving holiday begins after last seminar.*
- Nov. 26 *Thanksgiving holiday ends at 9 a.m.*
- Dec. 7-19 *Registration Period for Semester II.*
- Dec. 17 *Final date for filing completed applications for admission for Semester II.*
- Dec. 19 *Winter vacation begins.*

Second Semester

1974

- Jan. 14 *Convocation.*
Work of the Second Semester begins at 9 a.m.
- Jan. 21 *Applications for M.A. candidacy due in the Office of the Graduate School of Arts and Sciences.*
- Jan. 25 *Final date for filing completed applications for scholarships (foreign students) for 1974-75.*
- Feb. 1 *Final date for filing completed applications for fellowships, scholarships, and grants (citizens of the United States and Canada) for 1974-75.*
- Feb. 16 *Italian, Spanish, Russian, Latin, statistics examinations for M.A. and Ph.D. candidates.*
- Feb. 23 *French examinations for M.A. and Ph.D. candidates.*
- Mar. 2 *German examinations for M.A. and Ph.D. candidates.*
- Mar. 8 *Spring vacation begins after last seminar.*
- Mar. 18 *Spring vacation ends at 9 a.m.*
- Mar. 27 *Ph.D. dissertations in all fields except natural sciences and mathematics must be submitted to the Office of the Graduate School of Arts and Sciences.*
- Apr. 1-8 *Spring Registration Period for Semester I, 1974-75.*
- Apr. 13 *M.A. papers due for candidates away from Bryn Mawr.*
- Apr. 17 *Ph.D. dissertations in the natural sciences and mathematics must be submitted to the Office of the Graduate School of Arts and Sciences.*
- Apr. 26 *Last day of seminars.*
- May 13 *Conferring of degrees and close of 89th academic year. Graduate residences close.*

Admission to the Graduate School of Arts and Sciences

Requirements

Students must be graduates of colleges or universities of acknowledged standing. For special requirements set by individual departments, see the departmental listings beginning on page 16.

Procedure

The applicant should write to the Dean of the Graduate School of Arts and Sciences, Bryn Mawr College, Bryn Mawr, Pennsylvania 19010, for application forms and indicate the field of special interest. The application must be supported by official transcripts of the student's complete academic record and by letters from the dean and two or more professors with whom he has done his major work. Although an interview is not required, candidates who wish to come in person to discuss their plans or the Bryn Mawr program are welcome. The applicant should write directly to the chairman of the department to arrange a meeting. No application can be considered until all the necessary documents have been received. Students are accepted for either full-time or part-time work. For citizens of the United States and Canada and foreign students living in the United States, there is an application fee of \$15.00 which is not refundable.

Graduate Record Examinations and Graduate School Foreign Language Tests

Applicants are advised to take the Graduate Record Examination Aptitude Test as well as the Advanced Test in their fields of special interest. In certain departments these examinations are required, as indicated in the departmental listings. Inquiries concerning the Graduate Record Examination should be addressed to Graduate Record Examination, Educational Testing Service, Box 955, Princeton, New Jersey 08540 or to the Graduate Record Examination, Educational Testing Service, 1947 Center Street, Berkeley, California 94704.

Satisfactory scores in the Graduate School Foreign Language Test are accepted by some departments in fulfillment of the language requirement for higher degrees. Students should consult the departmental listings and make their own arrangements to take these tests by writing to the Educational Testing Service. Applicants are encouraged to take the test within one year prior to the date they wish to enter.

Dates

1. *Citizens of the United States and Canada:*

Applications for admission must be complete by August 20. Graduate Record Examinations: October 27, December 8, 1973; January 19, February 23, April 27, and June 15, 1974. Graduate School Foreign Language Tests: July 28 and October 27, 1973; January 19, April 27, and June 15, 1974.

2. *Foreign applicants:*

The closing date for admission is August 20. Applications must include the scores of the Test of English as a Foreign Language (TOEFL), the Examination of the English Language Institute of the University of Michigan, or another approved language test. Since applications from students who desire financial aid must be completed by January 25, applicants must arrange to take language tests well before that date. Candidates offering scores of the TOEFL must register for it in September and take the test not later than October of the year preceding the year in which they wish to enter.

For information concerning the TOEFL write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. Tests are given on October 20, 1973; January 5, March 23, and June 1, 1974.

Students in departments requiring the Graduate Record Examination should also arrange to take these tests not later than October.

3. *Applicants for financial aid:*

Students wishing to apply for fellowships, scholarships, assistantships, tuition grants or other forms of financial aid must present complete applications by the following dates:

For United States and Canadian citizens:

Applicants for fellowships, scholarships, assistantships, full-time and part-time tuition grants February 1

Applicants for loans August 1

For Foreign Citizens:

Applicants for scholarships January 25

GAPSFAS forms must be submitted to the Educational Testing Service, Princeton, New Jersey 08540 by January 20 (see page 77).

Admission to Graduate Seminars and Courses

Admission to graduate seminars and courses is under the jurisdiction of the various departments. Students whose preparation is inadequate may be required to complete appropriate undergraduate courses before being enrolled in a full graduate program.

Registration

All graduate students, after consultation with the chairmen of their departments, must register at the Office of the Graduate School of Arts and Sciences in the M. Carey Thomas Library each semester during the registration period listed in the College Calendar. Changes in registration require the approval of the department chairman and the Dean.

Personal registration is an important obligation of the graduate student. Those who fail to register in the stated period will be charged a late registration fee.

Students wishing certification to outside agencies must complete a form to be signed also by the department chairman and deposited in the Office of the Graduate School of Arts and Sciences.

Continuing enrollment

Students who have completed the required academic units for the Ph. D. degree and are continuing independent work on their dissertations must retain their enrollment and degree candidacy by registering for one or more units each semester or under the continuing enrollment plan.

Students who are studying independently or who wish to present themselves for examinations may also enroll under the continuing enrollment plan. Such enrollment does not carry academic credit.

Degree Candidacy

Students become candidates for advanced degrees only after they have met departmental requirements and made formal application which has been approved by the Council of the Graduate School of Arts and Sciences.

Resources for Graduate Work at Bryn Mawr

The Mariam Coffin Canaday Library, and the nine auxiliary libraries of Bryn Mawr College, including the Art and Archaeology collection in the M. Carey Thomas Library, contain over 360,000 books and regularly receive nearly 2000 periodicals as well as many scholarly series. The Library has generous hours of opening throughout the year. Books are readily accessible on open stacks and in study rooms; individual carrels are available for advanced students.

The John D. Gordan Reference Center provides a focus for reference books and services in the library. In its card catalog, the main entry cards of the Haverford College Library join those of the Bryn Mawr Library, thus bringing approximately 625,000 entries into one file. In addition, the Library is a member of the Union Catalogue of Pennsylvania, which locates nearly 7,000,000 volumes in the Philadelphia area and throughout the state, including the libraries of the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the Franklin Institute, the College of Physicians, the Rosenbach Foundation, the University of Pennsylvania and Temple University.

The Rare Book Room houses the Marjorie Walter Goodhart Mediaeval Library of incunabula and mediaeval manuscripts. Important and extensive collections of early material on Latin America, Africa and Asia are to be found in the Dillingham, McBride and Plass collections. The Castle collection expands the opportunities for the study of the graphic book arts. In addition to these special collections are numerous other rare books and manuscripts.

Bryn Mawr has a study collection of archaeological and ethnological materials which is used for research by graduate and undergraduate students. The Ella Riegel Museum of Classical Archaeology contains examples of the Greek and Roman arts, especially vases, and a small group of pre-classical antiquities. It includes the classical Greek coins assembled by Elisabeth Washburn King and the Aline Abaecherli Boyce Collection of Roman Republican silver coins as well as the Densmore Curtis Collection presented by Clarissa Dryden. Professor Hetty Goldman has donated an extensive series of pottery samples from

the excavations at Tarsus in Cilicia. Old World Paleolithic, Neolithic, Paleo-Indian, Eastern Woodland, Southwestern, Middle Mississippian and Mexican antiquities are also represented at Bryn Mawr in addition to the Ward Canaday Collection of outstanding examples of most of the ceramic and textile traditions known of Peru.

The Geology Department has valuable materials for research including the mineral collection of George Vaux, Jr. and 25,000 maps on deposit from the United States Army Map Service.

Students also use the resources of the Philadelphia area: the Philadelphia Museum of Art, the Pennsylvania Academy of the Fine Arts, the Barnes Foundation, and the University Museum of the University of Pennsylvania. They take advantage of the musical life of the city by attending the Philadelphia Orchestra and by playing or singing with local groups.

Laboratories, classrooms and libraries for Biochemistry, Biology, Chemistry, Geology, Mathematics and Physics are located in the three buildings of the Science Center. At the Center are rooms designed for work with radioactive materials, for microphotography and for glassblowing; there is a machine shop with expert machinists in charge and a workshop available to graduate students. Laboratories and classrooms for Anthropology and Psychology are in Dalton Hall. In addition to the usual equipment, apparatus and instruments for particular research projects by faculty and graduate students have been acquired, in part, through the Plan for the Coordination of the Sciences, through research grants from industry and other private sources, and from government agencies.

Through its membership in the Uni-Coll Corporation, a regional educational computer consortium, Bryn Mawr College has access to the resources and technical support of a major computing center. A high speed, remote batch terminal (printer at 600 lines per minute, card reader at 600 cards per minute) and nine teletypewriter terminals located on campus link the College with the Uni-Coll IBM 370, Model 165 computer. These facilities make available to faculty and students batch, remote job entry, and interactive computing supported by a large variety of programming systems.

Program of Study

The program of study consists of selected seminars, courses or individual work under the close direction of members of the faculty. For the sake of convenience, this program is divided into academic units which are to be completed at Bryn Mawr College. Three academic units constitute a full year's program. An academic unit may be a seminar, an undergraduate course for graduate credit, independent study in preparation for the Preliminary Examinations, or a supervised unit of work.

A minimum of three academic units at Bryn Mawr is required for the degree of Master of Arts. Candidates for the degree of Doctor of Philosophy must complete three full years of graduate work which shall, with certain exceptions, include a minimum of six academic units at Bryn Mawr. Of these units at least one must be a unit of supervised work on the dissertation. The dissertation units may be part of the residence requirement or in addition to it.

The number of units required for the Doctor of Philosophy may be reduced to no less than four for those who have held academic appointments at Bryn Mawr College for two or more years. Students holding the A.B. degree from Bryn Mawr College shall offer a minimum of three units. The Council of the Graduate School of Arts and Sciences may, on recommendation of the departments, reduce the requirements for other students.

For the list of advanced undergraduate courses which with additional work may be accepted as graduate units subject to the approval of department chairmen and the Dean of the Graduate School of Arts and Sciences, see the departmental offerings beginning on page 16.

In many departments, members of the faculty and graduate students meet from time to time in Journal Clubs or Colloquia to discuss current research or review recent publications in their field of study.

Under the Reciprocal Plan, courses at the University of Pennsylvania Graduate School of Arts and Sciences are available to Bryn Mawr graduate students. All full-time students and such part-time students as intend to become candidates for degrees are eligible. The number of courses which may be taken at the University is limited to the equivalent of one unit per year. The procedure for registration and payment of tuition fees is the same as for students enrolled wholly at Bryn Mawr, with the exception

that the student must present a letter of introduction to the Dean of the Graduate School of Arts and Sciences of the University of Pennsylvania when registering there. The University charges a small general fee for the use of the library, a library deposit, which is refundable, and fees for late registration. Since the University of Pennsylvania opens early in September, Bryn Mawr students must make appropriate arrangements the previous spring. Ordinarily students are not advised to undertake such work during their first year at Bryn Mawr.

Students enrolled in the program in the History and Philosophy of Science attend seminars at the American Philosophical Society and at the University of Pennsylvania and register for these at Bryn Mawr.

Summer Work

Bryn Mawr has no regular summer session on campus. Occasionally, at the invitation of members of the faculty, arrangements can be made for graduate students to continue research during the summer. The amount of credit for the work and the tuition fee to be charged depend upon the particular circumstances. Students should register for such work at the Office of the Dean of the Graduate School of Arts and Sciences early in June.

Summer Institutes in France and Spain

Bryn Mawr College offers a summer program of intensive work in significant aspects of French culture at the *Institut d'Etudes françaises d'Avignon*. Certain courses carry graduate credit. For information write to Dr. Michel Guggenheim, Department of French, Bryn Mawr College.

For a similar summer program in aspects of Hispanic culture at the *Centro de Estudios Hispánicos* in Madrid write to Dr. Eleanor K. Paucker, Department of Spanish, Bryn Mawr College.

Degree Requirements

The Graduate School of Arts and Sciences offers programs leading to the degrees of Doctor of Philosophy and Master of Arts.

The Degree of Doctor of Philosophy

The course of study is designed to prepare students for professional careers as scholars and teachers. Candidates should have ability of high order, intellectual curiosity, critical judgment, independence, a broad general education, fundamental training in the major and allied fields and the determination needed to carry through an exacting program.

The general requirements, to which should be added those of the various departments, are as follows:

1. Undergraduate preparation in major and allied fields which is satisfactory to the departments concerned and to the Council of the Graduate School of Arts and Sciences.

2. A minimum of three full years of work beyond the A.B. degree in major and allied fields. Graduates of other colleges must complete at least six academic units at the Graduate School of Arts and Sciences of Bryn Mawr College. Of these units, at least one must be a unit of supervised work on the dissertation. The dissertation units may be part of the residence requirement or in addition to it. The residence requirement may be reduced by the Council of the Graduate School of Arts and Sciences for candidates who have held academic appointments for two or more years at Bryn Mawr College and occasionally for others. Students who hold the A.B. degree from Bryn Mawr College must complete a minimum of three academic units at Bryn Mawr.

3. The recommendation of the student as a candidate by the director of the dissertation and the major department and the acceptance of the recommendation by the Council of the Graduate School of Arts and Sciences. Application for candidacy, on a form to be obtained at the Office of the Dean of the Graduate School of Arts and Sciences, may be made as early as the spring of the student's first year provided that the student has been registered for two units of graduate work at Bryn Mawr.

4. Knowledge of the foreign languages, computer languages (such as FORTRAN, ALGOL, PL/I etc.), and special techniques (such as statistics) required by the individual departments. In certain circumstances, students whose native language is not English may offer English for one of the languages. These requirements must be fulfilled before the student takes the Preliminary Examinations.

5. Satisfactory Preliminary Examinations in the fields established for the candidate. These examinations are intended to test the candidate's knowledge of the principles of the subject, exemplified by the command of several fields or areas, the ability to apply knowledge to new problems, and power of organization.

6. The preparation of a dissertation worthy of publication, which presents the results of independent investigation in the fields of the major subject and contains original material, results or interpretations.

7. A satisfactory Final Oral Examination in the special fields in which the dissertation has been written.

8. The publication of the dissertation in whole or in part. Microfilming is accepted as a method of publication.

A special pamphlet describing regulations for the Ph. D. degree will be issued to students applying for candidacy.

The Degree of Master of Arts

The general requirements for the M.A. degree are as follows:

1. Undergraduate preparation in major and allied fields which is satisfactory to the departments concerned.

2. A knowledge of one modern foreign language and such additional foreign languages or special techniques as the individual departments may require. Students whose native language is not English, except for those majoring in the language and literature of their native tongue, are not required to present an additional language.

3. The completion of a satisfactory program of work endorsed by the department and accepted by the Council of the Graduate School of Arts and Sciences. Application for such endorsement must be submitted on appropriate forms to the Dean of the Graduate School of Arts and Sciences not later than one week after the beginning of the second semester of the academic year in which the candidate wishes to take the degree. The program of study must include three units of work: (1) one seminar or graduate course; (2) a second seminar or supervised unit of graduate work; (3) a third seminar or an undergraduate course recommended by the major department. If undergraduate courses are included in this last unit, they must be supplemented by additional individual work. Only one such course may be offered for the M.A. degree. Under certain circumstances advanced undergraduate courses in science can be counted as seminars, subject to the approval of the department and the Dean of the Graduate School of Arts and Sciences. Candidates whose major

MASTER OF ARTS DEGREE

department conducts a Journal Club or Colloquium are expected to include it in their program.

4. The preparation of a paper in a special field normally related to one of the seminars or units of graduate work in the candidate's program. Candidates currently at Bryn Mawr College shall submit this paper by the date set by the department. Candidates not currently on campus must submit the paper 30 days before Commencement of the academic year of the degree.

5. Each candidate, after all other requirements have been completed, must pass a Final Examination.

6. Work for the degree may be spread over several years which need not be in succession but must be included in a five-year period (60 months).

Graduate Program in Arts and Sciences 1973-74

Graduate Seminars and Courses

Graduate seminars and courses vary from year to year. Brackets designate courses or seminars not given in the current year. Undergraduate courses which may with additional work be offered for graduate credit are listed by number. The letter "a", following a number, indicates a half-course given in the first semester; the letter "b", following a number, indicates a half-course given in the second semester; the letter "c", following a number, indicates a half-course given two hours a week throughout the year.

Special graduate requirements are listed under each department. For the general degree requirements for the M.A. and the Ph.D., see pages 13-15.

Anthropology

Professor: Frederica de Laguna PHD

Associate Professor: Jane C. Goodale PHD *Chairman*

Assistant Professors: Karl L. Hutterer PHD
Philip L. Kilbride PHD

Associate Professor of German: Nancy C. Dorian PHD
(Linguistics)

Prerequisites: A good undergraduate preparation in Anthropology or a closely related discipline is desirable. Students whose undergraduate training is not entirely adequate will be required to take such undergraduate courses as may seem necessary.

Language Requirements: Candidates for the M.A. or Ph.D. must offer two modern languages (French, German, Russian, Spanish). Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. For students with an excellent undergraduate preparation, the program may consist of a minimum of three units of work in seminars or advanced undergraduate courses arranged for graduate credit, one of which may be in an allied subject. The program usually takes two years. The M.A. Paper may be based on an essay offered in a seminar. The Final Examination consists of one four-hour written examination, but the Ph.D. Preliminary Examinations may be substituted for the M.A. Examination. All graduate students are expected to take the M.A. before proceeding to the Ph.D., except, of course, those who enter Bryn Mawr College with an M.A.

Program and Examinations for the Ph.D. All Ph.D. candidates will be expected to become familiar with the principles of the following: (1) Prehistory or Archaeology of some major area, (2) Ethnology, (3) History of Anthropology and Anthropological Theory, and with at least one of the following (4) Linguistics, or (5) Physical Anthropology, or (6) Human Paleontology.

The Preliminary Examinations for candidates for the Ph.D. (usually taken near the end of the third year of graduate work) will consist of four three-hour written examinations and an oral examination of one hour. One of these examinations may be in an allied field.

Since the dissertation is usually based upon field work, it is difficult for a student to obtain the degree in less than five years.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Four seminars are offered each semester. Rarely is the same seminar offered in consecutive years in order to allow the greatest possible choice and variety to each student over a two to three year period. For advanced students units of supervised readings are sometimes substituted for seminars. Topics of the seminars are chosen from those listed below; those being offered in 1973-74 are designated by the name of the instructor and the semester in which they will meet.

General:

Basic Principles of Anthropology: Mr. Kilbride (semester I).

History of Anthropology: Miss de Laguna (semester II).

[*Cultural Theory.*]

Ethnology:

Africa: Mr. Kilbride (semester I).

Circumpolar Peoples: Miss de Laguna (semester I).

[*North America.*]

BRYN MAWR COLLEGE

Polynesia: Miss Goodale (semester II).

[*Melanesia*.]

[*Australia*.]

[*Indonesia*.]

[*Southeast Asia*.]

[*Peasants*.]

Special Topics:

Ethnographic Methods: Miss Goodale (semester I).

Psychological Anthropology: Mr. Kilbride (semester II).

Methods and Theory in Archaeology: Mr. Hutterer
(semester II).

[*Cultural Dynamics*.]

[*Social Organization*.]

[*Personality and Culture*.]

[*Religion and World View*.]

[*Cultural Ecology*.]

Prehistory:

Southeast Asia: Mr. Hutterer (semester I).

[*Human Evolution and Cultural Beginnings*.]

[*Rise of Old World Civilizations*.]

[*Archaeology of North, Middle and South America*.]

In addition, courses at the University of Pennsylvania are available under the terms of the Reciprocal Plan (see page 11).

SELECTED UNDERGRADUATE COURSES

[320a. *Cultural Theory*: Miss de Laguna.]

321b. *Culture and Personality*: Miss de Laguna.

324b. *Cultural Ecology*: Mr. Hutterer.

Interdepartmental 308. *Introduction to Linguistics*:
Miss Dorian

[Interdepartmental 310. *Linguistic Techniques*.]

[Interdepartmental 312b. *Field Methods in Linguistics*.]

Biochemistry

Committee on Biochemistry:

Professor of Chemistry: Ernst Berliner PHD *Chairman*¹

Professor of Biology: Robert L. Conner PHD

Professor of Chemistry: Frank B. Mallory PHD

Assistant Professor of Biology: David J. Prescott PHD

Assistant Professor of Biology: Allen Rogerson PHD

Assistant Professor of Chemistry: Jay Maitland Young PHD

This interdisciplinary program offers work within the Departments of Biology and Chemistry and leads to the M.A. or Ph.D. in Biochemistry. It is administered by the Committee on Biochemistry, which consists of members of the two departments. Depending on their backgrounds and interests, students may enter the program either through the Department of Biology or the Department of Chemistry.

Prerequisites. An undergraduate major in either Biology or Chemistry or their equivalents.

Major and Allied Subjects. Students will receive their advanced degrees in either Biology or Chemistry with a major in Biochemistry. The allied field will usually be a branch of Biology or Chemistry different from Biochemistry. It may also be selected from fields in Biophysics, Physics, Mathematics, or Psychology. Other combinations may be accepted with the approval of the Committee and the Council of the Graduate School of Arts and Sciences.

Language Requirements. See the requirements set by each department.

Program and Examination for the M.A. Students who are candidates for the M.A. will usually offer one graduate course or seminar in Biochemistry, another seminar or advanced undergraduate course arranged for seminar credit and a unit of research. This unit consists of an experimental investigation carried out under the direction of a member of either department. The results of this unit must be made the subject of a written paper. The final examination consists of a four-hour written examination, or a three-hour written and one-hour oral examination.

¹On leave, semester II, 1973-74.

Program and Examinations for the Ph.D. All students must take the core curriculum in Biochemistry, which includes Biochemistry 353, or its equivalent if taken elsewhere, and a series of graduate courses and seminars in Biochemistry. In addition, students will usually take other graduate courses or seminars, depending on their interests, in either department in order to acquire a broad general background for research or teaching in biochemistry. They will usually devote a large proportion of their time to research carried out under the direction of one member of either department. The preliminary and final examinations are taken in accordance with the regulations set by the department in which the student is enrolled.

For general degree requirements for the M.A. and Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

See listings under the Departments of Biology and Chemistry.

Biology

Professors: Robert L. Conner PHD *Chairman*
Jane M. Oppenheimer PHD¹

Assistant Professors: Anthony R. Kaney PHD
David J. Prescott PHD
Allen C. Rogerson PHD²
Lon A. Wilkens PHD

Lecturers: Mary J. Koroly PHD
Patricia O. Pruett PHD *Associate Dean*
of the Undergraduate College

Assistant Professor of Chemistry: J. Maitland Young PHD

Prerequisites: An undergraduate major in Biology, Zoology or Botany, including courses in General and Organic Chemistry. Some college level preparation in Mathematics and Physics is desirable. Students with majors in other subjects may be admitted but will be required to make up any deficiencies in their preparation in Biology before being admitted to graduate courses. All applicants should submit scores from the Graduate Record Examination Aptitude Test and the Advanced Test in Biology.

¹On leave, semester II.

²On leave, 1973-74.

Major and Allied Subjects: Candidates for the M.A. and Ph.D. degrees may specialize in Biochemistry, Cell Biology, Cellular Physiology, Developmental Biology, Genetics, Molecular Biology or Microbiology, but must take work also from areas not chosen for specialization. Allied subjects may be selected from fields in Chemistry, Physics and Psychology, and in special cases from other related fields, with the approval of the Council of the Graduate School of Arts and Sciences.

Language Requirements: Candidates for the M.A. degree should offer French, German or statistics. Candidates for the Ph.D. degree must offer two foreign languages: French and German (or some other language by special permission of the Department and the Council of the Graduate School of Arts and Sciences), or one foreign language and statistics. The statistics requirement may be satisfied by passing a graduate course in statistics at Bryn Mawr. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. One full year, or its equivalent, of course work in seminars and advanced undergraduate courses arranged for seminar credit and a written report on a piece of experimental work carried out under the direction of a member of the Department. Qualified students may substitute a unit of supervised research for formal course work. The Final Examination consists of a three-hour written examination covering the areas of study, and a one-hour oral examination concentrating particularly on the interpretation and significance of the experimental problem and its relation to biology more generally.

Examinations for the Ph.D. The Preliminary Examinations for the Ph.D. consist of three written examinations, each of four hours' duration, and an oral examination of one to two hours. These examinations will cover the areas included in the course work in the major and allied fields. After the subject of the dissertation has been decided, the student will meet with the faculty of the Department to outline and discuss the subject and the proposed plan of research. The Final Examination is oral, covering the subject of the dissertation in relation to general biological problems.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

All seminars and advanced undergraduate courses arranged for seminar credit are offered for one semester each year. The topics considered in any semester are selected in accordance with the needs and desires of the students enrolled.

GRADUATE COURSES

Advanced Biochemistry: Mr. Prescott, Mr. Young (semesters I and II).

A course emphasizing the biophysical and biorganic aspects of biochemistry. A detailed treatment of protein chemistry and catalysis will be included. Two hours lecture. No laboratory. Prerequisites: Biology 353, Chemistry 203.

Statistics: (See offerings in the School of Social Work and Social Research and the Department of Psychology.)

SEMINARS

[*Developmental Biology*: Miss Oppenheimer.]

Genetics: Mr. Kaney (semester I).

A study of current literature dealing with genetic theory and problems. The seminar will include presentation and discussion of topics concerning areas of mutual interest.

[*Molecular Biology*: Mr. Rogerson.]

Cellular Physiology: Mr. Conner (semester I).

Membrane structure and function. After an analysis of the present state of knowledge about the chemical composition of membranes, known biological transport systems will be defined in terms of the current membrane models.

Neurochemistry: Mr. Prescott (semester II).

Structure and basic function of neural tissue will be examined. Metabolism of neural tissue will be discussed in the context of the uniqueness of this tissue. Membrane structure, energy metabolism, amine metabolism, and the role of cations in impulse conduction will be some of the topics covered.

ADVANCED UNDERGRADUATE COURSES

The following advanced undergraduate courses with supplemental work may be taken for graduate credit:

351b. *Problems in Genetics*: Mr. Kaney.

352b. *Problems in Advanced Cell Biology*: Miss Koroly.

353. *Biochemistry*: Mr. Conner, Mr. Prescott, Mr. Young.

[354b. *Aspects of Immunology*: Mr. Rogerson.]

355a. *Analysis of Development*: Miss Oppenheimer.

[356. *Biophysics*: Miss Hoyt.]

Int. 357b. *Computer Use in the Life Sciences*: Mrs. Pruett.

358a. *Neurophysiology*: Mr. Wilkens.

Journal Club. All members of the Department and the graduate students meet each week for a presentation of current research in Biology. Graduate students, faculty and outside speakers will participate.

Chemistry

Professors: Ernst Berliner PHD¹ *Chairman*
 Frank B. Mallory PHD *Acting Chairman,*
Semester II.
 George L. Zimmerman PHD²

Associate Professors: Jay Martin Anderson PHD
 Joseph Varimbi PHD

Assistant Professor: J. Maitland Young PHD

Lecturer: Frances Bondhus Berliner PHD

Assistant Professor of Biology: David J. Prescott PHD

Fields of Study and Research. The primary aim of the instruction of graduate students in the Department of Chemistry is to provide a sound background in modern chemistry and to prepare men and women for a professional career in productive scholarship, research, and teaching in chemistry. Courses and seminars are offered to enable the students to acquire a command of their chosen fields, in addition to a sufficiently broad general background so that they will be prepared for the variety of assignments in chemistry teaching or research which they may later encounter. Thesis research is the major part of the training. Research training is centered on a variety of investigations carried out by the members of the faculty. Currently there are active research programs involving both faculty and students in the following areas of organic, inorganic, physical, and theoretical chemistry: kinetics of electrophilic substitution and addition, relative reactivities of polynuclear aromatic systems, isotope effects, the photochemical conversion of stilbenes to phenanthrenes, the chemistry of benzofurazan oxide, the use of nuclear magnetic resonance spectroscopy for structural organic problems, reactions in liquid ammonia and other non-aqueous solvents, photochemical cis-trans isomerizations, ultraviolet and vacuum ultraviolet absorption studies of hydrated transition metal ions, nuclear magnetic resonance as applied to nuclear relaxation, chemical exchange

¹On leave, semester II.

²On leave, semester I.

studies and enzyme mechanisms.

Under the Plan for the Coordination of the Sciences there are special opportunities for research and training in such interrelated areas as geochemistry, chemical physics, etc.

Prerequisites. An undergraduate preparation in Chemistry including courses in Inorganic, Analytical, Organic and Physical Chemistry, college Physics and Mathematics (Calculus).

Major and Allied Subjects. Students may specialize in Biochemistry, Organic, Inorganic or Physical Chemistry. The allied subject for the Ph. D. may be chosen from the fields of Mathematics, Physics, Inorganic Geology and a branch of Chemistry different from that of the major subject. Other combinations may be accepted with the approval of the Council of the Graduate School of Arts and Sciences and on the recommendation of the Department. The typical work for the allied subject would be a year's course or seminar on an approved level.

Language Requirements. Candidates for the M. A. must offer German, French or Russian. Candidates for the Ph. D. may offer German and either French, Russian or demonstrated skill in digital computation, numerical analysis and the theory of error. This skill may be demonstrated by an examination consisting of two parts, a practical part requiring the successful execution of a FORTRAN (or other equivalent language) program, and a written examination on numerical analysis and error theory, or by a satisfactory grade in an appropriate course.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Students who are candidates for the M.A. will usually offer one seminar in their special field, another seminar or advanced undergraduate course in Chemistry or an allied field and one unit of research. This unit consists of an experimental investigation carried out under the direction of a member of the Department. The Final Examination consists of a four-hour written examination, or a three-hour written and one-hour oral examination.

Program and Examinations for the Ph.D. Ph.D. students will normally be expected to devote a large proportion of their time to experimental or theoretical research, carried out under the direction of a member of the Department. They will usually take all seminars offered in their special fields during their stay at Bryn Mawr, in addition to such courses as will give them a broad

background in Chemistry. The Preliminary Examinations will normally be taken after the experimental work is well advanced. They consist of two four-hour written examinations, and a third, oral examination, which constitutes a defense of a number of research proposals previously submitted by the student. Two such proposals are required, one of which may be related to the student's thesis. The two written examinations will be from the candidate's major field. One will be a broad examination in the general aspects of the major field. The second will be in the special field of the candidate's research, with questions to include those testing familiarity with, and ability to interpret, material from the recent chemical literature of the candidate's special field. The proposition examination must be taken within one year after the first written examination. For students who offer a minor subject in a department other than Chemistry, equivalent arrangements will be made after consultation with the Department. The Final Examination (oral) is devoted to the subject matter of the student's dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

In order to meet the needs of the students and to offer them as wide a selection of topics as possible, the seminars are arranged in such a way that each one is usually given at least once within a three-year period. The topics listed below are given in one-semester seminars, counting one-half unit of credit each. Ordinarily four seminars are offered each year. Individual programs are flexible, and the contents of the seminars are likely to vary with the research interests of the students and the current research activities of the faculty.

The seminars listed below are illustrative of those that have been offered in recent years.

Inorganic Chemistry: Mr. Varimbi.

Recent Methods in Organic Synthesis: Mr. Mallory.

Structure and Physical Properties of

Organic Compounds: Mr. Berliner.

Spectral Applications in Current Organic Chemistry:

Mr. Mallory.

Physical Organic Chemistry: Mr. Berliner.

Natural Products: Mrs. Berliner.

Physical Organic Aspects of Aromatic Chemistry: Mr. Berliner.

Organic Photochemistry: Mr. Mallory.

Chemistry of Heterocyclic Compounds: Mrs. Berliner.

Introduction to Chemical Physics: Mr. Zimmerman.

Introduction to Molecular Spectroscopy: Mr. Anderson.

BRYN MAWR COLLEGE

Intermediate Quantum Mechanics: Mr. Anderson.
Photochemistry: Mr. Zimmerman.
Theory of Electrolytic Solutions: Mr. Varimbi.
*Applications of Group Theory in
Quantum Mechanics*: Mr. Zimmerman.
Nuclear Magnetic Resonance: Mr. Anderson.
Statistical Thermodynamics: Mr. Varimbi.
Physical Chemistry of Proteins and Nucleic Acids: Mr. Young.
Chemistry of Coenzymes: Mr. Young.
Mechanism of Enzymatic Reactions: Mr. Young.

For additional seminars in Biochemistry, see Department of Biology.

Colloquium. All members of the Department and the graduate students meet every week for a presentation of current research in Chemistry, usually by outside speakers.

SELECTED UNDERGRADUATE COURSES

The following advanced undergraduate courses may be taken for graduate credit:

- 301b. *Advanced Inorganic Chemistry*: Mr. Varimbi.
302. *Advanced Organic Chemistry*: Mr. Mallory.
[303a. *Quantum Mechanics of Atoms and Molecules*:
Mr. Anderson.]
303b. *Atomic and Molecular Spectroscopy*: Mr. Zimmerman.
353. *Biochemistry*: Mr. Conner, Mr. Prescott, Mr. Young.

Classical and Near Eastern Archaeology

Professors: Machteld J. Mellink PHD *Chairman*
Brunilde S. Ridgway PHD

Associate Professors: Carl Nylander PHD¹
Kyle M. Phillips, Jr. PHD

Visiting Lecturer: Richard S. Ellis PHD

Dean of the Graduate School
of Arts and Sciences: Phyllis Pray Bober PHD

Prerequisites. An undergraduate major in Archaeology or at least two courses in Archaeology combined with a major in Greek.

¹On leave, 1973-74.

Latin, Ancient History, or History of Art. It is expected that students of Classical and Near Eastern Archaeology will have a basic knowledge of Greek, Latin and Ancient History. Students with incomplete preparation in Archaeology will be advised to take selected undergraduate courses during their first year in graduate school.

Allied Subjects. Greek, Linear B, Latin, Akkadian, Hebrew, Hittite, Egyptian, History of Art, Ancient History, Anthropology, a science related to the archaeological program of the candidate.

Language Requirements. For the M. A. and Ph. D., a good reading knowledge of German and French. For the Ph.D., a reading knowledge of Greek or a Near Eastern ancient language. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. Three units of work in Archaeology or in Archaeology and an allied field. The Final Examination is written (three hour) and oral (one hour).

Program and Examinations for the Ph.D. The students spend the first two years in residence, participating in seminars and preparing for the Preliminary Examinations. The third year is usually spent at the American School of Classical Studies in Athens or at another archaeological research center abroad. Museums in Europe and the Near East are visited during this year, and participation in excavations is arranged when possible (see below).

The Preliminary Examinations, normally taken at the end of three years of graduate work, consist of four four-hour papers in selected fields such as Greek and Roman sculpture, architecture, monumental painting, Greek vase-painting, numismatics, Aegean prehistory, prehistory of Western Asia, Mesopotamian art and archaeology, the archaeology of Anatolia or Syria. One of the papers may be written in an allied field. The Final Examination covers the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

Excavations. The Department currently sponsors two excavation projects:

- I. An investigation of the Bronze Age habitation of ancient Lycia, in progress since 1963 at the third millennium B.C. site of Karatash near Elmali.* Advanced graduate students

*cf. *American Journal of Archaeology* 68 (1964) 269-278; 69 (1965) 241-251; 70 (1966) 245-257; 71 (1967) 243-263; 72 (1968) 243-263; 73 (1969) 319-331; 74 (1970) 245-259; 75 (1971) 257-261; 76 (1972) 257-269.

participate in this excavation which is organized as a field seminar during the fall term with full graduate credit. The program provides instruction in excavation and field techniques and gives an opportunity to visit other sites, excavations and museums in Turkey, with discussion of the problems of the Bronze Age in the Aegean and Anatolia. The final publication will be prepared on the basis of the joint field reports by the participants.

- II. The Etruscan project, started in 1966, is the excavation of the archaic site of Murlo near Siena, organized in cooperation with the Archaeological Museum in Florence. The work takes place during the summer and offers qualified graduate and undergraduate students training in excavation techniques while participating in the study of a townsite and necropolis of the sixth century B.C.*

Cooperation with the University of Pennsylvania. Attention is drawn to the courses offered by the Departments of Classical Archaeology, Anthropology, History of Art, Oriental Studies, and Biblical Archaeology at the University of Pennsylvania. Under the Reciprocal Plan, students may register for a unit of work at the University or pursue research at the University Museum.

SEMINARS AND GRADUATE COURSES

The following seminars are offered in 1973-74:

Miss Mellink:

Field Seminar in Lycia (semester I).

Anatolia in the Iron Age or Problems in Aegean Archaeology (semester II).

Mrs. Ridgway:

East Greek Sculpture and Architecture I (semester I).

East Greek Sculpture and Architecture II (semester II).

Mrs. Bober:

Antiquity in the Renaissance (semester II).

Mr. Phillips:

The Orientalizing Period in Etruria (semester I).

Roman Republican Portraiture (semester II).

Mr. Ellis:

Assyrian Palaces (semester I).

Archaeology of Palestine or Problems in Ancient Technology (semester II).

*cf. *American Journal of Archaeology* 71 (1967) 133-139; 72 (1968) 121-124; 73 (1969) 333-339; 74 (1970) 241-244; 75 (1971) 245-255; 76 (1972) 249-255.

ADVANCED UNDERGRADUATE COURSES

- 201b. *Egypt and Mesopotamia pre-1600 B.C.*: Mr. Ellis.
 [202b. *Greek Cities and Sanctuaries*: Mrs. Ridgway.]
 203a. *Greek Sculpture*: Mrs. Ridgway.
 203b. *Roman Sculpture*: Mrs. Ridgway.
 204b. *Egypt and Mesopotamia from 1600 to 546 B.C.*: Mr. Ellis.
 205b. *Aegean Archaeology*: Miss Mellink.
 206a. *Ancient Near Eastern Cities*: Mr. Ellis.
 301a. *Greek Vase Painting*: Mr. Phillips.
 301b. *Greek Architecture*: Mrs. Ridgway.
 [302b. *Roman Architecture*: Mr. Phillips.]
 [304a. *Monumental Painting*: Mr. Phillips.]
 History 205a. *The Ancient Near East*: Mr. Ellis.

Economics

Associate Professors: Noel J. J. Farley PHD *Chairman*
 Richard B. Du Boff PHD
 Helen Manning Hunter PHD¹

Prerequisites. An undergraduate major in Economics, with work in such related fields as History and Political Science. Applicants with majors in other disciplines will be admitted but may first be required to pass a qualifying examination. Students whose undergraduate training in Economics is incomplete may be required to take such undergraduate courses as the Department thinks necessary.

Allied Subjects. Most subjects in the other social sciences, and in History and Philosophy, are acceptable. Mathematics and statistics are necessary to advanced work in Economics.

Language Requirements. Candidates for the M.A. and Ph.D. must show reading proficiency in one modern language and competence in statistics and econometrics. The statistics-econometrics requirement will be tested by the Department or may be satisfied by passing a graduate course at a satisfactory level.

Language skills will be tested by the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

¹On leave, 1973-74.

Program of Study for the M.A. It is expected that the work for the M.A. degree will require not less than one calendar year of graduate study. All candidates for the M.A. degree must complete three units of formal course work (seminars, courses, supervised units) prior to submitting the M.A. research paper. One of these units must be in Economic Theory, one in statistics and econometrics, and one in the student's special field of interest. Course examinations in each of these three fields must be passed before the candidate presents the research paper. After acceptance of the paper a Final Examination, consisting of a written paper and a brief oral examination, must be passed.

Admission to the Ph.D. Program. Students holding a Master's degree in Economics from other institutions may be required to pass a qualifying examination before admission. Those who have been admitted to the Ph.D. program are eligible to apply for candidacy for the Ph.D. when they have completed or are about to complete six full units of graduate work at Bryn Mawr, which are to include the completion of the Bryn Mawr M.A. program. Some candidates may be expected to take the equivalent of at least one year of graduate work at another institution approved by the Department.

Program of Study of the Ph.D. Candidates for the Ph.D. will take as much formal course work as is necessary to prepare them for the Ph.D. examinations. The Preliminary Examinations will consist of four three-hour written papers and an oral examination; one of the written papers will be in Economic Theory and one in Economic History; the other two papers will be in fields related to the candidate's major interest. The Final Oral, taken after the dissertation has been accepted, will be devoted to the subject matter of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Seminars are chosen each year from the following topics:

Mr. Du Boff:

Economic History and Development.

Western European Economic Development.

Mr. Farley:

International Economic Development.

International Trade Theory and Policy.

Econometrics.

Industrial Organization.

Macroeconomic Analysis.

Microeconomic Analysis.
Public Finance.

SELECTED UNDERGRADUATE COURSES

- 201a. *Economic History and Development.*
 [207a. *Money and Banking.*]
 222b. *History of Economic Thought.*
 301a. *Statistical Methods in Economics.*
 302b. *Introduction to Econometrics.*
 304a. *Microeconomic Analysis.*
 311a. *International Economics.*

Education and Child Development

Professor: Ethel W. Maw PHD *Chairman*

Professor and Director,

Child Study Institute: Janet L. Hoopes PHD

Associate Professors: Susan E. Maxfield MS *Director, Phebe
 Anna Thorne School*

Emmy A. Pepitone PHD

Faye P. Soffen EDD

Lecturer: Beth M. Riser MA

Appointment to be announced.

The program prepares students for college teaching and research in Educational Psychology and Child Development, for child guidance, for school psychology, school counseling, for teaching in the schools and for early childhood education. The training is carried on in a setting of service to public and laboratory schools and the community at large. Classes, seminars and staff conferences provide opportunity for students from several related disciplines to develop competence in the team approach to the children's specialties in education, psychology and guidance agencies. Trends in physical, intellectual and emotional growth from infancy to maturity are stressed.

Bryn Mawr has program approval from the Pennsylvania Department of Education for several curriculum sequences which prepare candidates for public school professions. These courses of study include teacher education in twelve liberal arts fields, school psychology and school counseling, both elementary and secondary. Students who satisfactorily complete an approved

program will, on the recommendation of this department, receive the state certificate in the appropriate field.

Prerequisites. An undergraduate preparation in the liberal arts which must include work in general Psychology. Students whose undergraduate training in Psychology is not adequate will be required to take such undergraduate courses as seem necessary. Applicants for admission are asked to submit scores of the Graduate Record Examination in Verbal and Mathematical aptitudes and a statement of their academic plans and goals. Undergraduate grades of at least B level are necessary. A personal interview is desirable.

Major and Allied Subjects. Candidates for advanced degrees are expected to become competent in several different areas: Child Development, Clinical Evaluation, Counseling and Guidance, Early Childhood Education, History and Philosophy of Education, Learning, the School as a Social Institution, Secondary Education, Elementary Education. For the M.A., two fields are required. For the Ph.D., five fields must be presented. One field may be an allied field and is individually arranged. Field examinations are given once each semester.

Requirements in Languages and Statistics. For the M.A., students are required to pass an examination in one modern foreign language and demonstrate a working knowledge of descriptive and inferential statistics. For the Ph.D., students are required to pass an examination demonstrating reading knowledge of one modern foreign language and competence in statistics through multiple correlation and factor analysis. The statistics requirement for both degrees may be satisfied by passing an examination or by passing an appropriate course at a satisfactory level. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Candidates will normally offer three units of graduate work in Education, although one of three may be taken in an allied field. A paper embodying the results of independent research is required. The Final Examination consists of two three-hour written examinations, one in each field offered and a one-hour oral examination on the M.A. paper.

Examinations for the Ph.D. The Preliminary Examinations consist of four written papers. A written examination is not required for the fifth field. The Final Examination is in the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

The Phebe Anna Thorne School and The Child Study Institute. The Phebe Anna Thorne School is maintained by the Department as a laboratory nursery school for normal children where students may observe and assist in the program for three- and four-year-olds. For those preparing for teaching, medical work with children, child welfare or guidance, the school provides opportunity for direct experience with early child development. Students preparing for early childhood education spend substantial blocks of time in the Thorne School.

The Department also operates at the College the Child Study Institute, a mental health center where problems of learning and behavior are studied and remedial measures planned and carried out with parents and children. The service is given by a staff of qualified specialists in child psychiatry, psychology, school counseling and remedial teaching. Advanced students participate at various levels of responsibility. Referrals from the schools, from physicians, social agencies and families give students the opportunity for acquaintance with a diversity of clinical material.

A separate building on the college grounds houses the Thorne School and the Institute with rooms equipped for nursery school teaching and for individual examination of pupils, remedial teaching, individual and group therapy and student observation.

SEMINARS

The seminars offered are selected from the following (in most cases, laboratory practice is required). All seminars run throughout the academic year unless otherwise indicated.

Miss Hoopes:

Critical Issues in Child Development (semester I).

Adolescent Development (semester II).

Mrs. Maw:

Curriculum of the Elementary School (semester I).

Statistics and Measurement in Education and Child Development.

Educational Psychology (semester II).

Research Design and Methodology: with other members of the Department (semester II).

Miss Maxfield:

Developmental Psychology.

Early Childhood Education.

Theory and Practice in Early Childhood Education.

BRYN MAWR COLLEGE

Mrs. Pepitone:

History and Philosophy of Education.

The Social Psychology of the School.

Analysis of Social Structure and Interaction in the Classroom.

Mrs. Riser:

The Psychology of Exceptional Children (semester I).

The Diagnosis and Remediation of Learning Disabilities
(semester II).

The Treatment of Reading Disorders.

Educational Psychology (semester II).

Mrs. Soffen:

Principles and Organization of the Guidance Program
(semester I).

The Counseling Process: Theory and Practice.

The Group Process in Counseling and Guidance
(semester II).

The Psychology of Occupations (semester I).

Advanced Theory and Practice in Counseling and Guidance.

Instructor to be announced:

Clinical Evaluation.

Advanced Theory and Practice in Clinical Psychology.

Childhood Psychopathology.

SELECTED UNDERGRADUATE COURSES

301a. *Principles of Teaching in the Secondary School:* Mrs.
Maw.

302b. *Principles of Teaching in the Elementary School:* Mrs.
Maw.

306a. *Child Psychology:* Instructor to be announced.

306b. *Adolescent Development:* Instructor to be announced.

Courses 301a and 302b satisfy the student-teaching requirement of most states. Plans for registration should be made with Mrs. Maw in the spring before the student expects to take the course so that appropriate arrangements can be made.

English

Professors: Robert B. Burlin PHD *Chairman*

K. Laurence Stapleton¹ AB

Associate Professors: Thomas H. Jackson PHD

Joseph E. Kramer PHD

¹On leave, semester I.

Assistant Professors: Louise K. Barnett PHD
 Sandra M. Berwind PHD
 Roger W. Cummins PHD
 Sandra L. Kohler PHD
 Clifford Earl Ramsey PHD

Lecturer: Adrienne Lockhart PHD¹

Prerequisites. An undergraduate major in English or its equivalent. Students should have had some training in at least one other field of the humanities: a classical or a modern foreign literature, History, the History of Art or Philosophy. All applicants should submit scores in the Aptitude Test of the Graduate Record Examination.

Allied Subjects. Any classical or modern European language and literature; Philosophy; medieval or modern History; and History of Art.

Language Requirements. For the M.A. degree, a knowledge of either French or German, adequate to the reading of basic scholarly and literary texts. For the Ph.D., the student must either pass examinations in both French and German or demonstrate superior competence in one by satisfactorily completing one unit of graduate work in that language or its literature at Bryn Mawr. (In special cases, with the approval of the appropriate language department and of the Department of English, equivalent work at another university may be accepted.) With the approval of the Department, another modern language may be substituted for French or German, when it can be shown to be particularly pertinent to a projected dissertation. Students working toward the doctorate are also required to show evidence of an adequate knowledge of Latin or Greek. It is expected that the student will satisfy these requirements early in his second year of graduate study; they must be completely satisfied before the doctoral candidate may present himself for the Preliminary Examinations.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work in English or two in English and one in an allied field. The M.A. paper for students in residence is due on April 20. The Final Examination is written, four hours in length, and on the general field of the M.A. paper.

Program and Examinations for the Ph.D. Work of the Department

¹On leave, semester II.

is carried through small seminars and supervised units of independent study. Six units of graduate work are required, one of which may be in an allied field. Candidates will be expected to spend at least one year in full-time graduate work. The program must include some training in Old English or in the History of the English Language, unless a special exception is granted.

After acceptance for doctoral candidacy, the student will take Preliminary Examinations in five parts: four written (four hours each) and an oral (one or two hours). One written examination may be in an allied field. The choice of the four fields will be determined by the student in consultation with the graduate advisor and the departmental examiners who will form the Supervising Committee. The candidate is expected to demonstrate a balanced knowledge of different periods.

Before proceeding with the dissertation, it is recommended that the doctoral candidate submit a prospectus to be discussed with the departmental members of the Supervising Committee. The Final Examination is in the field of the dissertation.

For general degree requirements for the M.A. and the Ph. D., see pages 13-15.

SEMINARS

Since most seminars run through the year, students must begin work in the first semester.

Mr. Burlin:

Chaucer.

[*Old English Literature.*]

[*Middle English Literature.*]

Mr. Kramer:

Shakespeare.

[*English Drama to 1642.*]

Miss Stapleton:

Forms of Seventeenth Century Prose (semester II).

[*Milton.*]

[*Studies in Poetry.*]

Mr. Ramsey:

[*Restoration and Eighteenth Century Literature.*]

[*English Prose Fiction from Bunyan to Jane Austen.*]

Mr. Cummins:

American Literature.

[*Nineteenth Century English and American Novel.*]

Mr. Jackson:

Twentieth Century Literature.

SELECTED UNDERGRADUATE COURSES

300. *Old English Literature*: Mr. Burlin.
 310a, b. *Literature of the Sixteenth Century*: Mrs. Kohler.
 321a, b. *English Drama to 1642*: Mr. Kramer.
 364b. *The Major Fiction of William Faulkner*: Mr. Ramsey.
 367b. *American Fiction 1880-1920*: Mr. Cummins.
 371a. *The Development of Modern Poetry*: Mr. Jackson.
 376a. *William Butler Yeats*: Mrs. Berwind.
 384a. *Approaches to the Theory and Practice of Fiction*:
 Mrs. Lockhart.
 389b. *Studies in Twentieth Century Criticism*: Mr. Jackson.

French

Professors: Michel Guggenheim PHD
 Mario Maurin PHD

Associate Professors: Pauline Jones PHD *Chairman*
 Gérard Defaux Agrégé

Assistant Professors: Charles Altman PHD
 Catherine Lafarge PHD

Prerequisites. An undergraduate major in French, based on study in school and at least three years of college French, including some advanced work in literature, with evidence of ability to present reports and carry on discussion in French. Training in Latin corresponding to at least two years' study in school is advisable.

Applicants should submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations. Candidates are advised to support their application by at least one essay written in French for an advanced undergraduate course or graduate seminar previously taken, and they are strongly urged to arrange for a personal interview with a member of the Department.

Major and Allied Subjects. Students specialize in French literature from the Middle Ages to the present. Successful completion of a course in Old French philology and literature is required of Ph. D. candidates. In special cases and with the consent of the Department, one of the following may be accepted as an allied subject; any literature, ancient or modern; Comparative Philology; European History; Philosophy; History of Art.

Language Requirements. For the M.A. degree, one Romance language, or German, or evidence of extensive training in Mediaeval Latin or advanced Latin. For the Ph.D. degree, a reading knowledge of two languages (including one Romance language other than French), or at least one unit of graduate work in a Romance literature other than French, or in German literature. Students may satisfy the latter requirement by completing satisfactorily one unit of graduate work at Bryn Mawr. In special cases, with the approval of the appropriate language department, and of the Department of French, equivalent work at another university may be accepted.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examinations for the M.A. Candidates will offer two units of graduate work in French and a third unit, in either French or an allied field. An M.A. paper on a topic related to the work in one of the seminars is required. The Final Examination consists of a three-hour written examination and a one-hour oral examination, both in French.

Program and Examinations for the Ph.D. The Preliminary Examinations consist of four papers written in French, and an oral examination. The Final Examination is oral and covers the field in which the dissertation has been written.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

An introductory course in Old French is offered every two years. Students wishing further work in Old French may attend graduate courses at the University of Pennsylvania. Graduate seminars in selected fields of French Literature are given each year, so arranged that the same one will not be given in successive years. The seminars, conducted in French, are selected from the following:

Mr. Altman:

Le Développement du héros romanesque de l'Astrée aux Liaisons dangereuses.

Racine et la critique contemporaine.

Mr. Defaux:

Rabelais (1973-74).

Villon, Charles d'Orléans, Marot, Montaigne.

Les Conteurs au XVI^e siècle.

Poètes du XVI^e siècle.

Mr. Guggenheim:

Voltaire (1973-74).
Précieux, mondains et moralistes du XVIIe siècle.
Rousseau et le préromantisme.
Le Roman du XIXe siècle.

Miss Jones:

Baudelaire (1973-74).
Verlaine, Rimbaud, Mallarmé, Laforgue.
Vigny, Camus.

Miss Lafarge:

Stendhal (1973-74).
Diderot.
Le Thème de la prison au XIXe siècle.
Marivaux, Giraudoux.

Mr. Maurin:

Travaux pratiques sur la littérature moderne (1973-74).
Réalisme et naturalisme.
Romancières des XIXe et XXe siècles.
Valéry, Claudel, Proust, Gide.

Instructor to be announced:

Introduction à la littérature du moyen âge, présentation systématique des éléments de grammaire historique (1974-75 and alternate years thereafter).

SELECTED UNDERGRADUATE COURSES

- [301. *French Lyric Poetry.*]
 [303. *French Novel.*]
 [304. *French Essayists and Moralists.*]
 305a. *Le Théâtre du XXe siècle*: Mr. Guggenheim.
 305b. *Analyse structurale du roman*: Mr. Altman.
 306a. *La Démolition du héros au XVIIe siècle*: Pascal et
La Rochefoucauld: Mr. Defaux.
 306b. *Valéry et Claudel*: Mr. Maurin.

Courses offered at the Avignon Institute

Molière or Racine.
Les Fleurs du Mal or Rimbaud.
Le Surréalisme.
Travaux de traduction et de stylistique.

Preparatory course for degree candidates in other departments:
Reading French. This course, which does not carry academic credit, is designed to assist students in meeting the language requirements for advanced degrees. An extra charge will be made.

Geology

Associate Professors: Lucian B. Platt PHD *Chairman*
Maria Luisa B. Crawford PHD
William A. Crawford PHD¹

Assistant Professor: W. Bruce Saunders PHD

Lecturer: Thomas O. Wright MS

Prerequisites. A course in general Geology and at least one course from each of the larger fields: Physical Geology and Paleontologic-stratigraphic Geology. Training in the allied sciences of Physics, Chemistry, Biology, and Mathematics is necessary.

Major and Allied Subjects. Students may specialize in the fields typified by: Mineralogy-Petrology, Paleontology-Stratigraphy or Regional and Structural Geology. The allied subject for the Ph. D. may be either another field of Geology or any one of the other natural sciences or Mathematics; other subjects may be accepted in special cases.

Language Requirements. For the M.A. degree, one of the following: Russian, German, or French. Candidates for the Ph. D. degree may offer two foreign languages from the following: Russian, German, or French; or one foreign language from this list and proficiency in digital computation or statistics. This proficiency will be tested by the Department or may be demonstrated by the satisfactory completion of an appropriate course.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work, of which one will usually be a special piece of field or laboratory research. The Final Examination consists of a four-hour written test and a one-hour oral.

Program and Examinations for the Ph.D. Candidates will spend a major proportion of their time on a research problem; ordinarily, this will involve field mapping and collecting, together with laboratory study. The number of units of course work to be taken will depend on the student's preparation. The Preliminary Examinations will test general background in Geology, the candidate's special field and either an allied subject or an additional field in Geology.

¹On leave, semester I.

For general degree requirements for the M. A. and the Ph. D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Three or four seminars are offered each year, to be selected from the following general topics:

Mr. Crawford: *Petrology*.

Selected subjects in the structure, physical chemistry and origin of rocks.

Mr. Platt: *Structural Geology*.

Modern concepts in structural and regional geology.

Mrs. Crawford: *Mineralogy*.

The optical, chemical and X-ray study of selected mineral groups.

Mr. Saunders: *Sedimentary Petrology*.

A study of the constitution and the origin of sedimentary rocks; their source, transportation and deposition.

Mrs. Crawford: *Metamorphism* (semester I).

The physical and chemical processes of metamorphism, accompanied by regional studies. Instruction on the universal stage and a study of petrofabrics may be included.

Mrs. Crawford: *Optical Mineralogy—Petrography*.

Semester I: Crystal optics and the properties of the rock-forming minerals. Semester II: A microscopic study of igneous, sedimentary and metamorphic rocks.

Mr. Crawford: *Geochemistry*.

Experimental physical chemistry, phase equilibria, and the distribution and behavior of the elements as applied to geologic problems.

Mr. Crawford: *Analytical Techniques*.

Laboratory course in wet chemical and instrumental means of silicate analysis. Mechanical separations and experimental petrology.

Mr. Saunders: *Paleontology*.

A study of selected animal groups in geologic time according to the interests and needs of the students.

SELECTED UNDERGRADUATE COURSES

302b. *Advanced Paleontology*: Mr. Saunders.

[303a. *Thermodynamics for Geologists*: Mr. Crawford.]

304. *Petrology*: Mr. Crawford, Mrs. Crawford, Mr. Saunders.

BRYN MAWR COLLEGE

305b. *X-ray Crystallography*: Mrs. Crawford.

306b. *Stratigraphy*: Mr. Platt.

German

Professor: Hans Bänziger PHD¹

Associate Professors: Marie G. Flaherty PHD *Chairman*

Nancy C. Dorian PHD

Assistant Professor: James W. Scott PHD

Visiting Lecturer: Ernst Nef PHD

Prerequisites. An undergraduate major or minor in German or an equivalent preparation. All applicants are requested to submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations.

Major and Allied Subjects. Students may specialize in either German literature or German philology. One of these two fields or an area in the humanities, especially the literatures, may serve as the allied subject. Graduate students are encouraged to acquaint themselves with the theory and practice of teaching German.

Language Requirements. Normally French for the M.A.; French and another language for the Ph.D., preferably Latin. With the approval of the Department, the satisfactory completion of a graduate seminar at Bryn Mawr in a foreign literature other than German may be offered for one language requirement. In special cases, with the approval of the appropriate language department, and of the Department of German, equivalent work at another university may be accepted.

Language skills are tested whenever possible by the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service, otherwise by the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of three units in German literature or in German literature and an allied field. In addition to acquainting the student with the field in general, the M.A. program introduces various methods of literary criticism. Every candidate must present a paper which

¹On leave, semester II.

represents satisfactory evidence of independent research. The Final Examination consists of a three-hour written examination and an oral examination of one hour.

Program and Examinations for the Ph.D. Every candidate must fulfill certain requirements in German literature and Germanic philology. Those majoring in Germanic philology take a minimum of one unit in German literature and will select the following courses: History of the German language, Gothic, Old High German, Middle High German, structural linguistics, and either Old English or Old Norse. Those majoring in German literature will take a minimum of one unit in Germanic philology and will normally take one unit each in the mediaeval, classical, and modern periods, as well as at least one genre course. The German Department encourages its students to participate in seminars given by other departments. It also encourages its students to study abroad and draws attention to the Anna Ottendorfer Memorial Research Fellowship for study at a German university. The Preliminary Examinations consist of four written papers, one of which must be taken in an allied field, and an oral examination. The Final Examination covers the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Mr. Bänziger:

Gottfried Keller and German Realism (semester I).
[*Hofmannthal and Rilke.*]
[*Franz Kafka.*]

Miss Dorian:

[*Old High German.*]
History of the German Language (semester II).
[*The Structure of German.*]

Miss Flaherty:

Bibliography and Methods in Criticism (semester I).
[*German Baroque Literature.*]
[*Goethe and Schiller.*]

Mr. Scott:

[*The Legend.*]
[*Reformation and Humanism.*]
Middle High German (semester I).
Middle High German Literature (semester II).

Mr. Nef:

German Expressionism (semester II).

SELECTED UNDERGRADUATE COURSES

- [300a. *A Survey of German Literature*: Mr. Bänziger.]
[301b. *Introduction to Germanic Philology*: Miss Dorian.]
[302a. *Vernacular Literature in Mediaeval Germany*:
Mr. Scott.]
304a. *The German "Novelle"*: Mr. Bänziger.
[305a. *The Modern German Drama*: Mr. Bänziger.]
[307b. *The Literature of the Reformation*: Mr. Scott.]
310b. *Lessing and the Enlightenment*: Miss Flaherty.

Preparatory course for degree candidates in other departments:
Reading German. This course, which does not carry academic credit, is designed to assist students in meeting the language requirements for advanced degrees. An extra charge will be made.

Greek

Professor: Mabel L. Lang PHD *Chairman*

Assistant Professors: Gregory W. Dickerson PHD
Richard Hamilton PHD

Visiting Lecturer: Diskin Clay PHD

Prerequisites. An undergraduate major or minor in Greek, based on at least four years of college Greek, or the equivalent, with representative reading from Greek literature and history which, in the opinion of the Department, provides an adequate basis for graduate work. It is expected that all graduate students in Greek will have some knowledge of Latin.

Allied Subjects. Any literature, ancient or modern, Ancient History, Ancient Philosophy, Classical Archaeology, Linguistics.

Language Requirements. French and German for both the M.A. and the Ph.D. Language skills may be tested either by examinations administered by Bryn Mawr College or the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service. Entering students may offer scores of the GSFLT taken within

twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of two units of graduate work in Greek and a third unit in an allied field. Before admission to the Final Examination candidates must pass an examination in Greek sight translation. The Final Examination consists of a three-hour written examination and an oral examination of one hour.

Examinations for the Ph.D. Before admission to the Preliminary Examinations candidates must pass a rigorous examination in Greek sight translation. The Preliminary Examinations consist of four written papers, one of which shall be in an allied subject, and an oral examination. The fields from which the three major papers may be selected include: Epic Poetry (with emphasis on Homer), Lyric Poetry (with emphasis on Pindar), Tragedy, Comedy, the Orators, the Historians, the Pre-Socratics, Plato, Hellenistic Poetry and various periods of Greek history. The Final Examination covers the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

- Miss Lang: *Homer's Iliad* (semester I).
 Mr. Dickerson: *Aeschylus* (semester I).
 Mr. Hamilton: *Hellenistic Poetry* (semester II).
 Mr. Clay: *Plato* (semester II).

SELECTED UNDERGRADUATE COURSES

101. *Herodotus and Tragedy*: Mr. Dickerson, Mr. Hamilton.
 102a. *Homer*: Mr. Dickerson.
 201. *Plato and Thucydides; Hesiod and Tragedy*:
 Mr. Hamilton, Mr. Dickerson.
 301. *Lyric Poetry; Aeschylus and Aristophanes*:
 Mr. Hamilton, Mr. Dickerson.

History

- Professors:* Arthur P. Dudden PHD *Chairman*
Elizabeth Read Foster PHD
J. H. M. Salmon LITD
James Tanis THD *Director of Libraries*
- Associate Professors:* Charles M. Brand PHD
Mary Maples Dunn PHD
Barbara M. Lane PHD
Alain Silvera PHD
- Assistant Professor:* Charles A. Culotta PHD
- Lecturers:* Wendell P. Holbrook AB
Phyllis S. Lachs PHD *Associate Dean*

Prerequisites. A thorough undergraduate preparation in History, the humanities and the social sciences. Students who wish to work in ancient or mediaeval fields must be able to read the essential ancient languages. Those planning work in Modern European History or American History must have a reading knowledge of one modern language, preferably French or German, upon entrance. Those planning doctoral programs should have two languages upon entrance or acquire the second language at once. Applicants are urged to take the Graduate School Foreign Language Test of the Educational Testing Service (GSFLT) before beginning their graduate studies.

Language Requirements. Students must offer at least one modern foreign language, to be determined by the Department, for the Master's degree. Students who wish to continue work toward the Ph.D. must have completed the examinations in two modern foreign languages, to be determined by the Department, by the end of their second academic year of graduate work. Students entering with the M.A. must complete these requirements during their first year at Bryn Mawr. The time limit for part-time students is determined by the academic year, not by the number of units completed. Candidates for the Ph.D. in ancient or mediaeval history must also demonstrate ability to read one classical language. Directors of research may also require demonstration of ability in special techniques.

Language skills may be tested by either the GSFLT or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of three units of work in History or in History and an allied field, together with a paper and a final examination. The Final Examination is written, and is usually four hours in length.

Program and Examinations for the Ph.D. All students are expected at some time to take a seminar or course in which some aspects of historiography and historical method are studied. The Preliminary Examinations test the student's competence in four fields of History, or in three fields of History and one field in an allied subject. For example, allied work in Mediaeval Literature, Art, or Philosophy is usually recommended to students of Mediaeval History, and one of these may be offered in the Preliminary Examinations. Students whose dissertations are in American History will be required to take at least two fields in Modern European History. Students specializing in English History must offer at least two fields of Mediaeval and/or Modern European History for examination. The field of the projected dissertation will be included in the Preliminary Examinations.

The Final Examination is intended to test the candidate's knowledge of the special field or fields in which the dissertation has been written, and to discuss plans for publication.

Fields of Specialization Available. Master's and doctoral programs should be developed from seminars and courses available. Research for these and dissertations should grow out of seminars and units offered by the History Department and those departments allied with it.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

The seminars are arranged to allow the fullest possible choice for students over a two- or three-year period of study. Normally the same seminar will not meet two years in succession. Topics listed below indicate the area in which seminars will be offered according to the needs of students. The designation of the academic year indicates current offerings.

Ancient History

Students should consult pages 45 and 54 where the offerings of the Departments of Greek and Latin are listed.

Mediaeval and Renaissance History

Mr. Brand: *Mediaeval Institutions.*
The Fifth and Sixth Centuries.
The Twelfth Century (1973-1974).

BRYN MAWR COLLEGE

Early Modern European History

Mr. Salmon: *French Political Ideas from the Wars of Religion to the Enlightenment (1973-74).*

Mr. Tanis: *The Reformed Reformation in Northern Europe. Selected Topics in Sixteenth Century Religious Turmoil.*

Modern European History

Mrs. Lane: *Modern Germany: National Socialism, Bauhaus. Topics in the History of Twentieth Century Europe (1973-1974).*

Mr. Silvera: *The French Third Republic. Europe in the Near East.*

American and British History

Mr. Dudden: *The Progressive Era. The New Deal. The United States in the Second World War. The Second World War (1973-1974).*

Mrs. Dunn: *Seventeenth Century America. Eighteenth Century America. Social History of Colonial Pennsylvania (1973-1974).*

Mrs. Foster: *Parliament in the Early Stuart Period. Social and Economic History of the Early Stuart Period.*

Mr. Tanis: *Puritanism and the Great Awakening.*

Methodology and Historiography

Mr. Krausz: *Philosophy of History.*
(offered in the Department of Philosophy).

Mr. Salmon: *Readings in Eighteenth Century Historiography. African and Afro-American History*

Topic to be announced.

SELECTED UNDERGRADUATE COURSES

300 level courses may, with additional work, be offered for graduate credit.

[301a. *Europe in the Twentieth Century:* Mrs. Lane.]

[302. *France, 1559-1661:* Mr. Salmon.]

[303. *Recent History of the United States:* Mr. Dudden.]

[305b. *Italian City-State in the Renaissance:* Mrs. Lane.]

[311b. *Colonial Towns:* Mrs. Dunn.]

312a. *Women in America:* Mrs. Dunn.

314. *The Rise of Modern Science:* Mr. Culotta.

[315a. *Topics in Modern British History:* Mrs. Lachs.]

322. *Religious Forces in Colonial America:* Mr. Tanis.

330a. *France since 1870:* Mr. Silvera.

History and Philosophy of Science

Director: José María Ferrater Mora *Lic F L*

Advisory Committee: Jane M. Oppenheimer PHD¹
Ernst Berliner PHD¹
Mary Maples Dunn PHD

Assistant Professor: Charles A. Culotta PHD

Visiting Lecturers: Mark B. Adams PHD
Thomas Park Hughes PHD
Arnold W. Thackray PHD

This program within the Department of History has been developed in collaboration with the American Philosophical Society and the Department of the History and Sociology of Science at the University of Pennsylvania. Courses taken at any of the participating institutions may be credited toward an advanced degree.

Prerequisites. Undergraduate preparation in science, philosophy, and history.

Major and Allied Subjects. The student's major subject will be History of Science, to be supported by intensive work in the field of history related to his special area of interest. Allied subjects may be philosophy and other areas in science and history.

Language Requirements. Students must offer at least one modern foreign language, to be determined by the Department, for the Master's degree. Students who wish to continue work toward the Ph. D. must have completed the examinations in two modern foreign languages to be determined by the Department before taking the Preliminary Examinations.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of at least two units of work in the History of Science and one unit of work in a related field of History or Philosophy. The Final Examination is written, and is usually four hours in length.

Program and Examinations for the Ph.D. The Preliminary Examinations test the student's competence in four general fields,

¹On leave, semester II.

BRYN MAWR COLLEGE

three in the History of Science and one in a related field of History or Philosophy. The Final Examination covers the field of the dissertation which must be in History of Science.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Mr. Culotta: *The Evolution Theory and Social Darwinism*.

Mr. Adams: *Nature vs. Nurture: Eugenics and Related Movements, 1860-1930*.

Mr. Hughes: *Technology in Industrial America*.

Mr. Thackray: *Social History of Science*.

Seminar in History of Medicine: Members and staff of the American Philosophical Society and guest speakers: *Health and Society, Historical Perspectives*.

UNDERGRADUATE COURSES

314. *The Rise of Modern Science*: Mr. Culotta.

Philosophy 310b. *Philosophy of Science*: Mr. Ferrater Mora.

Philosophy 316a. *History and Philosophy of Mathematics*: Mr. Weaver.

History of Art

Professors: Charles Mitchell B LITT LITT D *Chairman*
James E. Snyder MFA PHD

Associate Professor: Charles G. Dempsey MFA PHD¹

Assistant Professor: Arthur S. Marks PHD

Lecturer: Dale Kinney MA

Dean of the Graduate School of Arts and Sciences:
Phyllis Pray Bober PHD

Field of Study. The history of Western art from early Christian to modern times.

Prerequisites. The normal prerequisite for admission is undergraduate training in art-history, but students with special abilities or sound training in cognate disciplines are exceptionally admitted.

¹On leave, 1973-74.

Language Requirements. Students are expected to read or to be learning the languages necessary for their special fields of study and not to delay their research by lack of linguistic competence. Advanced study of Western art-history normally involves a working knowledge of Latin, French, German and Italian. Both M.A. and Ph.D. candidates are required to prove by examination their knowledge of two modern foreign languages.

Language skills will be tested by the examinations administered by Bryn Mawr College. Entering students may offer scores of the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Allied Subjects. History, Archaeology, Classics, Modern Languages; others, exceptionally, by arrangement.

Program and Examination for the M.A. (a) Three units of graduate work, one of which may be in an allied field, (b) an extended paper on an approved topic, (c) a written (or written and oral) examination to test the candidate's ability to place this topic in its art-historical context.

Program and Examinations for the Ph.D. Prime emphasis is placed on a program of study and research leading to the dissertation, and students normally begin to work under a personal supervisor soon after entry. The Preliminary Examinations consist of four written papers and an oral examination on four areas of art-history (or on three and one allied subject). After two or three years at Bryn Mawr, students normally go abroad for a period of research on their dissertations.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

Kress Program. The Department participates in the Samuel H. Kress Foundation Fellowship Program.

SEMINARS AND GRADUATE COURSES

Five one-term seminars, on widely spaced topics that change from year to year, are annually given, in addition to individual units of supervised work. Graduate students are sometimes advised to take selected intermediate or advanced undergraduate courses. Topics for 1973-74:

Mr. Snyder: *The Haarlem School of Painting* (semester I).

Mr. Marks: *Anglo-American Painting before and after the Revolution* (semester I).

Mrs. Kinney: *The Art and Influence of Montecassino* (semester II).

BRYN MAWR COLLEGE

Mr. Mitchell: *Michelangelo* (semester II).

Mrs. Bober: *Antiquity in the Renaissance* (semester II).

ADVANCED UNDERGRADUATE COURSES

331. *The Art of Rome in the early Middle Ages*: Mrs. Kinney.

335b. *The Art of the Valois Courts*: Mr. Snyder.

336a. *Donatello*: Mr. Mitchell.

337b. *English Art, 1750-1850*: Mr. Marks.

History of Religion

Professor: Howard C. Kee PHD *Chairman*

Associate Professor: Samuel Tobias Lachs PHD

Professor of History and

Director of Libraries: James Tanis THD

Visiting Lecturer: Patrick Henry PHD

A degree program at the graduate level is not offered in History of Religion. For work in this area, students should consult the offerings of the Department of History. The courses listed below are open to graduate students, and may be taken for graduate credit with permission of the major department.

300a. *Mediaeval Jewish Thought*: Mr. Lachs.

[301a. *Gnosticism*: Mr. Kee.]

[302a. *Jewish Antecedents of Early Christianity*: Mr. Kee.]

[302b. *Readings in the Greek New Testament*: Mr. Kee.]

303a. *Religion in the Hellenistic World*: Mr. Henry.

303b. *Myth and History*: Mr. Kee.

304a. *Readings in Rabbinic Literature*: Mr. Lachs.

305a. *Myth and History in the Gospel of John*: Mr. Kee.

Italian

Assistant Professors: Nancy Dersofi PHD
Nicholas Patruno PHD

No graduate work is offered in Italian. The courses listed below are open to graduate students and may be taken for graduate credit with the permission of the major department.

303a. *Petrarch, Boccaccio and Early Humanists:* Mr. Patruno.

303b. *Literature of the Italian Renaissance:* Miss Dersofi.

305a. *History of the Italian Theatre:* Miss Dersofi.

Latin

Professors: Agnes Kirsopp Michels PHD *Chairman*
Myra L. Uhlfelder PHD

Associate Professor: Russell T. Scott PHD

Prerequisites. An undergraduate major or minor, consisting of at least three years of Latin in college. All graduate students in Latin are expected to have begun the study of Greek. Scores in the aptitude test of the Graduate Record Examination should be submitted.

Allied Subjects. The Department recommends as allied subjects: Greek, Classical Archaeology, Ancient History, Linguistics, or, for students whose special interest is in the mediaeval period, Mediaeval History or a vernacular literature.

Language Requirements. French and German are required for both the M. A. and the Ph. D. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. Candidates will normally offer two units of work in Latin and one unit in an allied field. Students will normally complete the work for the degree in one

year, but, in cases in which it seems advisable to supplement the student's undergraduate preparation, a second year may be necessary. Candidates must pass a test in Latin sight translation before being admitted to the Final Examination, which consists of a three-hour written and a one-hour oral examination.

Program and Examinations for the Ph.D. Candidates will normally complete a two-year program of four units of work in Latin and two in an allied field. Three of these units may be those offered for the M.A. degree, which usually forms part of the doctoral program. Candidates should then undertake a program of independent reading planned to enable them to pass the Preliminary Examinations as soon as possible, after which they will concentrate on the dissertation. In some cases it may be advisable to carry one or two more units of work in the third year. The Preliminary Examinations consist of two four-hour written papers on Latin literature; one four-hour written paper on a special field such as a particular period of Roman history, the works of a special author, Mediaeval Latin Literature, Epigraphy, Palaeography, the History of Classical Scholarship; one four-hour written paper in the field of the allied subject; a general oral examination. Students whose major interest is in the mediaeval period will take the two examinations in Latin Literature, one in Mediaeval Latin Literature, and a fourth in a field related to the Middle Ages or to the transmission of the Classics. Before admission to the Preliminary Examinations, all students must pass tests in sight translation of Latin and Greek. The Final (oral) Examination will be on the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Over a period of a few years, seminars will afford the student opportunity to work in specific areas of classical (Republican and Imperial) and mediaeval literature and civilization. Authors, genres, periods, or special topics dealt with in the seminars will vary according to the needs and desires of graduate students. A balance of prose and poetry, of literature and history, and of earlier and later periods is kept in mind in the establishment of the program.

The following seminars are offered in 1973-74:

Mrs. Michels:

Ovid's Fasti (semester I).

Miss Uhlfelder:

Lucan (semester II).

Mr. Scott:

Livy: The third and fourth decades will be the focus of an examination of the history of Rome in the second century B.C. (semesters I and II).

SELECTED UNDERGRADUATE COURSES

- 202a. *Mediaeval Latin (Pre-Carolingian)*: Miss Uhlfelder.
- [301a. *Vergil's Aeneid*: Miss Uhlfelder.]
- [301b. *Livy and Tacitus*: Mr. Scott.]
- 302a. *Cicero and Caesar*: Mr. Scott.
- 302b. *Lucretius*: Mrs. Michels.

Mathematics

Professors: John C. Oxtoby MA *Chairman*
 Frederic Cunningham, Jr. PHD¹

Assistant Professors: Martin Avery Snyder PHD
 Kenneth Krigelman PHD
 Françoise Schremmer PHD

Prerequisites. A good undergraduate preparation in Mathematics or in Mathematics and Physics.

Major and Allied Subjects. Students may specialize in any of the broad divisions of Mathematics: Algebra, Analysis, Geometry, or Mathematical Physics, but are expected also to acquire a well-rounded knowledge of the subject as a whole. Certain courses in Physics, Chemistry or Philosophy (logic) are accepted as allied work.

Language Requirements. Candidates for the M.A. must have a reading knowledge of French, German or Russian. Candidates for the Ph. D. must pass examinations in two of the three: French, German, Russian.

Language skills will be tested either by the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service, or the examinations administered by Bryn Mawr College.

¹On leave, 1973-74.

BRYN MAWR COLLEGE

Entering students may offer scores of the GSFLT taken within twenty-four months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of three units of work in Mathematics, or in Mathematics and an allied field, and an M. A. paper. Advanced undergraduate courses which supplement the student's preparation may under certain conditions be taken for graduate credit. The Final Examination is usually oral and one hour in length.

Program and Examinations for the Ph.D. Candidates will take such courses and seminars as are needed to provide a sufficiently broad foundation. As they progress they will devote an increasing proportion of their time to individual study and research under the direction of a member of the Department. The Preliminary Examinations are taken after the student is well advanced and usually consist of three or four written examinations intended to test the candidate's breadth of knowledge and understanding of the structure of Mathematics as a whole. An oral examination is usually included. The Final Examination is oral and is devoted to the candidate's special field and the subject of the dissertation.

For general degree requirements for the M. A. and Ph. D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

At least three graduate courses or seminars are offered each year. Additional courses or directed reading and research can be arranged. The seminars offered in any year are selected to meet the needs of the individual students. Some may be offered for one semester only.

Mr. Cunningham:

Functional Analysis.

General Topology.

Linear Spaces.

Theory of Functions.

Mr. Krigelman:

Geometry of Manifolds.

Algebraic Topology.

Differential Topology.

Mr. Oxtoby:

Ergodic Theory

Measure Theory.

Point Set Topology.
Theory of Functions.

Mrs. Schremmer:

Partial Differential Equations.
Applied Mathematics.
Fluid Mechanics.

Journal Club. A Mathematical Colloquium at the University of Pennsylvania meets approximately every two weeks. Lectures by visiting mathematicians are frequently presented also at Haverford and Swarthmore Colleges.

SELECTED UNDERGRADUATE COURSES

301. *Advanced Calculus*: Mr. Oxtoby.
303a. *Introduction to Abstract Algebra*: Mr. Krigelman.
303b. *Topics in Algebra*: Mr. Krigelman.
[310a. *Theory of Functions of a Complex Variable*:
Mr. Oxtoby.]
311. *Differential Equations*: Mrs. Schremmer.
[312b. *Topology*: Mr. Cunningham.]
[320. *Real Analysis*: Mr. Oxtoby.]

Mediaeval Studies

- Professor of Philosophy*: Jean A. Potter PHD *Chairman*¹
Professor of English: Robert B. Burlin PHD
Professor of Spanish: Joaquín González Muela *Den FL*
Professor of History of Art: Charles Mitchell B LITT LITT D
Professor of History of Art: James E. Snyder PHD
Professor of Latin: Myra L. Uhlfelder PHD
Associate Professor of History: Charles M. Brand PHD
Associate Professor of Music: Isabelle Cazeaux PHD
Assistant Professor of German: James W. Scott PHD

Graduate work for the M.A. in the mediaeval field may be done either under a particular department or under the Mediaeval

¹On leave, semester II.

Studies Committee. Doctoral studies in the mediaeval period will usually come under the supervision of a particular department; in exceptional cases students with outstanding preparation will be permitted to take the Ph.D. in Mediaeval Studies.

Mediaeval work in a particular department will fall under the regulations of that department. For work under the Mediaeval Studies Committee the regulations are as follows:

Prerequisites. The Committee must be satisfied that all candidates for admission have done sufficient undergraduate work to undertake graduate studies in the mediaeval field and have a reading knowledge of Latin and two modern languages.

Major and Allied Subjects. Any literature, ancient, mediaeval or modern, History, Philosophy, Classical Archaeology, History of Art, History of Music.

Language Requirements. For the M.A. and the Ph.D., Latin and two modern languages. Other languages may be substituted by permission of the Committee according to the candidate's special program. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Candidates will normally work in two departments and will offer at least two units of graduate work in any of the mediaeval fields and a third unit in any of the fields listed as allied. An extended paper, usually growing out of the work of one of the seminars, will be required in addition to an examination. The Final Examination may either be written (four hours) or written and oral (three hours—one hour).

Program and Examinations for the Ph.D. The course of study will normally be under the guidance of one professor. Prime emphasis will be placed on a program of research leading to a dissertation. Satisfactory Preliminary Examinations in two mediaeval fields and one allied field, written and oral, will be required. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

See under the various departments.

Music

Professor: Robert L. Goodale B MUS AAGO *Chairman*

Professor and Director of Ensemble Groups: Agi Jambor MA

Associate Professor: Isabelle Cazeaux PHD

Assistant Professor: Carl B. Schmidt PHD

Prerequisites. Two years of Harmony, Counterpoint and Analysis, three years of History and Appreciation of Music, of which at least one should be in an advanced course, and a reading knowledge of one modern language, preferably German. Candidates must have a sufficient knowledge of pianoforte or organ playing to be able to play music of the technical difficulty of a Bach figured chorale.

Allied Subjects. Any modern language or literature, History, History of Art, History of Religion, Philosophy.

Language Requirements. Two modern languages are required for the M.A. degree, preference being given to German and French. For candidates for the Ph.D. degree two languages are required, one of which must be German. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. The program consists of three units of work in Music or in Music and an allied field. The Final Examination is written and four hours in length.

Examinations for the Ph.D. The Preliminary Examinations consist of four papers in the major field, or three papers in the major field and one in an allied field, and an oral examination. The Final Examination covers the subject matter of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Mr. Goodale:

Music of the Twentieth Century.

Mme. Jambor:

The Interpretation of Music.

Miss Cazeaux:

Musicology.

Mr. Schmidt:

Opera in the Baroque Period.

SELECTED UNDERGRADUATE COURSES

202. *Advanced Theory and Analysis*: Mr. Goodale.
302a. *Mediaeval and Early Renaissance Music*: Miss Cazeaux.
302b. *Late Renaissance and Early Baroque Music*:
Miss Cazeaux.
303b. *Orchestration*: Mr. Goodale.
305a. *Free Composition*: Mr. Goodale.
[306b. *Opera and Music Drama*: Miss Cazeaux.]

Practice rooms with pianos will be available for a fee of \$10 per semester. Students permitted to play the organ in the Music Room will be charged \$20 per semester.

Philosophy

Professors: José María Ferrater Mora *Lic FL Chairman*
George L. Kline PHD
Jean A. Potter PHD¹
Isabel S. Stearns PHD

Associate Professor: Mary Patterson McPherson PHD
Dean of the Undergraduate College

Assistant Professors: Michael Krausz PHD²
George E. Weaver, Jr. PHD

Lecturer: John J. Mulhern PHD

Prerequisites. In general, an undergraduate major in Philosophy. Students whose undergraduate training does not include a major in Philosophy may be required to take such undergraduate courses as the Department considers necessary.

Allied Subjects. Subjects in most fields of the humanities, mathematics, and natural and social sciences.

Language Requirements. One modern language for the M.A., French and German for the Ph. D. At the discretion of the Department, another language may be substituted for French or German when the student's research requires it.

¹On leave, semester II.

²On leave, 1973-74.

Language proficiency will be tested by the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work in Philosophy or in Philosophy and an allied field. The Final Examination is usually written and four hours in length.

Examinations for the Ph.D. The Preliminary Examinations consist of four written papers in the major and allied fields and an oral examination.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

A minimum of three seminars, historical and systematic, is offered each year. The sequence of seminars listed below will be adjusted according to the needs of the students.

Mr. Ferrater Mora:

- [*Methods of Research in the History of Philosophy.*]
- [*Kant: Epistemology and Metaphysics.*]
- [*Phenomenology.*]
- [*Philosophical Analysis.*]

Mr. Kline: *Ethics.*

An examination of central issues raised by classical texts in ethical theory. Due attention is paid to twentieth-century authors.

- [*Hegel.*]
- [*Whitehead.*]

Mr. Krausz:

- [*Theory of Inquiry.*]
- [*Philosophy of History.*]
- [*Philosophy of Mind.*]

Mr. Mulhern: *Aristotle.*

An introduction to materials and methods of Aristotelian scholarship, followed by an examination of the *Metaphysics*, the *Ethica Nicomachea*, and some recent writings on these works.

- [*Plato.*]

Miss Potter:

- [*Philosophy of Religion.*]
- [*Mediaeval Philosophy.*]
- [*Continental Rationalism.*]

Miss Stearns: *American Philosophy*.

Attention will be given to the development of pragmatism, idealism, and realism in American philosophy. There will be discussion of the thought of some major American philosophers from Peirce to Wilfrid Sellars.

[*Metaphysics.*]

[*Epistemology.*]

Mr. Weaver: *Mathematical Logic*.

Semester I studies the basic grammar, semantics and deductive systems of first order languages. Semester II presents selected topics in semantics, including compactness, the interpolation lemma and the Löwenheim-Skolem and Tarski-Vaught theorems.

[*Introduction to Set Theory and Logic.*]

[*Completeness and Decidability.*]

Journal Club. Graduate students have the privilege of becoming auxiliary members of the Fullerton Club. The club meets once a month. Papers are read by members of the faculty of Bryn Mawr and by visiting lecturers, as well as by members of the faculties of nearby college and universities.

SELECTED UNDERGRADUATE COURSES

213b. *Intermediate Logic*: Mr. Weaver.

310b. *Philosophy of Science*: Mr. Ferrater Mora.

311a. *Philosophy of Religion*: Miss Potter.

312a. *Philosophy of History*: Mr. Kline.

313b. *Analytic Philosophy*: Mr. Mulhern.

314b. *Existentialism*: Mr. Ferrater Mora.

315a. *Philosophy of Time*: Mr. Kline.

316a. *History and Philosophy of Mathematics*: Mr. Weaver.

330a. *Kant*: Mr. Ferrater Mora.

Physics

Professors: Rosalie C. Hoyt PHD *Chairman*
John R. Pruett PHD

Assistant Professors: Alfonso M. Albano PHD
Stephen R. Smith PHD

Prerequisites. An undergraduate major in Physics or in a field of study closely allied to Physics (e.g., Mathematics, Chemistry, Engineering). Students who have not majored in Physics will usually find it necessary to take some undergraduate courses before entering graduate seminars. All applicants for admission to graduate work in Physics are requested to submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations.

Allied Subjects. With permission of the department, candidates for the Ph.D. degree may offer as an allied subject Mathematics, Biology, Chemistry, or Geology, provided they have taken advanced level work in one of these fields.

Language Requirements. For the M.A. and the Ph.D. degrees, two languages are required; one, French, German or Russian; the second, "computer language," including FORTRAN. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. An oral qualifying examination must be passed before the student is admitted to candidacy. The subject matter of the examination will include only material ordinarily covered in undergraduate college Physics courses, but the student will be expected to handle this material on a reasonably mature level. Each candidate is expected to have completed Physics 308a-309b or its equivalent, and to have a mathematical preparation acceptable as adequate for the M.A. degree. The three units of work offered for the degree will ordinarily include one unit of Experimental Physics and at least one graduate seminar in Theoretical Physics. The paper will usually consist of a report on work done in connection with the unit of Experimental Physics. The M.A. Examination is a one-hour oral examination.

Program and Examinations for the Ph.D. Each candidate must have completed Physics 308a-309b or its equivalent, have a mathematical preparation acceptable as adequate for the Ph.D. degree, and have passed the oral qualifying examination described above before being recommended for candidacy.

The Preliminary Examinations are intended to test the candidate's general background and to determine whether his background is broad and deep enough to serve as a preparation for original research work in a specialized field. In general, two years of full- or part-time graduate work should prepare the student for these examinations and candidates for the Ph.D. are urged to submit themselves for examination at this stage of their work. The examinations will consist of three four-hour written examinations, one problem set, and an oral examination lasting approximately one hour. Each of the three four-hour examinations will cover one of the following fields of Physics, to be chosen by the Department: (1) Classical Mechanics, including relativity theory, vibrations, and wave motion; (2) Electricity and Magnetism, including field problems and electromagnetic waves, the latter with particular reference to optical phenomena; (3) Quantum Mechanics, with applications to atomic and nuclear structure; (4) Thermodynamics and Statistical Mechanics, including both classical and quantum statistics. The student devotes approximately twelve hours to direct work on the problem set over a three-day period. Any books, periodicals, notes, etc. may be used in connection with the problem set. The oral examination is devoted to general Physics.

Unless the candidate has demonstrated adequate acquaintance with experimental physics in other ways, the research leading to the dissertation must be, at least in part, experimental. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Three or more graduate seminars in Theoretical Physics are offered each year. In addition, a seminar in Experimental Physics is arranged individually for students desiring it, and generally serves as an introduction to a research problem.

Experimental Physics

Miss Hoyt, Mr. Pruett, Mr. Smith.

Theoretical Physics

Mr. Smith: *Electromagnetic Theory*.

Potential theory, Maxwell's Equations, applications to waves subject to various boundary conditions, transmission lines, wave guides, radiating systems. Prerequisite: an advanced undergraduate course in Electricity and Magnetism or in Theoretical Physics.

Mr. Pruett, Mr. Albano: *Quantum Mechanics*.

Necessity for the quantum hypothesis. The Schroedinger and

Heisenberg formulations with applications to atomic structure. The Dirac approach with applications to relativistic electron theory and the quantum theory of radiation. Prerequisite: an advanced undergraduate course in Mechanics or in Theoretical Physics.

At least one of the following advanced seminars is given each year:

Miss Hoyt: *Chemical Physics and Biophysics*.

Interatomic and intermolecular forces, vibrational and rotational states of molecules. Dynamical properties of biological membranes, the biophysics of photosynthesis and photo-sensitive receptors. Prerequisite: Quantum Mechanics.

Mr. Smith: *Physics of the Solid State*.

Classification and characteristics of solids, theory of mechanical, electrical, thermal, and magnetic properties. Prerequisite: Quantum Mechanics and Electromagnetic Theory. Either may be taken concurrently.

Mr. Pruett: *Nuclear Physics*.

An introductory study of classical nuclear physics followed by applications of quantum mechanics to nuclear problems and associated high energy phenomena. Some quantum electrodynamics and meson theory will be included. Prerequisite: Quantum Mechanics or its equivalent.

Mr. Albano: *Statistical Mechanics*.

Classical kinetic theory and transport phenomena. Ensembles in classical and quantum statistical mechanics. Selected applications. Prerequisite: Quantum Mechanics.

Mr. Albano: *Elementary Particles*.

Characteristics of elementary particles, symmetries and invariance principles, scattering theory, weak and strong interactions. Prerequisite: *Quantum Mechanics*.

Colloquium. All members of the Department and all graduate students meet weekly for the discussion of current problems.

SELECTED UNDERGRADUATE COURSES

306a., 307b. *Classical and Quantum Mechanics*: Miss Hoyt.

308a. *Advanced Mechanics of Discrete and Continuous Systems* (at Haverford): Mr. Davidon.

309b. *Advanced Electromagnetic Theory*: Mr. Pruett.

Political Science

The Caroline McCormick Slade Department of Political Science

Professors: Melville T. Kennedy, Jr. PHD *Chairman*

Gertrude C. K. Leighton AB JD¹

Katharine E. McBride

Visiting Professor: William Howard Greenleaf PHD

President of the College: Harris L. Wofford, Jr. AB JD

Associate Professor: Charles E. Frye PHD

Assistant Professors: Marc H. Ross PHD²

Stephen Salkever PHD²

Prerequisites. A good undergraduate training in political science and related subjects. Scores of the Graduate Record Examination Aptitude Test and Advanced Test are required in applications for admission.

Major and Allied Fields. The major fields offered in political science are political philosophy and theory, Western comparative politics, non-Western comparative politics, American political process, American constitutional law, and international politics and law. Allied fields may be chosen in the other social sciences, in history and philosophy, and, with the special permission of the Department, in certain subjects in literature. Candidates for the Ph.D. are expected to prepare themselves in four fields, one of which may be allied.

Language Requirements. One modern foreign language for the M.A. Two foreign languages (only one need be modern), or one modern language and statistics for the Ph. D. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. The statistics requirement may be satisfied by passing an approved course in statistics.

Program and Examination for the M.A. The program consists of three units of work in political science, but a unit from an allied field may be substituted for one of these. The Final Examination will be written or oral or both.

Program and Examinations for the Ph.D. Candidates are expected to offer four fields, one of them being the field in which the dissertation is written. These fields are tested by preliminary

¹On partial leave, semester I.

²On leave, 1973-74.

written and oral examinations. An oral Final Examination will cover fields related to the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Mr. Frye:

[*European Comparative Politics.*]
Personality and Comparative Politics.

Mr. Greenleaf:

Political Theory and Philosophy.

Mr. Kennedy:

International Politics.
Topics in Politics of China, Japan, India.

Miss Leighton:

International Law.
Law, Psychodynamic Theories of Personality and Psychiatry.

Mr. Ross:

[*American Politics.*]
[*Urban Politics.*]

Mr. Salkever:

[*Constitutional Law.*]
[*Topics in Political Philosophy and Theory.*]

SELECTED UNDERGRADUATE COURSES

- [218a. *Community Politics*: Mr. Ross.]
[230b. *Political Behavior*: Mr. Ross.]
301a. *Law and Society*: Miss Leighton.
302b. *Law, Policy and Personality*: Miss Leighton.
303a. *Problems in International Politics*: Mr. Kennedy.
[304b. *West European Integration*: Mr. Frye.]
305b. *European Fascism*: Mr. Frye.
[307b. *Modern Germany*: Mr. Frye.]
310a. *Problems in Comparative Politics*: Mr. Frye.
[311b. *Theory and Practice in Political Philosophy*:
Mr. Salkever.]
312b. *China, Japan and India: Problems in Modernization*:
Mr. Kennedy.
[313b. *Problems in Constitutional Law*.]
[316b. *Ethnic Group Politics: Concepts and Process*: Mr. Ross.]

Psychology

Professors: Richard C. Gonzalez PHD *Chairman*
Howard S. Hoffman PHD

Associate Professors: Earl Thomas PHD
Matthew Yarczower PHD

Assistant Professors: Clark McCauley, Jr. PHD
Jill T. Wannemacher PHD

Lecturer: Larry Stein PHD

Prerequisites. Undergraduate training in Psychology is recommended, but outstanding applicants with training only in related fields may be accepted. Students who have not majored in Psychology as undergraduates may find it necessary to devote a substantial portion of the first year to undergraduate courses. All applicants residing in the United States at the time of the application must submit a score on the Miller Analogies Test and on the Aptitude Test and Advanced Test of the Graduate Record Examinations.

Major and Allied Subjects. The orientation in the various fields is experimental, and there are no facilities for clinical training. Work in Psychology may be coordinated with work in one of the following allied areas: Anthropology, Biology, Chemistry, Mathematics, Philosophy and Physics.

Language Requirements. Candidates for the M.A. must pass an examination in one of the following languages: French, German, Russian. Candidates for the Ph.D. must offer two foreign languages: French and German (or some other foreign language with permission of the Department), or one foreign language and statistics. The statistics requirement will be tested by the Department. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examinations for the M.A. The program of work must include three units (six one-semester seminars or courses), which usually will be chosen from the group of seminars and courses listed below. Before final approval of the Master's paper, each candidate must pass a written examination in statistics. The Final Oral Examination, one hour in length, deals with the Master's paper and related topics.

Program and Examinations for the Ph.D. Ph.D. candidates are expected to devote a large portion of their time to supervised

research. In the first year, the research is done under the close supervision of the candidate's faculty advisor; a written report of the year's research activities (the form and content of which are determined by the candidate and his advisor) is submitted to the Department; and an oral examination dealing with the paper and related topics is conducted by the candidate's advisor and at least three other members of the Department. In addition to research, candidates, in their first two years of residence, take the four one-semester graduate courses listed below (or, if they elect to do so, a written examination in the subject matter instead of any one or all of the courses). The Preliminary Examinations, which should be taken before the beginning of the third year, consist of three written examinations of four hours each and an oral examination of one to two hours. The written examinations are in the following areas: Learning and Motivation, Physiological Psychology, and Social Psychology, or, with approval of the Department, in two of these areas and in one of the allied subjects listed above. The oral examination deals with the areas of the written examinations. Work beyond the Preliminary Examinations consists of seminars in selected topics and of dissertation research. The Final Oral Examination deals with the dissertation and the field in which it was written.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

GRADUATE COURSES

Mr. Gonzalez:

Learning Theory.

Mr. Hoffman:

Statistics.

Mr. McCauley:

Experimental-Social Psychology.

Mr. Stein and Mr. Thomas:

Physiological Psychology.

SEMINARS

Seminars are offered on specialized topics in the areas of experimental, physiological and social psychology. Among those offered most recently are the following: *Communication Theory, Comparative Psychology, Experimental Design, Parameters of Reinforcement, Physiological Techniques and Instrumentation, Psychopharmacology, Stimulus Control of Behavior.*

SELECTED UNDERGRADUATE COURSES

- 201a. *Comparative Psychology*: Mr. Yarczower.
201b. *Animal Learning*: Mr. Gonzalez.
202a. *Motivation*: Mr. Thomas.
202b. *Language and Cognition*: Miss Wannemacher.
301a. *Physiological Psychology*: Mr. Thomas.
305a. *Sensation and Perception*: Mr. Hoffman.

Russian

Associate Professor: Ruth L. Pearce PHD *Chairman*

Lecturer: George Pahomov PHD

Professor of Philosophy: George L. Kline PHD

Prerequisites. An undergraduate major or minor in Russian with knowledge of Russian literature and ability to read and speak Russian.

Allied Subjects. Any language or literature, European History, Political Science, Russian Philosophy.

Language Requirements. For the M.A., French or German. For the Ph.D., French, German and one Slavic language other than Russian. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work in Russian or in Russian and an allied field. The Final Examination consists of a three-hour written examination and an oral examination of one hour.

Examinations for the Ph.D. The Preliminary Examinations consist of four written papers, one of which must be taken in an allied field, and an oral examination. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Seminars offered each year are selected in accordance with the needs and interests of the students enrolled. Normally the same seminar is not given in two successive years. In cooperation with the Department of Slavic Languages of the University of Pennsylvania, the student may also register at that institution under the Reciprocal Plan for a unit of work chosen from the graduate courses offered in Slavic. Undergraduate 300 level courses, with additional work, may also be offered for graduate credit.

The following seminars are offered in 1973-74:

Mrs. Pearce:

History of the Russian Language: Phonology and Morphology (semester I).

History of the Development of the Russian Literary Language with Readings in Old Russian (semester II).

Mr. Pahomov:

Turgenev and Goncharov (semester I).

Classics of Russian Drama: from Fonvizin to Chekhov (semester II).

SELECTED UNDERGRADUATE COURSES

[305. Advanced Russian Grammar.]

[Philosophy 304a. *Russian Philosophy*: Mr. Kline.]

[Philosophy 304b. *Marx and Russian Marxism*: Mr. Kline.]

Sociology

Professor: Eugene V. Schneider PHD *Chairman*

Associate Professor: Judith R. Porter PHD¹

Assistant Professor: William R. F. Phillips PHD

Lecturers: Janet Griffith

Robert E. Washington MA²

Prerequisites. An undergraduate preparation in Sociology, or some closely related social science is desirable. Students whose

¹On leave, 1973-74.

²On leave, semester II.

undergraduate training is not entirely adequate may be required to take certain undergraduate courses.

Major and Allied Subjects. Students may wish to take some work in related fields: Anthropology, Economics, Psychology, Political Science, History and statistics. In addition, courses in Sociology and allied subjects may be taken at the University of Pennsylvania under the terms of the Reciprocal Plan.

Language and Statistics Requirement. Candidates for the M.A. must offer one modern language and statistics. Candidates for the Ph.D. degree must offer two modern foreign languages (usually French and German) or one modern foreign language and statistics. The statistics requirement will be tested by the Department, or may be met by passing a graduate course in statistics.

Language skills will be tested by the examinations administered by Bryn Mawr College. Entering students may offer scores of the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service taken within twelve months of the date on which they begin graduate work at Bryn Mawr College.

Program and Examination for the M.A. The program consists of three units of work. The Final Examination may consist of one four-hour written paper, or one three-hour written paper and an oral examination of one hour.

Program and Examinations for the Ph.D. The Preliminary Examinations for candidates for the Ph.D. will consist of four three-hour written papers and an oral examination of one hour. These examinations will be in General Sociology, Sociological Theory, and two special fields, one of which may be an allied field. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Seminars will be given in special branches of Sociology, such as:

Sociological Theory
Social Stratification
Sociology of Religion
Personality and
Social Structure
Sociology of Knowledge
Sociological Methods
Social Demography

Industrial Sociology
Race Relations
Sociology of Poverty
Political Sociology
Sociology of Developing
Countries
Quantitative Techniques
in Empirical Research

Under exceptional circumstances a student may be registered for an advanced undergraduate course which with additional work may be accepted for graduate credit.

Spanish

Professors: Willard F. King PHD *Chairman*
Joaquín González Muela *D en FL*

Assistant Professors: John F. Deredita PHD
Eleanor K. Paucker PHD¹

Professor of Philosophy: José María Ferrater Mora *Lic FL*

Prerequisites. An undergraduate major in Spanish; representative reading from Spanish literature of the Middle Ages, Golden Age and Contemporary Period. Spanish-American Literature may be offered in addition. Applicants for admission in Spanish are asked to submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations. Candidates are urged to arrange for a personal interview with a member of the Department whenever possible.

Allied Subjects. Any literature, ancient or modern, including Mediaeval Latin Literature; European or Spanish-American History; Classical or Romance Philology; Spanish-American Literature.

Language Requirements. For the M.A. either German or one Romance language other than Spanish. For the Ph.D. German and French; in special cases the Department may accept other languages. The Ph.D. candidate's preparation must give evidence of adequate knowledge of Latin; if it does not, Latin must be included in the graduate program.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of three units of graduate work in Spanish or two units of graduate work in Spanish and one other in an allied field. Before admission to the Final Examination candidates must prove their ability to

¹On leave, semester II.

speak Spanish. The Final Examination consists of a three-hour written part and an oral of one hour.

Examinations for the Ph.D. The Preliminary Examinations consist of four written papers, one of which must be taken in an allied field, and an oral examination. Suitable related fields should be discussed with the member of the Department with whom the candidate plans to work on the dissertation. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

The seminars are arranged to allow the widest possible choice for students over a two- or three-year period of study. Normally the same seminar will not be given two years in succession. Two from among the following will be given every year.

Members of the Department:

The History of the Spanish Language (semester I).

The Mediaeval Castilian Epic and Lyric (semester II).

[*Ideological Currents in Renaissance Spain.*]

[*Cervantes: Drama, Poetry and Novel* (with the exception of *Don Quijote*).]

Prose Fiction of the Golden Age.

Topic for 1973-74: *The Celestina and the Dorotea* (semester I).

[*Poetry of the Golden Age.*]

Studies in the Golden Age Theater.

Topic for 1973-74: *Lope and the Romancero* (semester II).

[*Studies in Nineteenth Century Spanish Literature.*]

Studies in Spanish American Literature.

Topics for 1973-74: *Gaucha Literature* (semester I).

The Discourse of Colonialism in Spanish America: Sixteenth and Seventeenth Centuries (semester II).

[*Studies in Twentieth Century Spanish Literature.*]

SELECTED UNDERGRADUATE COURSES

302a. *Mediaeval Spanish Literature*: Mrs. King.

303a. *The Modern Novel in Spain and Spanish America*:
Mr. Deredita.

303b. *Modern Poetry in Spain and Spanish America*:
Mr. González Muela.

[304a. *Poetry and Drama of the Golden Age*: Mrs. King.]

[304b. *Cervantes*: Mrs. King.]

Fees

Application (payable by citizens of the United States and Canada and foreign students living in the United States): \$15.

Tuition

Full-time students: \$2500.

Part-time students:

2 academic units \$1750 a year (or \$875 a semester).

1 academic unit \$950 a year (or \$475 a semester).

Auditors: Fees for auditors are the same as those for students registered in courses for credit.

Continuing enrollment (see page 8): \$100 a semester, except for students using Bryn Mawr College laboratories for dissertation research. In these cases, fees will be determined in consultation with the major department.

Payment of Fees

No reduction or refund of the tuition fee will be made on account of absence, illness or withdrawal after classes have begun, dismissal or for any other reason, except service in the armed forces of the United States.

Students whose fees are not paid before October 1 in the first semester and before February 15 in the second semester will not be permitted to continue in residence or to attend classes. Degrees will not be awarded to any student owing money to the College Book Shop, or other college facility.

The Education Plan of monthly payment in cooperation with the Bryn Mawr Trust Company is available for those who prefer to pay fees in monthly installments. Direct correspondence to the Comptroller of the College.

Summary of Expenses for the Academic Year

Regular

Tuition Fee	\$2500
Residence in graduate student housing	1420

Contingent

Application Fee	\$ 15
Continuing Enrollment Fee	200
Course in Reading German or French	50
Dispensary Fee	40
Health Insurance (United States citizens)	40
Health Insurance (foreign students)	70
Graduation Fee for all Graduate Degrees	25
Charge for Microfilming Ph.D. Dissertation	30
Late Registration Fee	10

Faced with the rising costs of higher education, the College has had to raise tuition each of the last three years. Further increases may be expected.

Exclusion

The College reserves the right to exclude at any time students whose academic standing is unsatisfactory or whose conduct renders them undesirable members of the college community. In such cases fees will not be refunded or remitted in whole or in part; fellowships and scholarships will be cancelled.

Fellowships and Graduate Scholarships

Fellowships and graduate scholarships are provided from the general funds of the College, from the gifts of alumnae and other generous donors, and from government agencies and private foundations. The majority of these awards are made on the basis of an annual competition. Many of these awards are available to both men and women. Some may be granted only to women. Fellowships carry a stipend of \$2000 in addition to tuition and are available only to students who have completed one full year of graduate work. Graduate scholarships have a value of \$1550 in addition to tuition and may be held by citizens and non-citizens and by students at all levels of graduate work. Other awards vary in value.

Application

Application from citizens of the United States and Canada should be made to the Dean of the Graduate School of Arts and Sciences and must be filed complete not later than February 1. In writing for forms applicants should state their fields of concentration. Applications from foreign students must be received not later than January 25. Scores of the Test of English as a Foreign Language or the examination of the English Language Institute of the University of Michigan must be included. Therefore the TOEFL must be taken by the previous October (see page 7).

Graduate and Professional School Financial Aid Service

The Graduate School of Arts and Sciences is a participant in the Graduate and Professional School Financial Aid Service (GAPSFAS), Educational Testing Service, Princeton, New Jersey 08540. All applicants for financial aid must file a GAPSFAS form entitled "Application for Financial Aid for the Academic Year 1974-75." Copies of the form are available locally in most colleges and universities; they may also be obtained by writing directly to Princeton. The completed form must be returned to the Graduate and Professional School Financial Aid Service by January 20.

The GAPSFAS form contains three sections: Part I for the applicant, Part II for the applicant's spouse or spouse to be, and Part III for the applicant's parents. Part I and, when applicable, Part II, must be completed as part of the application for financial aid at Bryn Mawr. Part III is not required.

Fellowships in the Award or Nomination of the College

Bryn Mawr College Fellowships of \$2000 in addition to tuition are offered annually in Anthropology, Biochemistry, Biology, Chemistry, Classical and Near Eastern Archaeology, Economics, Education and Child Development, English, French, Geology, German, Greek, History, History and Philosophy of Science, History of Art, Latin, Mathematics, Mediaeval Studies, Music, Philosophy, Physics, Political Science, Psychology, Russian, Sociology, and Spanish.

Alumnae Association Fellowships. Alumnae Association Fellowships are provided from the contributions of former graduate students to the Alumnae Fund, from the Alumnae Regional Scholarship Committee of New York and Southern Connecticut, from the Bryn Mawr Booksale in Cambridge, and from the Bryn Mawr Club of Princeton.

Marion Louise Ament Fellowship. Graduate fellowships in Spanish are occasionally awarded from the fund established in 1966 in honor of Marion Neustadt, Class of 1944.

The Theodore N. Ely Fund. A fellowship or scholarship in Art or Archaeology is awarded to a woman graduate student from the interest on this fund, which was established in 1959 by bequest of Katrina Ely Tiffany, Class of 1897.

The Margaret Gilman Fund. A fellowship or scholarship in French, open to both men and women, is awarded from the interest on this fund, which was established in 1958 by bequest of the late Margaret Gilman, Professor of French at Bryn Mawr College.

The Howard Lehman Goodhart Fellowship is awarded to an advanced student, man or woman, in Mediaeval Studies.

The Helen Schaeffer Huff Memorial Research Fellowship is awarded for a year of research work in Physics or Chemistry at Bryn Mawr College. Candidates must be women who have demonstrated their ability for research. If other qualifications are equal among a number of candidates, preference will be given to a woman whose field of research overlaps the fields of Chemistry and Physics. This fellowship is normally awarded to a post-doctoral candidate to enable her to continue her research program. In such cases the stipend will be \$6000. In exceptional cases, candidates engaged in important research who have not completed the work for the doctorate will be considered. For such students the stipend will be less, the amount to be determined on the basis of the candidate's qualifications.

The Helen Schaeffer Huff Memorial Research Fellow has no

duties except those connected with her own research, but she may arrange with the department in which she is working to do a small amount of teaching if she so desires.

The S. Maude Kaemmerling Scholarship was established in 1959 by the estate of S. Maude Kaemmerling and increased by a gift in 1965. The income on the fund is to be used for graduate scholarships and fellowships for men and women.

The Samuel H. Kress Foundation Fellowships in varying amounts are awarded to advanced men and women graduate students in History of Art.

The Katharine Elizabeth McBride Fellowship. In the 75th Anniversary Year a fund for a graduate fellowship in honor of Katharine McBride was established by certain alumnae. The endowment of this fellowship was increased by a gift from the class of 1925 on its 40th reunion. The fellowship is awarded in any department to a woman candidate for the Ph. D. degree who is about to complete two years or more of graduate work.

National Science Foundation Biochemistry Development Fellowships and a *Bryn Mawr College Fellowship* are awarded to men and women within the Departments of Biology and Chemistry who are following a program in Biochemistry.

The Emmy Noether Fellowship was founded by gifts from many donors in memory of Emmy Noether who came to Bryn Mawr College from Germany in 1933 and who died April 14, 1935. It is open to women in the United States and in foreign countries who are advanced graduate students of Mathematics. It is awarded by the Department of Mathematics in Bryn Mawr College, and may be used, subject to the approval of the Department, at any institution in the United States or in a foreign country.

The Ida H. Ogilvie Fellowships in Geology are awarded to men and women each year from part of the income of the Ida H. Ogilvie Fund, which was established in 1965 through the bequest of Dr. Ogilvie, a member of the Class of 1896.

The Max Richter Fellowship Fund was established in 1962 and increased in 1965 by gifts from the Trustees of the Richter Memorial Foundation. Income from the endowment provides two or more fellowships to advanced students interested in public affairs.

The Mildred Clarke Pressinger von Kienbusch Fellowship was established in 1964 by a gift in honor of Mildred Clarke Pressinger von Kienbusch of the Class of 1909. The income on this fund is to be used for a woman graduate student working toward the doctorate. This award may be made to a beginning graduate student.

Scholarships and Fellowships under the Plan for the Coordination

of the Sciences. The departments of the natural sciences and mathematics administer a fund for the Coordination of the Sciences, given to the College in 1935 by the Carnegie Corporation of New York. Its purpose is to encourage and facilitate teaching and research in fields such as biochemistry, biophysics, geochemistry, geophysics and psychophysics.

From this fund, the Committee for the Coordination of the Sciences awards fellowships, scholarships, assistantships, post-doctoral research fellowships or other grants as seem appropriate.

The Mary Waddell Fellowship Fund provides grants of \$1000 each for the study of Mathematics to daughters of American citizens of Canadian descent.

Whiting Fellowships in the Humanities are awarded to men and women in their final dissertation year. Each fellowship will carry a stipend of \$400 per month, plus tuition, together with a modest allowance for research expenses and a family allowance if needed. These fellowships are available in the Departments of Classical and Near Eastern Archaeology, English, French, German, Greek, History, History of Art, Latin, Mediaeval Studies, Music, Philosophy, Russian and Spanish.

Fellows by Courtesy. Fellows who continue their studies at the college after the expiration of their fellowships may, by a vote of the Directors, receive the rank of Fellow by Courtesy.

Travelling Fellowships

The Fanny Bullock Workman Travelling Fellowship for a year of study or research abroad was established in 1927 by bequest of Fanny Bullock Workman and by gift of her husband, Dr. W. Hunter Workman. It is awarded to a woman who is a candidate for the degree of Doctor of Philosophy at Bryn Mawr College and who could not have the advantages of such a year without assistance. At the discretion of the Faculty, the fellowship for any one year may be divided between two students, or the same student may hold the fellowship for more than one year.

The Anna Ottendorfer Memorial Research Fellowship in Teutonic Philology and German Language and Literature, founded in 1907 by Mrs. Anna Woerishoffer in memory of her mother, is to be applied to the expense of study and residence for one year at a German university. It is awarded annually to a woman who has completed at least one year of graduate study at Bryn Mawr

College, and who shows ability to conduct independent investigations in the fields of Teutonic Philology or German Literature. The choice of a university is determined by the holder's preference, subject to the approval of the Faculty.

The Ella Riegel Fellowship or Scholarship in Classical Archaeology was founded in 1937 by bequest of Ella Riegel. It is awarded on the recommendation of the Department of Classical and Near Eastern Archaeology to advanced students in this subject. It is given for study abroad but may, at the discretion of the Department, be used at Bryn Mawr College.

Graduate Scholarships

Bryn Mawr College Graduate Scholarships of \$1550 each in addition to tuition are offered annually to men and women for work in any department of the Graduate School of Arts and Sciences.

Scholarships for Foreign Students. These scholarships are designated for foreign students who have excelled in their university studies. Applicants must have had three or four years of university training. Each scholarship carries a stipend which covers full tuition and residence in graduate student housing during the academic year. (Meals during vacations are not included and students will need to provide their own funds for these and other expenses.) Scholarship holders are expected to carry a full program of graduate work and to attend regularly the courses for which they are registered. Work is given in seminars or small discussion groups in which the students, as well as the instructor, actively participate. It is essential, therefore, that the student be able not only to read and write English, but to understand it and speak it fluently.

The Marguerite N. Farley Scholarships for Foreign Students, of the value of \$1550 each in addition to tuition, are offered to students from any country outside the United States and Canada. Occasionally a fellowship is awarded from this fund to a foreign student who has completed at least one year at Bryn Mawr.

A special British Scholarship, of the value of \$1550 in addition to tuition, is awarded to students from the United Kingdom sponsored by The English-Speaking Union.

Special Foreign Scholarships for French, German, Italian and Spanish, of \$1700 each in addition to tuition, have been established for students whose languages form a part of the Bryn Mawr curriculum. Holders of these scholarships are asked to devote four or five hours a week to supervised teaching or other assistance

in the appropriate language department. The Special Scholarship for French has been named in memory of Marcelle Pardé who was a member of the French Department of Bryn Mawr College between 1919 and 1929. The Special Scholarship for Spanish has been made in memory of Miguel Catalan, distinguished Spanish physicist and friend of Bryn Mawr.

Duties of Fellows and Scholars

Fellows and Graduate Scholars are required to carry a full academic program at Bryn Mawr College. They are expected to attend official functions and to perform a limited amount of service for the College. Fellows are not permitted to accept other appointments. Scholars, with the permission of the Dean of the Graduate School of Arts and Sciences, may undertake a limited amount of paid work. Each Travelling Fellow is asked to present a written report of the work done during the fellowship year. This report should be sent about the first of March to the Dean of the Graduate School of Arts and Sciences for transmittal to the student's department.

Graduate Assistantships

Assistantships are available in many departments. These positions carry salaries of \$2500-\$2700 for half-time work, \$1700-\$1800 for one-third time work, and include tuition without fee. The duties differ with departments. In departments of science, assistantships provide teaching and laboratory experience.

Research Assistantships are available in the Departments of Biology, Chemistry, Geology, Physics and Psychology.

Internships and Field Work Placements. The Department of Education and Child Development offers each year one internship, with stipend, in school psychology. The intern is placed in the Child Study Institute and receives individual supervision there. Supervised practicum experience at the Institute is also available, usually without stipend.

Supervised field work placements, with stipend, are available in school counseling. These are open to advanced, highly qualified candidates in the school counseling program sequence. Supervised practicum experience in counseling is also available, usually without stipend.

Tuition Grants

Tuition grants are available for full-time and part-time students. Gifts from the Alumnae Regional Scholarship Committee of Eastern Pennsylvania, Southern New Jersey and Delaware, and the Bryn Mawr Club of Princeton have increased the number of these grants to women.

A grant from the Samuel S. Fels Fund has augmented the funds available for men and women who are unable to undertake full-time work.

Graduate Prize

The Susan B. Anthony Memorial Prize, commemorating the great work of Susan B. Anthony for women, was founded by her friend, Anna Howard Shaw, and her niece, Lucy E. Anthony. It is offered from time to time to a graduate student at Bryn Mawr College who has published or submitted in final form for publication the best study dealing with the industrial, social, economic or political position of women. The award is made by a committee of which the President of the College is chairman.

Loan Funds

Applications for loans are made on special forms which can be obtained from the Office of Admissions and Awards after a student has been admitted to the Graduate School of Arts and Sciences.

Loan applicants must file these forms, and a GAPS FAS form, by August 1 (see page 77).

National Direct Student Loan Program—Loans are available to qualified graduate students who are registered for at least two units of graduate work. In certain cases, partial loan cancellation is offered.

The Students' Loan Fund of the Alumnae Association of Bryn Mawr College was established by the Class of 1890 for the use of students who need to borrow money in order to continue their college work and for the purpose of receiving contributions, no matter how small, from those who are interested in helping students obtain an education. The fund is managed by the Alumnae Scholarships and Loan Fund Committee.

Loans may be used for any purpose approved by the Committee, who try to provide small loans to relieve undue financial pressure, or to meet special emergencies. As a rule, money is not lent students in their first semester of graduate work. Not more than \$500 may be borrowed by a student in any one year, except under extraordinary circumstances. The total for four years must not exceed \$1500.

While the student is in college no interest is charged; after the student leaves college the interest rate is three per cent. The entire principal must be repaid within five years from the time the student leaves college at the rate of twenty per cent each year. Students who wish to borrow from the Loan Fund may obtain application blanks for this purpose from the Office of Admissions and Awards of the Graduate School of Arts and Sciences.

Office of Career Planning and Placement

The Office of Career Planning and Placement is concerned with student and alumni career, summer, and self-help job interests.

Graduate students may consult on careers to match their interests and experience, for information on specific employers and current job openings, and on techniques of job-hunting. Career Planning and Placement also collects, maintains, and makes available to employers, credentials including biographical data and faculty and employer references for those who register with the office.

Students may also obtain part-time employment during the year both on- and off-campus through this office. Information on summer jobs and/or part-time work during the academic year is made available by a newsletter sent out to students periodically. The staff of the office is available for consultation on any of these programs.

Graduate Student Council

The Graduate Student Council, composed of one representative elected annually from each department offering a graduate program, serves as a vehicle through which graduate students may voice their concerns and needs to the faculty and administration. When appropriate, the council also initiates and carries out specific programs to meet these needs.

Graduate students work primarily in one department, so that the council provides a means of communicating with students in all departments. Council meetings are held at least once a month in the Graduate Lounge located in the M. Carey Thomas Library. Graduate student opinion is sometimes solicited through questionnaires, so that the council may best represent various opinions.

The council works through committees such as those concerned with the Library and with graduate student housing. In addition, representatives of the council sit on various college committees.

Graduate Student Housing

Housing on campus is provided for about sixty-five graduate students in the Graduate Residence Center, Batten House, and the Annex. There is a separate bedroom for each student. Rooms are furnished except for rugs and curtains. Blankets are provided but students should bring towels and bed linen. (Local rental services will supply sheets and pillowcases for a modest fee. Arrangements can be made on arrival.) Private telephones cannot be installed in campus housing. Because of college fire regulations, smoking is not permitted in the bedrooms. There are smokers on certain floors. The dining room, available to all resident students, is located in the Center.

Application for a room should be made as early as possible. A room contract, which will be sent upon request, must be signed and returned to the Office of the Graduate School of Arts and Sciences with a deposit of ten dollars. The deposit will be deducted from the residence fee; it will be refunded only if the student cannot be accommodated or has been called into service in the armed forces of the United States.

A student who has reserved a room will be held responsible for the residence charge unless notice of withdrawal is sent in writing to the Dean of the Graduate School of Arts and Sciences before August 15.

The regular charge for residence (room, board and health service) for graduate students is \$1420 a year, payable one half early in the first semester and the other half early in the second. Residence on campus is provided from the opening of College in the fall until Commencement Day; but meals are not served, and health service is not available during Christmas and spring vacations. Baggage will be accepted at the College after August 30. It should be sent prepaid, addressed to the proper residence hall, and marked with the owner's name.

Health

Medical Services

The College maintains an 18-bed infirmary with a staff of physicians and nurses. The infirmary is open when College is in session. The college physicians may be consulted without charge by students residing in campus housing and by students living off campus who have paid the dispensary fee. Specialists practicing in Bryn Mawr and Philadelphia serve as consulting physicians to the College. If consultation is necessary, the student must meet the expense.

The residence charge paid by graduate students living in campus housing entitles them to treatment in the College dispensary, and to care in the Infirmary for seven days (not necessarily consecutive) during the year, and to attendance by the college physicians during this time. After the seven-day period, the fee is \$15.00 for each day in the Infirmary.

Graduate students who do not live in campus housing may pay a \$40.00 fee which entitles them to full use of the Student Health Service. The fee is not billed automatically and is not covered by scholarship or other grants. The dispensary fee is to be paid in the Comptroller's Office where a dispensary card is issued.

The College maintains a counseling and diagnostic service staffed by two clinical social workers and three psychiatrists. They are at the Infirmary on a part-time basis. All students eligible for dispensary care may use this service. The counseling service offers confidential consultation and discussion of personal and emotional problems. Definitive and long range psychotherapy is not available. A charge is made for visits in excess of four.

Medical Requirements

All graduate students, after admission, must file a medical history and health evaluation form with the Infirmary. There are no exceptions to this rule.

In addition to a statement of health, signed by a physician, the following are required: tetanus and polio immunizations; proof of freedom from active tuberculosis based on either a negative skin test to tuberculosis, or in the presence of a positive test, a normal chest x-ray within six months of admission.

Insurance

All-graduate students are urged to carry health insurance. Students up to age twenty-five are entitled to the Bryn Mawr College Student Health care insurance at a cost of about \$40.00 per year. Those wishing more complete coverage may purchase Blue Cross and Blue Shield insurance on an individual basis, subject to screening by the insurance company. Application for College health insurance should be made through the Head Nurse in the Infirmary.

Foreign Students. The College also makes available a policy which provides fuller coverage of medical, surgical, and hospital costs. This insurance is required of all students whose permanent residence is not in the United States unless they have equally complete protection of another kind effective in the United States. The cost for students under age thirty is about \$70.00 for a twelve-month period, starting in September.

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Hans Bänziger PHD (University of Zurich) *Professor of German*¹

The notations throughout this section
refer to the following footnotes:

¹On leave, semester II.

²On leave, 1973-74.

³On leave, semester I.

⁴On partial leave, semester I.

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- Louise K. Barnett PHD (Bryn Mawr College) *Assistant Professor of English*
- Ernst Berliner PHD (Harvard University) *W. Alton Jones Professor of Chemistry*¹
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Index

Academic Departments	3	Faculty	91
Administrative Officers	99	Fees	75
Admission, to the Graduate		Fellowships	77
School of Arts and Sciences	6	Finance Committee, Directors	90
to Graduate Courses	7	Financial Aid	77
Anthropology	16	Foreign Students, Application	7
Application for Admission	6	Financial Aid	7
for Financial Aid	7	Scholarships	81
for Residence	86	French	37
Archaeology, Classical and		Geology	40
Near Eastern	26	German	42
Art, History of	50	Goldman Collection, Hetty	9
Assistantships	82	Goodhart, Marjorie Walter,	
Avignon, Summer Institute	12	Mediaeval Library	9
Awards, Academic	77	Gordan, John D., Reference	
Awards, Graduate,		Center	9
Committee on	101	Graduate Prize	83
Biochemistry	19	Graduate Record Examinations	6
Biology	20	Graduate Residence Center	86
Board of Directors	89	Graduate Student Council	85
Committees of	90	Greek	44
Boyce Collection, Aline A.	9	Health	87
Buildings and Grounds		History	46
Committee, Directors	90	History and Philosophy of	
Calendar for the		Science	49
Academic Year	4-5	History of Art	50
Canaday Collection, Ward M.	10	History of Religion	52
Career Planning and Place-		Housing	86
ment, Office of	85	Infirmary	87
Castle Collection	9	<i>Institut d'Etudes françaises</i>	
<i>Centro de Estudios</i>		<i>d'Avignon</i>	12
<i>Hispánicos</i>	12	Insurance, Health	88
Chemistry	23	Italian	53
Child Study Institute	33	King Collection, Elisabeth W.	9
Classical and Near Eastern		Laboratories	10
Archaeology	26	Language Requirements	6
Committees of Board of		Latin	53
Directors	90	Libraries	9
Computer Center	10	Mariam Coffin Canaday	9
Continuing Enrollment	8	M. Carey Thomas	9
Council of the Graduate		Auxiliary Libraries	9
School of Arts and Sciences	101	Library Committee, Directors	90
Courses	16-74	Library Staff	99
Curtis Collection, Densmore	9	Loan Funds	84
Degree Candidacy	8	Madrid, Summer Institute	12
Degree Requirements	13-15	Master of Arts, degree	14-15
Dillingham Collection	9	Mathematics	55
Directors, Board of	89	Mediaeval Studies	57
Committees of	90	Music	59
Doctor of Philosophy, degree	13	Officers	
Duties of Fellows and Scholars	82	Administrative	99
Economics	29	Board of Directors	89
Education and Child		Phebe Anna Thorne School	33
Development	31	Philosophy	60
Employment	85	Philosophy of Science	49
English	34	Physical Examination	87
Excavations	27		
Exclusion from the College	76		
Executive Committee, Directors	90		
Expenses	76		

Physics	63	Sciences, Plan for	
Plan for Coordination in the Sciences	10, 79	Coordination in	10, 79
Political Science	66	Seminars and Courses	16
Program of Study	11, 16	Social Work and	
Psychology	68	Social Research, Graduate	
		School of	3, 22
		Sociology	71
Rare Book Room	9	Spanish	73
Reciprocal Plan, University of Pennsylvania	11	Staff, Academic and	
Registration	8	Administrative	91
Riegel Museum, Ella	9	Student Employment	85
Religion, History of	52	Summer Work	12
Religious Life Committee, Directors	90	Teaching Certification	31
Requirements for Admission for Degrees	6	Trustees	89
Residence Center	13-15	Tuition	73
Resources for Graduate Work	86	Tuition Grants	83
Russian	9	Tuition Scholarships	77
	70	University of Pennsylvania, Reciprocal Plan	11
Scholarships	78	U.S. Army Map Collection	10
Science Center	10	Vaux Collection, George Jr.	10

Directions to Bryn Mawr

Bryn Mawr College is located approximately eleven miles west of Philadelphia and nine miles east of Paoli.

By air: From the Philadelphia International Airport take the airport limousine to 30th Street Station in Philadelphia and from there the Paoli Local to Bryn Mawr, or take a taxi or the Bennett Limousine Service directly to Bryn Mawr from the airport, a distance of 14 miles.

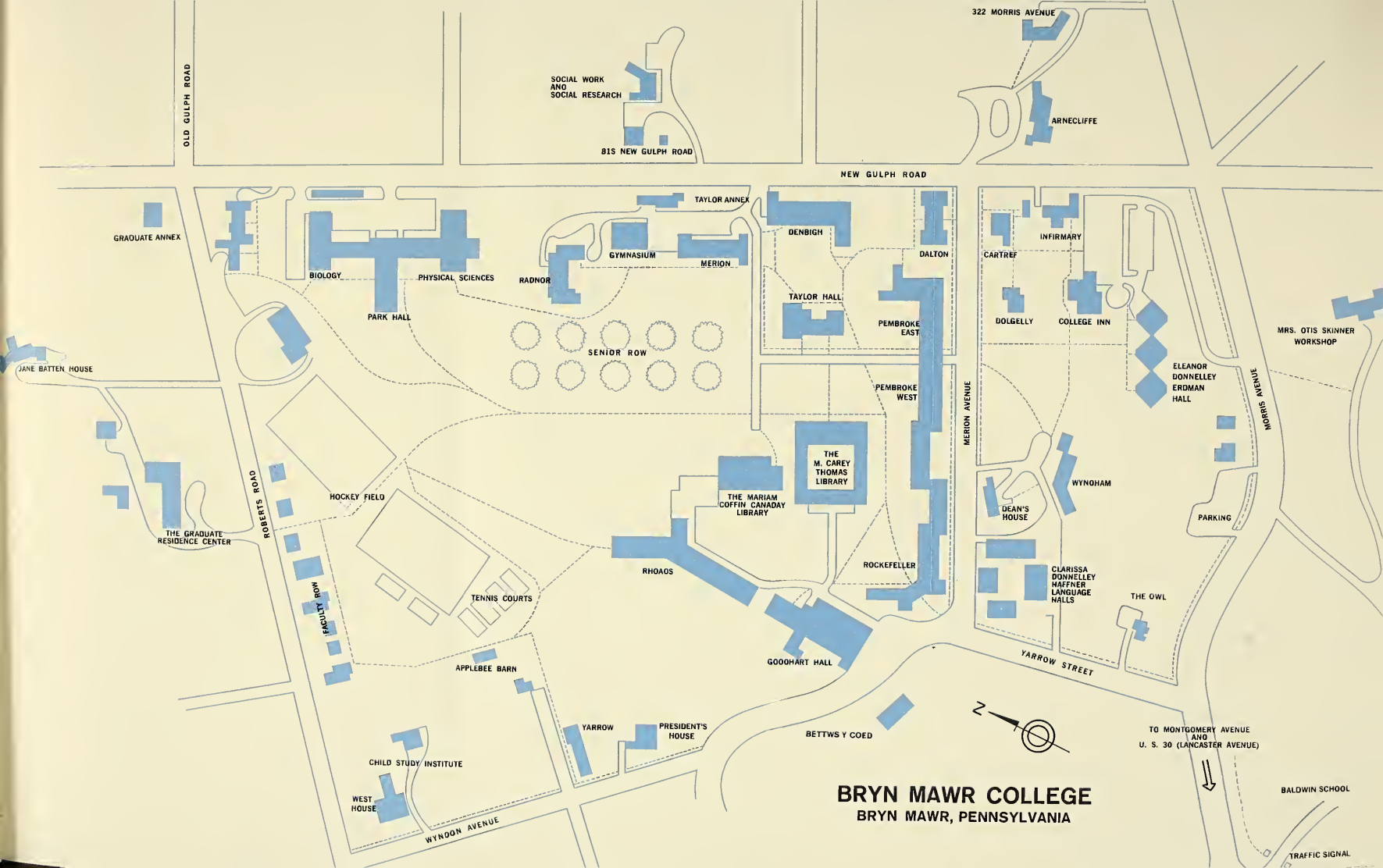
By automobile: From the east or west take U. S. 30 or the Pennsylvania Turnpike. From the Valley Forge Exit of the Turnpike, take the Schuylkill Expressway (Pa. #43—Interstate #76), turning right at exit number 36, Pa. #320, Gulph Mills, which is 3.5 miles east of the toll gate; continue into Montgomery Avenue to the town of Bryn Mawr, a distance of 4 miles from the Expressway. Turn left at the traffic light at the intersection of Morris and Montgomery Avenues and take Morris Avenue to the next traffic light. Turn left on to New Gulph Road.

Visitors may use the College parking lot, entering at Merion Gate, which is directly opposite 815 New Gulph Road.

By bus: All Greyhound buses arrive at the Philadelphia terminal at 17th and Market Streets, adjoining Suburban Station. Trailways buses arrive at 13th and Arch Streets, three blocks from Suburban Station. Take the Paoli Local from Suburban Station to Bryn Mawr.

By railroad: Connections from the east, north and south are best made from 30th Street Station, Philadelphia, on the Paoli Local of the Penn Central Railroad, which leaves the station every thirty minutes. Those coming by rail from the west are advised to leave the train at Paoli (rather than North Philadelphia) and take the Local from Paoli to Bryn Mawr.

To walk to the College from the Bryn Mawr Station, go one block to the traffic light at the intersection of Morris and Montgomery Avenues, cross Montgomery on to Morris and take the next left on to Yarrow Street, which leads directly to the campus.



OLD GULPH ROAD

SOCIAL WORK
AND
SOCIAL RESEARCH

815 NEW GULPH ROAD

322 MORRIS AVENUE

ARNECLIFFE

NEW GULPH ROAD

GRADUATE ANNEX

BIOLOGY

PHYSICAL SCIENCES

PARK HALL

RADNOR

GYMNASIUM

MERION

SENIOR ROW

TAYLOR ANNEX

DENBIGH

DALTON

TAYLOR HALL

PEMBROKE EAST

CARTREY

INFIRMARY

DOLGELLY

COLLEGE INN

ELEANOR
DONNELLEY
ERDMAN
HALL

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WORKSHOP

JANE BATTEN HOUSE

THE GRADUATE
RESIDENCE CENTER

ROBERTS ROAD

HOCKEY FIELD

FACULTY ROW

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COFFIN CANADAY
LIBRARY

THE
M. CAREY
THOMAS
LIBRARY

PEMBROKE WEST

MERION AVENUE

DEAN'S HOUSE

WYNGHAM

PARKING

MORRIS AVENUE

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LANGUAGE
HALLS

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BETTWS Y COED



TO MONTGOMERY AVENUE
AND
U. S. 30 (LANCASTER AVENUE)

BRYN MAWR COLLEGE

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BALDWIN SCHOOL

TRAFFIC SIGNAL



1973-74

Bryn Mawr College Calendar

**BRYN
MAWR**

Undergraduate College

1973-74

Bryn Mawr College Calendar

Undergraduate Courses

Issue for the Session of 1973-74

August 1973, Volume LXVI, Number 3

Archives

1AA

ENVIRONMENT The pages of this catalogue were printed on recycled paper manufactured by the Bergstrom Paper Company of Neenah, Wisconsin. At Bryn Mawr in March of 1971 a Life with Earth Committee was organized by Bryn Mawr students for working with community groups on environmental problems.

Bryn Mawr College Calendar. Published December, July, August and September by Bryn Mawr College, Bryn Mawr, Pa. 19010.

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Contents

	PAGE
Academic Schedule	3
The Trustees, Directors and Committees of the Board	5
The Faculty and Staff	7
Introduction	21
Admission	26
To the Freshman Class	26
Of Transfer and of Foreign Students	29
Readmission	31
Leaves of Absence	31
Academic Facilities and Residence	32
Tuition and Residence Fees	38
General Information	40
Student Advising	40
Academic Standards and Regulations	40
Health	41
Curriculum	44
Premedical Preparation	48
Preparation to Teach	49
Coordination in the Sciences	49
Credit for Creative Work in the Arts	50
Language Houses	50
Summer Institutes Abroad	50
The Junior Year Abroad	51
Employment and Vocational Counseling	53
Courses of Study	54
Departmental Courses	55
Interdepartmental Work	143
Performing Arts	150
Physical Education	151
Financial Aid	153
Scholarship Funds	155
Prizes and Academic Awards	172
Scholarships for Medical Study	176
Loan Funds	177
Alumnae Representatives	181
Index	187

Visitors to the College are welcome, and when the College is in session student guides are available to show visitors the campus. Appointments for interviews and for campus tours should be made in advance by letter or by telephone. The College offices are open Monday through Friday from nine until five and on Saturdays from nine until twelve when the College is in session.

Correspondence

The Post Office address is Bryn Mawr College, Bryn Mawr, Pennsylvania 19010. Telephone: 215 LA 5-1000.

Correspondence about the following subjects should be addressed to:

The President

General interests of the College

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The Comptroller

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The Director of Office of Career Planning and Placement

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The Alumnae Association

Regional scholarships and loan fund

Academic Schedule 1973-74

1973

First Semester

- September 2.* Halls of residence open to entering class at 8 a.m.
Registration of entering undergraduate students.
- September 4.* Deferred examinations begin.
- September 5.* Halls of residence open to returning undergraduates at 8 a.m.
Registration of returning students.
- September 6.* Work of the 89th academic year begins at 9 a.m.
- September 8.* Deferred examinations end.
- September 8.* French examinations for undergraduates.
- September 15.* German examinations for undergraduates.
- September 22.* Italian, Spanish and Hebrew examinations for undergraduates.
- September 29.* Greek, Latin and Russian examinations for undergraduates.
- October 13.* Mathematics examinations for undergraduates.
- October 19.* Fall vacation begins after last class.
- October 24.* Fall vacation ends at 9 a.m.
- November 21.* Thanksgiving Holiday begins after last class.
- November 26.* Thanksgiving Holiday ends at 9 a.m.
- December 11.* Last day of classes.
- December 12-13.* Review Period.
- December 13.* Written work due.
- December 14.* College examinations begin.
- December 15.* Language examinations for Seniors Conditioned.
- December 19.* College examinations end.
Winter vacation begins.

<i>1974</i>	<i>Second Semester</i>
<i>January 14.</i>	Work of the Second Semester begins at 9 a.m.
<i>March 8.</i>	Spring vacation begins after last class.
<i>March 18.</i>	Spring vacation ends at 9 a.m. Deferred examinations begin.
<i>March 23.</i>	Deferred examinations end. Greek, Latin, Russian and Mathematics examinations for undergraduates.
<i>March 30.</i>	French and German examinations for undergraduates.
<i>April 6.</i>	Italian, Spanish and Hebrew examinations for undergraduates.
<i>April 19-21.</i>	Geology Field Trip.
<i>April 26.</i>	Last day of classes.
<i>April 27-30.</i>	Review period.
<i>April 30.</i>	Written work due.
<i>May 1-10.</i>	College examinations.
<i>May 13.</i>	Conferring of degrees and close of the 89th academic year.
<i>May 17-19.</i>	Alumnae Weekend.

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Mr. Wofford, *ex officio*

Mrs. Lippmann

Mrs. Marshall

Mrs. Taft

Mr. Terrell

Mrs. Vermeule

Religious Life and Student Affairs

Mr. Macpherson, *Chairman*

Judge Spaeth, *ex officio*

Mr. Wofford, *ex officio*

Mrs. Coleman

Mrs. Denckla

Mr. Forsythe

Mrs. Lippmann

Mrs. McIntosh

Dr. Rhoads

Mrs. West

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2. Mrs. Thomas F. McGrath
3. Mrs. Paul D. MacLean
4. Mrs. William T. Coleman, Jr.
5. Mrs. Morgan Vining
6. Mrs. John D. Gordan
7. Mrs. Russell K. Jones
8. Mrs. G. Howland Chase
9. Mrs. J. Nathaniel Marshall

10. Mrs. Cornelius C. Vermeule III
11. Mrs. William Nelson West
12. Mrs. Thomas Thacher
13. Mrs. John E. Lippmann
14. Mrs. W. Donner Denckla
15. Mrs. William H. Taft III
16. Mrs. Thomas Bates
17. Mrs. Richard H. Dana, Jr.
18. Mrs. Talbot Aldrich
19. Mrs. C. Jared Ingersoll

Bryn Mawr College Faculty and Staff

For the Academic Year, 1973-74

- Harris Llewellyn Wofford, Jr., A.B. (University of Chicago), J.D. (Howard University and Yale University), *President of the College*
- Katharine Elizabeth McBride, PH.D. (Bryn Mawr College), LL.D., L.H.D., LITT.D., SC.D., *President Emeritus of the College*
- Mary Patterson McPherson, PH.D. (Bryn Mawr College), *Dean of the College*
- Phyllis Pray Bober, PH.D. (New York University), *Dean of the Graduate School of Arts and Sciences*
- Bernard Ross, PH.D. (University of Michigan), *Dean of the Graduate School of Social Work and Social Research*
- Anne Lee Delano, M.A. (Columbia University), *Director of Physical Education*
- James Tanis, TH.D. (University of Utrecht), *Director of Libraries*
- Elizabeth G. Vermey, M.A. (Wesleyan University), *Director of Admissions*
- Frieda W. Woodruff, M.D. (University of Pennsylvania), *College Physician*

Emeriti

- Janet Margaret Agnew, B.L.S. (McGill University), M.A. (University of Manitoba), *Librarian Emeritus*
- Horace Alwyne, F.R.M.C.M. (Royal Manchester College of Music), *Professor Emeritus of Music*
- Eleanor A. Bliss, SC.D. (Johns Hopkins University), *Dean Emeritus*
- Rhys Carpenter, PH.D. (Columbia University), LITT.D., *Professor Emeritus of Classical Archaeology*
- Rachel Dunaway Cox, PH.D. (University of Pennsylvania), *Professor Emeritus of Education and Psychology*
- Frances de Graaff, PH.D. (University of Leyden), *Professor Emeritus of Russian*
- Grace Mead Andrus de Laguna, PH.D. (Cornell University), *Professor Emeritus of Philosophy*
- Max Diez, PH.D. (University of Texas), *Professor Emeritus of German Literature*
- Lincoln Dryden, PH.D. (Johns Hopkins University), *Professor Emeritus of Geology*

- Grace Frank, A.B. (University of Chicago), *Professor Emeritus of Old French*
Mary Summerfield Gardiner, PH.D. (Bryn Mawr College), *Professor Emeritus of Biology*
Joshua C. Hubbard, PH.D. (Harvard University), *Professor Emeritus of Economics*
Myra Richards Jessen, PH.D. (Bryn Mawr College), *Professor Emeritus of German*
Richmond Lattimore, PH.D. (University of Illinois), LITT.D., *Professor Emeritus of Greek*
Marguerite Lehr, PH.D. (Bryn Mawr College), *Professor Emeritus of Mathematics*
Angeline Helen Lograsso, PH.D. (Radcliffe College), *Professor Emeritus of Italian*
Katherine D. K. Lower, PH.D. (University of Wisconsin), *Professor Emeritus of Social Work and Social Research*
Helen Taft Manning, PH.D. (Yale University), *Professor Emeritus of History*
Katharine Elizabeth McBride, PH.D. (Bryn Mawr College), LL.D., L.H.D., LITT.D., SC.D., *President Emeritus of the College*
Cornelia Lynde Meigs, A.B. (Bryn Mawr College), *Professor Emeritus of English Composition*
Fritz Mezger, PH.D. (University of Berlin), *Professor Emeritus of Germanic Philology*
Walter C. Michels, PH.D. (California Institute of Technology), *Professor Emeritus of Physics*
Milton Charles Nahm, B.LITT. (Oxford University), PH.D. (University of Pennsylvania), *Professor Emeritus of Philosophy*
Caroline Robbins, PH.D. (University of London), LL.D., LITT.D., *Professor Emeritus of History*
Arthur Colby Sprague, PH.D. (Harvard University), *Professor Emeritus of English Literature*
Edward H. Watson, PH.D. (Johns Hopkins University), *Professor Emeritus of Geology*
Roger Hewes Wells, PH.D. (Harvard University), *Professor Emeritus of Political Science*
Mary Katharine Woodworth, PH.D. (Bryn Mawr College), *Professor Emeritus of English*
Dorothy Wyckoff, PH.D. (Bryn Mawr College), *Professor Emeritus of Geology*

The notations through this section refer to the following footnotes:

1. On sabbatical leave, Semester II, 1973-74
2. On sabbatical leave, 1973-74
3. On sabbatical leave, Semester I, 1973-74
4. On leave of absence, 1973-74
5. On leave of absence with Junior Faculty Research Award, 1973-74
6. On partial leave of absence, Semester I, 1973-74
7. On leave of absence, Semester II

Professors

- Mabel L. Lang, PH.D. (Bryn Mawr College), *Paul Shorey Professor of Greek and Secretary of the General Faculty*
- Philip Lichtenberg, PH.D. (Western Reserve University), *Professor of Social Work and Social Research and Secretary of the Faculty of Social Work and Social Research*
- Hans Bänziger, PH.D. (University of Zurich), *Professor of German*¹
- Ernst Berliner, PH.D. (Harvard University), *W. Alton Jones Professor of Chemistry*¹
- Robert B. Burlin, PH.D. (Yale University), *Professor of English*
- Robert H. Butman, M.A. (University of North Carolina), *Professor of English and the Performing Arts on the Theresa Helburn Fund and Director of the Theatre, on joint appointment with Haverford College*
- Robert L. Conner, PH.D. (Indiana University), *Professor of Biology*
- Frederic Cunningham, Jr., PH.D. (Harvard University), *Professor of Mathematics*²
- Frederica de Laguna, PH.D. (Columbia University), *Professor of Anthropology*
- Arthur P. Dudden, PH.D. (University of Michigan), *Professor of History*
- José María Ferrater Mora, *Licenciado en Filosofía* (University of Barcelona), *Professor of Philosophy*
- Elizabeth Read Foster, PH.D. (Yale University), *Professor of History*
- Richard C. Gonzalez, PH.D. (University of Maryland), *Professor of Psychology*
- Joaquín González Muela, *D. en F.L.* (University of Madrid), *Professor of Spanish*
- Robert L. Goodale, A.B., B.MUS. (Yale University), A.A.G.O., *Alice Carter Dickerman Professor of Music*
- William Howard Greenleaf, PH.D. (University of London), *Katharine E. McBride Visiting Professor in Political Science*
- Michel Guggenheim, PH.D. (Yale University), *Professor of French*
- Howard S. Hoffman, PH.D. (University of Connecticut), *Professor of Psychology*
- Janet L. Hoopes, PH.D. (Bryn Mawr College), *Professor of Education and Child Development and Director of the Child Study Institute*
- Rosalie C. Hoyt, PH.D. (Bryn Mawr College), *Marion Reilly Professor of Physics*
- Agi Jambor, M.A. (Royal Academy of Budapest), *Professor of Music and Director of Ensemble Groups*
- Fritz Janschka, Akad. Maler (Akademie der Bildenden Künste, Vienna), *Professor of Fine Art*
- Howard C. Kee, PH.D. (Yale University), *Rufus Jones Professor of History of Religion*
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- Willard F. King, PH.D. (Brown University), *Professor of Spanish*

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Myra L. Uhlfelder, PH.D. (Bryn Mawr College), *Professor of Latin*
George L. Zimmerman, PH.D. (University of Chicago), *Professor of Chemistry*³

Associate Professors

- Mary Maples Dunn, PH.D. (Bryn Mawr College), *Associate Professor of History and Secretary of the Faculty of Arts and Sciences*
Jay Martin Anderson, PH.D. (Harvard University), *Associate Professor of Chemistry*

- Charles M. Brand, PH.D. (Harvard University), *Associate Professor of History*
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- Merle Broberg, PH.D. (The American University), *Associate Professor of Social Work and Social Research and Assistant Dean of The Graduate School of Social Work and Social Research*
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- Jane C. Kronick, PH.D. (Yale University), *Associate Professor of Social Work and Social Research*
- Samuel Tobias Lachs, PH.D. (Dropsie University), *Associate Professor of History of Religion*
- Barbara M. Lane, PH.D. (Harvard University), *Associate Professor of History and Director of the major program in Growth and Structure of Cities*
- Susan E. Maxfield, M.S. (Syracuse University), *Associate Professor of Education and Child Development and Director of the Thorne School*
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- Carl Nylander, PH.D. (Uppsala University), *Associate Professor of Classical and Near Eastern Archaeology*⁴
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- Alain Silvera, PH.D. (Harvard University), *Associate Professor of History*
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- Matthew Yarczower, PH.D. (University of Maryland), *Associate Professor of Psychology*
- Greta Zybon, D.S.W. (Western Reserve University), *Associate Professor of Social Work and Social Research*

Assistant Professors

- Alfonso M. Albano, PH.D. (State University of New York at Stony Brook), *Assistant Professor of Physics*
- Charles Altman, PH.D. (Yale University), *Assistant Professor of French*
- Louise K. Barnett, PH.D. (Bryn Mawr College), *Assistant Professor of English*
- Sandra M. Berwind, PH.D. (Bryn Mawr College), *Assistant Professor of English*
- Charles A. Culotta, PH.D. (University of Wisconsin), *Assistant Professor of the History of Science, on joint appointment with the University of Pennsylvania*
- Roger W. Cummins, PH.D. (University of Minnesota), *Assistant Professor of English*
- John F. Deredita, PH.D. (Yale University), *Assistant Professor of Spanish*
- Nancy Dersofi, PH.D. (Harvard University), *Assistant Professor of Italian*
- Gregory W. Dickerson, PH.D. (Princeton University), *Assistant Professor of Greek*
- Stephen Goodwin, M.A. (University of Virginia), *Assistant Professor of English*
- Richard Hamilton, PH.D. (University of Michigan), *Assistant Professor of Greek*
- Sally Hollingsworth, M.S.S. (Bryn Mawr College), *Assistant Professor of Social Work and Social Research*

- Karl Hutterer, PH.D. (University of Hawaii), *Assistant Professor of Anthropology*
- Anthony R. Kaney, PH.D. (University of Illinois), *Assistant Professor of Biology*
- Philip L. Kilbride, PH.D. (University of Missouri), *Assistant Professor of Anthropology*
- Sandra I. Kohler, PH.D. (Bryn Mawr College), *Assistant Professor of English*
- Michael Krausz, PH.D. (University of Toronto), *Assistant Professor of Philosophy*⁵
- Kenneth Krigelman, PH.D. (University of Pennsylvania), *Assistant Professor of Mathematics*
- Catherine Lafarge, PH.D. (Yale University), *Assistant Professor of French*
- Joyce Lewis, M.S.S. (Bryn Mawr College), *Assistant Professor of Social Work and Social Research*
- Arthur S. Marks, PH.D. (University of London), *Assistant Professor of History of Art*
- Clark McCauley, Jr., PH.D. (University of Pennsylvania), *Assistant Professor of Psychology*
- Nicholas Patrino, PH.D. (Rutgers University), *Assistant Professor of Italian*
- Eleanor K. Paucker, PH.D. (University of Pennsylvania), *Assistant Professor of Spanish*¹
- William R. F. Phillips, PH.D. (University of Wisconsin at Madison), *Assistant Professor of Sociology*
- David J. Prescott, PH.D. (University of Pennsylvania), *Assistant Professor of Biology*
- Allen C. Rogerson, PH.D. (Dartmouth College), *Assistant Professor of Biology*⁵
- Marc Howard Ross, PH.D. (Northwestern University), *Assistant Professor of Political Science*⁵
- Stephen Salkever, PH.D. (University of Chicago), *Assistant Professor of Political Science*⁵
- William Bruce Saunders, PH.D. (University of Iowa), *Assistant Professor of Geology*
- Carl B. Schmidt, PH.D. (Harvard University), *Assistant Professor of Music*
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- Françoise Schremmer, PH.D. (University of Pennsylvania), *Assistant Professor of Mathematics*
- James W. Scott, PH.D. (Princeton University), *Assistant Professor of German*
- Stephen R. Smith, PH.D. (Massachusetts Institute of Technology), *Assistant Professor of Physics*

- Jill T. Wannemacher, PH.D. (Brown University), *Assistant Professor of Psychology, on the Rosalyn R. Schwartz Lectureship*
George E. Weaver, Jr., PH.D. (University of Pennsylvania), *Assistant Professor of Philosophy*
Alice Whiting, M.S.W. (University of Michigan), *Assistant Professor of Social Work and Social Research*
Lon A. Wilkens, PH.D. (Florida State University), *Assistant Professor of Biology, on the Rosalyn R. Schwartz Lectureship*
J. Maitland Young, PH.D. (Yale University), *Assistant Professor of Chemistry*

Lecturers

- Leslie Alexander, M.S.S. (Bryn Mawr College), *Part-time Lecturer in Social Work and Social Research*
Katrin T. Bean, PH.D. (Bryn Mawr College), *Part-time Lecturer in German*
Susan K. Becker, PH.D. (University of Pennsylvania), *Lecturer in English*
Joyce O. Beckett, M.S.S. (Bryn Mawr College), *Lecturer in Social Work and Social Research*
Erika Rossman Behrend, M.A. (University of Pennsylvania), *Part-time Lecturer in Psychology*
Frances Bondhus Berliner, PH.D. (Bryn Mawr College), *Part-time Lecturer in Chemistry*
Katrin Ristkok Burlin, M.A. (Cornell University), *Part-time Lecturer in English*
Stanley S. Clawar, A.B. (Temple University), *Visiting Lecturer in Sociology*
Diskin Clay, PH.D. (University of Washington), *Visiting Lecturer in Greek*
Richard S. Ellis, PH.D. (University of Chicago), *Visiting Lecturer in Classical and Near Eastern Archaeology*
Julia A. Ericksen, M.A. (University of Michigan), *Part-time Lecturer in Sociology*
Janet D. Griffith, B.A. (Radcliffe College), *Lecturer in Sociology*
E. Jane Hedley, PH.D. (Bryn Mawr College), *Dean of the Class of 1977 and Part-time Lecturer in English*
Patrick Henry, PH.D. (Yale University), *Visiting Lecturer in History of Religion*
Wendell P. Holbrook, A.B. (Morgan State College), *Lecturer in History*
Stephen M. Holden, M.S.S. (Bryn Mawr College), *Part-time Lecturer in Social Work and Social Research*
Isaac C. Hunt, LL.B. (University of Virginia), *Visiting Lecturer in Social Work and Social Research*
Arthur C. Huntley, M.D. (Jefferson Medical College), *Visiting Lecturer in Social Work and Social Research*
Hobart C. Jackson, M.S.S. (Bryn Mawr College), *Part-time Lecturer in Social Work and Social Research*
Dale Kinney, M.A. (New York University), *Lecturer in History of Art*
Mary Jo Koroly, PH.D. (Bryn Mawr College), *Lecturer in Biology*
Phyllis S. Lachs, PH.D. (Bryn Mawr College), *Associate Dean of the Graduate School of Arts and Sciences and Lecturer in History*
Ramona L. Livingston, A.B. (William Jewell College), *Adviser to Foreign Students and Lecturer in English*

- Adrienne R. Lockhart, PH.D. (Pennsylvania State University), *Lecturer in English*⁷
- Margaret S. Maurin, PH.D. (Bryn Mawr College), *Part-time Lecturer in French*
- Jane R. McConnell, PH.D. (Bryn Mawr College), *Part-time Lecturer in Biology*
- Kathryn L. Morgan, PH.D. (University of Pennsylvania), *Part-time Lecturer in Anthropology*
- John J. Mulhern, PH.D. (State University of New York at Buffalo), *Lecturer in Philosophy*
- Ernst Nef, PH.D. (University of Zurich), *Visiting Lecturer in German*
- George Pahomov, PH.D. (New York University), *Lecturer in Russian*
- Alice S. Powers, PH.D. (Bryn Mawr College), *Part-time Lecturer in Psychology*
- Elizabeth G. Preston, M.S.S. (Bryn Mawr College), *Lecturer in Social Work and Social Research*
- Patricia Onderdonk Pruett, PH.D. (Bryn Mawr College), *Associate Dean and Dean of the Class of 1974 and Lecturer in Biology*
- David Rabi, M.A. (Hebrew University), *The Monte and Bertha Tyson Visiting Lecturer in Judaic Studies*
- Beth Riser, M.A. (Bryn Mawr College), *Lecturer in Education and Child Development*
- Masha D. Rozman, M.A. (Princeton University), *Lecturer in Russian*
- Helen Segall, B.S. (Simmons College), *Lecturer in Russian*
- Thomas Song, M.A., M.A.L.S. (University of Michigan), *Associate Director of Libraries and Part-time Lecturer in History of Religion*
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- Toshio Tatara, M.S.W. (Washington University), *Part-time Lecturer in Social Work and Social Research*
- Joanne S. Trimble, PH.D. (University of Pennsylvania), *Part-time Lecturer in Mathematics*
- Robert E. Washington, M.A. (University of Chicago), *Lecturer in Sociology*⁷
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- Scott Wilson, M.S.S. (Bryn Mawr College), *Part-time Lecturer in Social Work and Social Research*
- Barbara Wolfe, M.A. (University of Pennsylvania), *Lecturer in Economics*
- Thomas O. Wright, M.S. (George Washington University), *Lecturer in Geology*

Instructors

- Nariman Behraves, M.A. (University of Pennsylvania), *Part-time Instructor in Economics*
- Susan V. Berman, M.A. (University of Pennsylvania), *Part-time Instructor in English*
- Vivien M. Thweatt, M.A. (Middlebury College), *Part-time Instructor in French*
- Carol W. Carpenter, M.A. (University of Pennsylvania), *Curator of Slides and Photographs*
- William H. Reese, PH.D. (University of Berlin), *Director of Orchestra*

Assistants

- Neal Broadus Abraham, B.S. (Dickinson College), *Assistant in Physics*
Carole Frances Baker, M.A. (Bryn Mawr College), *Assistant in English*
Mary B. Baker, B.A. (Temple University), *Assistant in Chemistry*
Clifford Joseph Brooks, B.S.L. (Georgetown University), *Assistant in French*
Sheila Dawn Coulson, B.A. (Simon Fraser University), *Assistant in Anthropology*
Floyd Earl Demmon, III, B.S. (University of Notre Dame), *Assistant in Geology*
Phyllis Rise Freeman, B.A. (New York University), *Assistant in Psychology*
Marilyn Y. Goldberg, M.A. (University of Cincinnati), *Assistant in Archaeology*
Susan Dorothea Gotsch, M.A. (East Stroudsburg State College), *Assistant in Sociology*
Robin Spear Graham, M.S. (Emory University), *Assistant in Geology*
Andrew Leo Hardiman, B.A. (La Salle College), *Assistant in Geology*
Myrl Duncan Hermann, M.A. (Bryn Mawr College), *Assistant in Music*
Louise E. Hoffman, B.A. (Michigan State University), *Assistant in History*
John R. Huntsman, B.S. (Mount Union College), *Assistant in Geology*
Christina Johnson, B.S. (Dickinson College), *Assistant in Physics*
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Carol Jean Nicholson Wallace, B.A. (Earlham College), *Assistant in Philosophy*

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Thomas Song, M.A.L.S. (University of Michigan), *Associate Director of Libraries*

- John Dooley, M.L.S. (McGill University), *Assistant Director for Technical Services*
- Zoë Bemis (Washington University, Yale University), *Reference Librarian*
- Denise R. Francis, M.S.L.S. (Villanova University), *Serials Cataloguer*
- Mary S. Leahy, M.A. (Bryn Mawr College), *Rare Book Librarian*
- Eileen Markson, M.L.S. (Queens College, City University of New York),
Head, Art and Archaeology Library
- Charles McFadden, M.S.L.S. (Drexel University), *Acquisitions Librarian*
- Catherine E. Pabst, M.S.L.S. (Drexel University), *Head, Acquisitions Department*
- Gertrude Reed, M.S.L.S. (Rutgers University), *Reference Librarian*
- Ruth Reese, M.L.S. (Simmons College), *Intercollege Librarian*
- Pamela G. Reilly, M.S.L.S. (Drexel University), *Head, Public Services Department*
- Penelope Schwind, M.S.L.S. (Drexel University), *Head, Cataloguing Department*
- Esther A. Stults, M.S.L.S. (Drexel University), *Monographic Cataloguer*
- Ethel W. Whetstone, A.B.L.S. (University of North Carolina), *Head, Sciences and Social Sciences Libraries*

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- Nanette Holben Jones, A.B. (Bryn Mawr College), *Assistant to the President*
- Patricia A. King, B.A. (Mills College), *Assistant Director of Resources*
- Paul W. Klug, C.P.A., B.S. (Temple University), *Comptroller and Business Manager of the College*
- Phyllis S. Lachs, PH.D. (Bryn Mawr College), *Associate Dean of the Graduate School of Arts and Sciences and Lecturer in History*
- Rebecca Fox Leach, A.B. (Bryn Mawr College), *Dean of the Class of 1975*
- Ramona L. Livingston, A.B. (William Jewell College), *Advisor to Foreign Students and Lecturer in English*
- Edith H. McGrath, *Administrative Assistant to the Dean of the College*
- Margaret G. McKenna, A.B. (Bryn Mawr College), *Personnel Administrator*

- Samuel J. McNamee, B.S. (Temple University), *Assistant Comptroller*
Michelle Pynchon Osborn, A.B. (Smith College), *Director of Public Information*
Julie E. Painter, A.B. (Bryn Mawr College), *Administrator of Records and Financial Aid*
Martha Stokes Price, A.B. (Bryn Mawr College), *Director of Resources*
Patricia Onderdonk Pruett, PH.D. (Bryn Mawr College), *Associate Dean of the Undergraduate College and Dean of the Class of 1974 and Lecturer in Biology*
Robb N. Russell, M.S. (University of Illinois), *Director of Computer Services*
Jo-Anne E. Thomas, M.A.T. (Harvard University), *Dean of the Class of 1976*
Thomas N. Trucks, B.S. (Villanova University), *Superintendent of Buildings and Grounds*
Sarah E. Wright, *Director of Halls*

Health

- Frieda W. Woodruff, M.D. (University of Pennsylvania), *College Physician*
Martina M. Martin, M.D. (Jefferson University Medical College), *Assistant College Physician*
Anne Lee Delano, M.A. (Columbia University), *Director of Physical Education*
John F. Howkins, M.D. (Columbia University, College of Physicians and Surgeons), *Consulting Psychiatrist*
Howard B. Smith, M.D. (Jefferson Medical College), *Consulting Psychiatrist*
Margaret Temeles, M.D. (Tufts University, School of Medicine), *Consulting Psychiatrist*

Physical Education

- Anne Lee Delano, M.A. (Columbia University), *Director of Physical Education*
Jan Eklund Fisher, M.ED. (University of Minnesota), *Instructor in Physical Education*
Linda Fritsche Castner, M.S. (Smith College), *Instructor in Physical Education*
Barbara Lember, B.F.A. (Philadelphia College of Art), *Part-time Instructor in Dance*
Paula Carter Mason, B.S. (University of Wisconsin), *Part-time Instructor in Dance*
Mary L. O'Toole, M.S. (University of Illinois), *Instructor in Physical Education*
Janet A. Yeager, *Instructor in Physical Education*

Halls of Residence

- Sarala Abreu, M.A. (Mount Holyoke College), *Senior Resident of the Graduate Center*
Marie Devine, M.S.L.S. (Drexel University), *Warden of Rockefeller*
Jamie Lynn Feldman, A.B. (Yale), *Warden of Merion*
Sheila A. Humphrey, B.A. (Connecticut College), *Warden of Radnor*
Susan Morgan, B.A. (Wellesley), *Warden of Erdman*
Martha C. Paas, B.A. (Randolph-Macon Woman's College), *Warden of Rhoads*
Lenore D. Ralston, B.A. (University of California at Berkeley), *Warden of Denbigb*
Ann L. Semolic, M.A. (Bryn Mawr College), *Warden of Pembroke East*
Anne Weis, M.A. (University of Missouri), *Warden of Pembroke West*
To be announced, *Wardens of Language Houses*

Child Study Institute

- Janet L. Hoopes, PH.D. (Bryn Mawr College), *Director*
Beatrice Schneider, M.S.S. (Bryn Mawr College), *Assistant to the Director*
Jean Ager, A.B. (Western College for Women), *Part-time Psychologist*
Shirley Alrich, M.A. (Bryn Mawr College), *Counselor*
Jean Astley, B.A. (University of Pennsylvania), *Reading Specialist*
Arlene Baggaley, A.B. (Temple University), *Part-time Counselor*
Eleanor Beatty, M.A. (George Washington University), *Psychologist*
Hannah Beiter, M.S. (University of Pennsylvania), *Reading Specialist*
Joan Berkowitz, M.S. (University of Pennsylvania), *Reading Specialist*
Lelia Brodersen, M.A. (Temple University), *Chief Psychologist*
Emma Dalsimer, B.S. (Ursinus College), *Part-time Counselor*
Charlotte Diamond, M.S.S. (Smith College), *Part-time Counselor*
Marjorie Edwards, M.S.S. (Bryn Mawr College), *Part-time Social Caseworker*
Anne D. Emmons, M.S. (University of Pennsylvania), *Reading Specialist*
Kathleen Finnegan, M.A. (Temple University), *Part-time Psychologist*
Joan Frank, A.B. (Wellesley College), *Reading Specialist*
Joel Goldstein, M.D. (Jefferson Medical School), *Consulting Psychiatrist*
Anita Grinnell, M.S. (University of Pennsylvania), *Part-time Psychologist*
Ann Hamm, M.S.S. (Bryn Mawr College), *Part-time Social Caseworker*
Mary Hanlan, M.S.W. (University of California), *Social Caseworker*
Bernard Kanter, M.D. (Dalhousie University), *Consulting Psychiatrist*
Louella M. Kennedy, M.S.S. (Bryn Mawr College), *Part-time Social Caseworker*
Frederic J. Kwapien, M.D. (Tufts University School of Medicine), *Consulting Psychiatrist*

- Ann S. McIlvain, M.ED. (Boston University), *Reading Specialist*
Christine Patzau, M.S.W. (University of Pennsylvania School of Social Work), *Part-time Social Caseworker*
Myra E. Pottash, M.A. (Bryn Mawr College), *Psychologist*
Beth M. Riser, M.A. (Bryn Mawr College), *Reading Specialist*
Martha D. Sanson, M.S. (University of Pennsylvania), *Reading Specialist*
Herman Staples, M.D. (Hahnemann Medical College), *Consulting Psychiatrist*
Russell Sullivan, M.A. (Seton Hall University), *Counseling Psychologist*
Judith Vaden, M.S.S. (Bryn Mawr College), *Part-time Social Caseworker*
Elsie Waelder, M.S.W. (Western Reserve University), *Chief Social Worker*
Isabel Westfried, M.A. (Bryn Mawr College), *Psychologist*

Phebe Anna Thorne School

- Susan E. Maxfield, M.S. (Syracuse University), *Director*
Joan C. Ehrenreich, B.A. (Grinnell College), *Teacher*
Kathryn N. Healey, B.A. (Vassar College), *Assistant Teacher*
Kathleen A. Lull, B.A. (College of Wooster), *Assistant Teacher*

Introduction

Bryn Mawr effectively combines a small undergraduate college with two graduate schools. In both the Graduate School of Arts and Sciences and the Undergraduate College the study of the liberal arts and sciences is pursued with members of the faculty who normally teach on both levels. They find that the teaching of undergraduates and the direction of graduate student research complement each other, so that the stimulation of investigation in the various fields of graduate study is reflected in all departments of undergraduate work. The undergraduate program emphasizes both depth and breadth of knowledge and understanding. No field is so broad that it cannot take advantage of the specialist's deep understanding; no specialty is so narrow that it may not profit from a breadth of perception.

Bryn Mawr College is convinced that intellectual discipline and enrichment provide a sound foundation for living. It believes in the rights of the individual and thinks of the college community as a proving ground for the freedom of individuals to think and act as intelligent and responsible members of a democratic society.

In these beliefs Bryn Mawr has preserved the purpose and much of the tradition of its founders, a group of men and women belonging to the Society of Friends who were convinced that intelligent women deserve an education as rigorous and stimulating as that offered to men.

History of the College

This concern about the opportunity for women to study at the university level was felt strongly by Dr. Joseph Taylor, a New Jersey physician, who decided to give his estate to provide the land, the first buildings and the endowment for the new college. With much care Dr. Taylor chose the site, thirty-nine acres of land on a hill in Bryn Mawr, eleven miles west of Philadelphia. He supervised the erection of the first building and took part in formulating the plans that led to a new educational venture. This was the opening in 1885 of the first college with undergraduate instruction for the A.B. and graduate instruction for the M.A. and Ph.D. degrees in all departments.

Dr. Taylor as he planned the College thought first of the education of young Friends. As Dr. Taylor's trustees in the early years considered the policies of the College they found themselves bound to allow

freedom of conscience to all students. By 1893 it is clear from their studies and reports that they were determined to maintain a non-denominational college while strongly supporting the Friends' position of freedom of conscience and providing for continued opportunity within the College and through the College to encourage the student to develop and strengthen her own religious faith.

The first president of Bryn Mawr College was James E. Rhoads, a physician and one of the trustees responsible for the initial plans. The first dean was M. Carey Thomas, who devoted her life to securing for women the opportunity for higher education and the right to share in all the privileges and responsibilities of American citizenship. Miss Thomas succeeded to the presidency in 1893, after the resignation of Dr. Rhoads. In 1922, she was followed by Marion Edwards Park, already distinguished in the academic world for her scholarship in the classics and her ability as a teacher and administrator. From 1942 to 1970 Katharine Elizabeth McBride presided over the College in a time of great change and tremendous growth. The fifth president, Harris Llewellyn Wofford, Jr., was elected in 1969.

Since the early years of Bryn Mawr, the campus has grown from 39 to about 100 acres; new buildings have been added as required by additional students and by new undertakings in teaching and research.

The College as Community

Believing that a small college provides the most favorable opportunity for the students to participate in their own education, Bryn Mawr limits the number of undergraduates to approximately eight hundred and fifty. And since diversity in background and training serves not only to stimulate discussion but also to develop an intelligent understanding of such diversity, the undergraduate enrolment includes students from various types of schools, independent and public, foreign as well as American. The whole group, both graduate and undergraduate, is composed of students from all parts of the United States as well as from many foreign countries.

The resources of Bryn Mawr as a small residential college are augmented by its participation at the undergraduate level with Haverford College and Swarthmore College in a plan which coordinates the facilities of the three institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. All three colleges

share in some facilities and in various curricular and extra-curricular activities, but geographical proximity makes possible more regular and closer cooperation between Bryn Mawr and Haverford, which are only a mile apart. The calendars for the year are coordinated so that vacations and examination periods coincide. Collections in the two libraries are cross-listed, and students may study in either library.

The cooperation between Bryn Mawr and Haverford naturally extends beyond the classroom. Various student organizations on the two campuses work closely together both in matters concerned with student government and in the whole range of activities. Cooperation in living arrangements was initiated in 1969-70, and several residence halls on the two campuses are assigned to students of both colleges.

Bryn Mawr itself sponsors a broad cultural program which supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. Such opportunities are provided by the six-week residence of the Mary Flexner Lecturer in the humanities and by the Anna Howard Shaw Lectures in the social sciences, the visiting professors on the new Katharine E. McBride Fund for faculty appointments and by various individual lecturers in many of the departments of the College. The President's Office sponsors seminars on current issues which bring together distinguished leaders from the worlds of business, politics, finance and scholarship. Several of the student organizations also arrange conferences and lectures both on current national and international problems and within particular fields of social and cultural interest. The musical, dramatic and dance productions of the College are directed and arranged by the appropriate student organizations, often in cooperation with Haverford College students, and with professional assistance from members of the faculty and staff. The Mrs. Otis Skinner Theater Workshop has facilities for experimental theater work; the Arnecliffe Studio is for painting and sculpture, where guidance and criticism are provided by the artist-in-residence.

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join with members of the faculty and administration in making and carrying out plans for the college community as a whole. The Student Self-Govern-

ment Association, to which every student belongs, provides a framework in which individuals and smaller groups function. The Association both legislates and mediates in matters of social and personal conduct. Through their Government Association, the students share with the faculty the responsibility for the administration of the Academic Honor System. The Association also coordinates the activities of the many special interest clubs, open to all students; it serves as the liaison between students and College officers, faculty and alumnae. It has most recently been instrumental in perfecting a system of meal exchanges with Haverford, extending the shuttle bus service which the two colleges provide, and introducing college transportation between the two colleges and Swarthmore.

The Association is aided by the Committee on Religious Life and Student Affairs of the Board of Directors and by the staff of the College to bring students in touch with their churches, to sponsor lectures or discussions on religious subjects, to plan services for worship and to take responsibility for giving students an opportunity to pursue and extend their religious interests.

Other major student organizations are concerned with political affairs, community service, the arts and athletics. The Alliance for Political Affairs offers possibilities for political action and political education, sponsoring speakers, organizing discussions and providing outlets for active participation in contemporary political issues. Alliance is an "umbrella organization" serving politically-oriented interest groups on campus. The Bryn Mawr League concerns itself with problems and projects of social welfare and various branches of social service to the community at large; tutoring and volunteer work with children and in hospitals are now the chief activities of the League.

The Bryn Mawr-Haverford Arts Council, independently or with other groups (College Theater, Orchestra, Chorus, Little Theater) sponsors work and performances or exhibitions in the arts. Under the aegis of the Athletic Association, the Dance Club choreographs its own productions. The Athletic Association also provides opportunities for all kinds of activities, from the Outing Club to organized intramural and varsity contests. *The Bryn Mawr-Haverford News* published weekly and *Arroy* published annually welcome the participation of students interested in reporting, editing and critical or creative writing. In 1972-73 a new magazine *Ra*, sponsored by the

Sisterhood of the Black Students League, came into being.

One of the most active of student organizations is the Curriculum Committee which has worked out with the Faculty Curriculum Committee a system of self-scheduled examinations, currently in operation, as well as the possibility of receiving academic credit for "project" courses of a creative studio type or in social field work. Students participated in meetings of the Faculty Curriculum Committee for the first time in 1969-70 and continue to work with the faculty on an overall curriculum review which has to date resulted in a revision of the grading system and the initiation of four new interdepartmental majors and an interdepartmental area of concentration, and the opportunity to major in departments at Haverford College which have no counterpart department at Bryn Mawr. Black students' organizations have also been active in arranging with members of the faculty and staff for visiting lectures to teach new courses in the appropriate departments and in 1970-71 opened a Black Cultural Center, which presently provides residence space for a few students. An active Women's Studies Committee has been working for several years with various departments on the establishment of appropriate courses on women. In 1971-72, a volunteer student group organized an all-College colloquium which involved a day of discussion on the aims and direction of the College and resulted in a series of reports and recommendations for the community.

In 1970-71 for the first time the Faculty voted to invite three seniors elected by the undergraduates to serve with faculty members on the College Admissions Committee. The Board of Directors requested the undergraduate college and the student organizations from each of the graduate schools to elect representatives to sit with the Board in its stated meetings. Two undergraduate students began meeting with the Board in May 1971. Like the faculty representatives to the Board, the student members join in discussion but do not vote. In 1973 the Faculty invited three students elected from the three upper classes to serve with Alumnae and Faculty on the Undergraduate Scholarship Committee.

Through their interest and participation in these many aspects of the College community the students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

Admission

Bryn Mawr College is interested in candidates of character and ability, who wish a liberal college education and are prepared for college work by a sound education in school. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad.

In its consideration of candidates the College looks for evidence of ability in the student's high school record, her rank in class and her College Board tests, and asks her high school advisor and several teachers for an estimate of her character, maturity and readiness for college.

The College admits only candidates for a degree.

Program of Secondary School Studies

Candidates are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages and mathematics carried through most of the school years and, in addition, history and a laboratory science. A school program giving good preparation for study at Bryn Mawr College would be as follows: English grammar, composition and literature throughout four years; at least three years of mathematics, with emphasis on basic algebraic, geometric and trigonometric concepts and deductive reasoning; four years of one modern or ancient language, or a good foundation in two languages; some work in History and at least one course in laboratory science, preferably Biology, Chemistry or Physics. Elective subjects might be offered in, for example, History of Art, History of Music or Biblical studies to make up the total of 16 or more credits recommended for admission to the College.

Since school curricula vary widely, the College is fully aware that many applicants for admission will offer programs that differ from the one described above. The College is glad to consider such applications provided students have maintained good records and continuity in the study of basic subjects.

Application for Admission

Students are advised to apply for admission to Bryn Mawr between the end of the junior year and February 1 of the senior year of high school. The College welcomes earlier consultation about school programs.

Only in exceptional circumstances will applications to the freshman class be accepted after February 1 of the student's senior year.

Application forms may be obtained from the Director of Admissions, Bryn Mawr College, Bryn Mawr, Pennsylvania. A fee of \$15 must accompany each application and is not refundable.

Candidates will be notified of the Committee on Admissions' action on their application in late April of the senior year.

Entrance Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all candidates, and should be taken between March of the junior year and mid-January of the senior year. If possible, Achievement Tests should be taken in current subjects. Students should offer three of the one-hour tests: one in English, one in a foreign language (if studied for two full years or more; see page 45, III B. 1, c for details on language exemption) and one in Social Studies, Science or Mathematics. No special preparation, other than work well done in a good school, is required for successful performance on these tests.

Candidates are responsible for registering with the College Entrance Examination Board for the tests. Information about the tests, test centers, fees and dates may be obtained by writing to College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey 08540 or P. O. Box 1025, Berkeley, California 94701.

Interviews

All candidates are expected to have an interview, before February 1, either at the College or with an alumna area representative. Appointments for interviews and campus tours should be made in advance by writing or telephoning the Office of Admissions (215 LA 5-1000). The Office of Admissions is open from nine to five on weekdays and, except during March, July and August, on Saturdays from nine to one. A student who is unable to visit the College should write to the Di-

rector of Admissions for the name and address of an alumna representative in her area.

Early Decision Plan

A student who is applying for admission to Bryn Mawr College only, and to no other college, will be sent an earlier notice (by December 1) as to the action taken on her application, provided she follows the plan outlined below:

1. She must take the Scholastic Aptitude Test and three Achievement Tests (English and any two others) between March and July of the junior year.

2. After she and her advisor have reviewed the results of these tests together with her three-year high school record, she must file *by October 15* a preliminary application and a statement obtained from the College that she is a candidate under the Early Decision Plan.

3. All other application forms must be completed and returned no later than *November 1*.

4. She should arrange the required interview at the College or with an alumna area representative before *November 1*. Names and addresses of the area representatives may be obtained from the Director of Admissions.

5. She will be notified by December 1 (1) that she has been admitted to Bryn Mawr for the following autumn, or (2) that she is advised to transfer to the Regular Plan for admission and to file an application with at least one other college, or (3) that she will not be admitted to Bryn Mawr.

Early Admission

Each year a few outstanding students are admitted after the junior year of high school. Students who wish to apply for Early Admission should plan to complete a senior English course before entrance to college and should write to the Director of Admissions about application procedures.

Deferred Entrance

A student admitted to the College may defer entrance to the freshman class for one year provided that she writes the Director of

Admissions requesting deferred entrance by May 1, the Candidate's Reply Date.

Advanced Placement

Students who have carried advanced work in school and who have honor grades (4 and 5) on the Advanced Placement Tests of the College Entrance Examination Board may, after consultation with the Dean and the departments concerned, be admitted to one or more advanced courses in the freshman year. Bryn Mawr accepts Advanced Placement Tests with honor grades in the relevant subjects as exempting the student from college requirements for the A.B. degree.¹ With the approval of the Dean and the departments concerned, one or more Advanced Placement Tests with honor grades may be presented for credit. Students who enter with three or more Advanced Placement Tests passed with honor grades may apply for sophomore standing.

The Advanced Placement Tests are given at College Board centers in May. Students may also consult the Dean or the Director of Admissions about the advisability of taking placement tests given by the College during Freshman Week.

Transfer Students

Each year a few students are admitted on transfer to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities and present strong high school records which compare favorably with those of entering Bryn Mawr freshmen.

Transfer candidates should file applications as early as possible and no later than March 15 for entrance in September or no later than November 1 for the second semester of the year of entrance. Application forms and instructions may be requested from the Director of Admissions.

Transfer candidates will be asked to submit official test reports from the College Entrance Examination Board of the Scholastic Aptitude and Achievement Tests taken in high school. Those who have not previously taken these tests will be required to take only the Scholastic Aptitude Tests. Test registration information may be obtained from

1. The grade of 5 is required in English and in History.

See also pages 44-45, sections II and III.

the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or from the West Coast office of the Board at Box 1025, Berkeley, California 94701.

To qualify for the A.B. degree transfer students must have completed a minimum of two years of full-time study at Bryn Mawr. No credit will be given for work done elsewhere until the student has successfully completed a year's work at the College. Students who have failed to meet the prescribed standards of academic work or who have been put on probation, suspended or excluded from other colleges and universities, will under no circumstances be admitted.

Candidates for transfer will be notified of the action taken on their applications by early June, or for the second semester in December.

Foreign Students

Bryn Mawr welcomes applications from foreign students between the ages of 17 and 21 who have outstanding secondary school records and who meet university entrance requirements in their native countries.

Application forms and instructions are available from the Director of Admissions. No application fee is required. Foreign applications should be filed early in the year preceding entrance and must be complete by February 15.

Foreign applicants will be asked to take the Scholastic Aptitude Tests of the College Entrance Examination Board. Achievement Tests are recommended but not required. Test registration information may be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or the West Coast office of the Board at Box 1025, Berkeley, California 94701. Registration arrangements for students taking the tests abroad should be made at least two months prior to the scheduled testing date.

All foreign applicants whose native language is not English will be required to present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is recommended but not required for all non-native speakers of English unless they have a diploma from an institution in which English is the sole medium of instruction. TOEFL registration information can be obtained by writing the Educational Testing Service, Princeton, New Jersey 08540.

Withdrawal and Readmission

A student who has withdrawn from College is not automatically re-admitted. She must request readmission and should consult her Dean and the Director of Admissions concerning the procedure to be followed. Evidence of the student's ability to resume work at Bryn Mawr may be requested in the form of records from another university or medical approval. Applications for readmission will be reviewed twice during the year, in late February and in June. Students who file an application by February 15 will be notified of the Committee's decision in early March. Those who file by June 1 will be notified late in June.

Leaves of Absence

A student whose status at the College is not in question may apply to her Dean for a leave of absence. A leave may be requested for one semester or two consecutive semesters, and once approved, reinstatement will be granted. The estimated residential space available at the time a student wishes to return to the College will be a factor in the consideration of requests for leaves. Application must be made in writing by May 1 of the academic year preceding the requested leave (or November 1 for second semester leave). The deans and members of the student's major department will review any questions raised by the student or her Dean regarding the approval of the leave. In case of study at another institution, either foreign or domestic, the transfer of credits will be treated in the usual manner by the Committee on Transfer. A student should confirm her date of return, by letter to her Dean, by March 1 preceding return for the fall semester and by December 1 for return in the spring semester.

A student extending her leave beyond the approved period will have to apply for readmission.

Medical Leave of Absence

A student may, on the recommendation of the College Physician or her own doctor, at any time request a medical leave of absence for reasons of health (see page 38, Tuition). Re-entrance will be granted upon evidence of recovery.

Academic Facilities and Residence

Libraries

The new Mariam Coffin Canaday Library was officially opened in April, 1970. As the center of the College's library system, it offers expanded facilities for study and research. The collections for the humanities and social sciences are largely in the Canaday Library, except for Art and Archaeology in the M. Carey Thomas Library, Music in Goodhart Hall and Psychology in Dalton Hall. In addition, there are libraries for the Sciences and Mathematics in the Science Center.

Bryn Mawr's libraries operate on the open-stack system, allowing students free access to the collections, which comprise over 360,000 volumes. A union catalogue for all the libraries of Bryn Mawr College is located in the Canaday Library, as are the basic reference and other service facilities of the system. Students are urged to familiarize themselves with the various aids provided for study and research. A new "Guide to the Bryn Mawr College Library" is available for handy reference, and the staff of librarians may be consulted for further assistance.

In addition to the books, periodicals and microfilms basic to a college library, the Canaday Library also has a small but distinguished collection of research materials among its rare books and manuscripts. The Marjorie Walter Goodhart Medieval Library, for example, provides the basic texts for probing the mind of the late Middle Ages and the thought of the emerging Renaissance. These treasures are supplemented by a growing collection of sixteenth-century texts. Another noteworthy resource is the Louise Bulkley Dillingham collection of Spanish-American books, which range from sixteenth-century exploration and settlement to contemporary Spanish-American life and culture.

The Rare Book Room houses the Marjorie Walter Goodhart Medieval Library of incunabula and medieval manuscripts. Important and extensive collections of early material on Latin America, Africa and Asia are to be found in the Dillingham, McBride and Plass collections. The recently acquired Castle collection expands the

opportunities for the study of the graphic book arts. In addition to these special collections are numerous other rare books and manuscripts.

The M. Carey Thomas Library still houses in the West Wing the books and other study materials of the Departments of Classical and Near Eastern Archaeology and History of Art. The study area in the stacks has been increased and the collections of slides and photographs have been made more accessible. Also in the West Wing is the Quita Woodward Memorial Room for recreational reading, with recent books in literature, art, religion and current affairs as well as many classics. The rest of the M. Carey Thomas Library will continue to provide offices for the majority of faculty in the humanities and social sciences as well as informal meeting rooms and the Great Reading Room, serving now as a Commons for the College community.

Haverford and Swarthmore Colleges and the libraries in Philadelphia are generous in making their resources available to students. The Union Library Catalogue of Philadelphia, situated at the University of Pennsylvania, enables students to locate easily the material in approximately one hundred and seventy-five libraries in the Philadelphia metropolitan area.

Students wishing to use another library for material not available at Bryn Mawr must secure from the Head of the Public Services Department of the library a letter of introduction stating the subject to be consulted. Cards of identification for the use of the Haverford College Library are obtainable at the Circulation Desk.

Archaeology Collections

The Ella Riegel Museum of Classical Archaeology, housed on the third floor of the M. Carey Thomas Library, West Wing, contains a small study collection of Greek and Roman minor arts, especially vases, and a selection of pre-classical antiquities. The Museum was formed from private donations such as the Densmore Curtis collection presented by Clarissa Dryden, the Elisabeth Washburn King collection of classical Greek coins, and the Aline Abaecherli Boyce collection of Roman Republican silver coins. The late Professor Hetty Goldman gave the Ella Riegel Museum an extensive series of pottery samples from the excavations at Tarsus in Cilicia. The collections are used for small research projects by undergraduate and graduate students.

Anthropology Museum and Laboratory

The Anthropology Laboratory in Dalton Hall houses several large collections of New World artifacts, including the W. S. Vaux Collection of archaeological and ethnological materials. This important collection, made during the last half of the nineteenth century, has as its main emphasis the artistic works of New World Indians. The Anne and George Vaux Collection represents a wide selection of American Indian basketry from the Southwest, California and the Pacific Northwest. The extensive Ward Canaday Collection contains outstanding examples of most of the ceramic and textile traditions Peru is known for. Other comprehensive collections, given by faculty and friends of the College, represent the Old World Paleolithic and Neolithic, Paleo-Indian, Eastern Woodland, Southwestern, Middle Mississippian and Mexican antiquities. These collections have been enlarged by osteological materials and casts of fossil hominids. There is also a small but growing collection of ethnomusical recordings, representing the music of native peoples in all parts of the world. Students are expected to make use of these materials and laboratory facilities; there are limited display areas available for those interested in working on museum exhibits.

Laboratories

Laboratories, classrooms and libraries for Biology, Chemistry, Geology, Mathematics and Physics are located in the three buildings of the Science Center. Laboratories and classrooms for Psychology are in Dalton Hall.

In the Science Center the central building is the Marion Edwards Park Hall for Chemistry and Geology. Adjoining this building on the north is a building for Biology. South of Park Hall is the building for the physical sciences, which provides additional space for Chemistry and Geology, all the laboratories for Physics and classrooms and a library for Physics and Mathematics.

In all three buildings in the Science Center and in Dalton Hall there are large laboratories and lecture rooms for undergraduate students and smaller seminar rooms and laboratories for graduate students. In addition to the usual equipment, the science departments have special apparatus and instruments needed in particular research projects by faculty and graduate students and acquired, in part, through the

Plan for the Coordination of the Sciences and through research grants from industry and other private sources and from government agencies.

In the Science Center there is a machine shop with a staff of expert machinists to serve all the science departments, and several departments have smaller shops for the use of their own faculty and students. There are rooms specially equipped for work with radioactive materials and for photographic work.

The Geology Department makes available for study and research several important collections. On deposit from the United States Army Map Service and the U. S. Geological Survey are over 25,000 maps. The Department's large collection of minerals has been greatly increased recently by the gift of the Mineral Collection of George Vaux, Junior.

Through its membership in the Uni-Coll Corporation, a regional educational computer consortium, Bryn Mawr College has access to the resources and technical support of a major computing center. A high speed, remote batch terminal (printer at 600 lines per minute, card reader at 600 cards per minute) and nine teletypewriter terminals located on campus link the College with the Uni-Coll IBM 370, Model 165 computer. These facilities make available to faculty and students batch, remote job entry, and interactive computing supported by a large variety of programming systems.

Language Laboratory

The Modern Language Departments jointly maintain a Language Laboratory in the Thomas Library. Its library of tapes contains recordings from the various literatures as well as material especially prepared for language drills. The simple but versatile equipment offers opportunities to improve both the speaking and comprehension proficiency of the student of foreign languages.

Halls of Residence

Nine halls of residence on campus each provide full living accommodations for from 50 to 135 students. Denbigh Hall, Merion Hall, Pembroke East, Pembroke West and Radnor Hall are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor, John D. Rockefeller, and Rhoads North and South for

the first president of the College, James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman, Class of 1921, and member of the Board of Directors. The Clarissa Donnelley Haffner Hall, which brings together into a "European village" three houses for students of French, German and Spanish, was opened in the fall of 1970.

In the year 1969-70 an experiment in coeducational living was tried: Radnor Hall housed students from both Bryn Mawr and Haverford; other Bryn Mawr students occupied suites in a Haverford residence hall. The success of the experiment and increased interest in these arrangements have resulted in an extension of coeducational living to Rhoads and Erdman Halls at Bryn Mawr and to further units at Haverford.

College officers called wardens are in charge of the residence halls. They may be single women or married couples who are members of the Dean's staff but at the same time close to the undergraduates in age and engaged either in teaching or in studying for an advanced degree. They are interested in all aspects of each student's welfare and they work, as well, with the student officers in each hall.

The College offers a variety of living accommodations including a few suites and a limited number of double rooms. However, most students occupy single rooms. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, curtains, and any other accessories they may wish.

The maintenance of halls is the responsibility of the Director of Halls and a staff of managers. Food service is provided by a national food service organization. No special foods or diets can be obtained.

Rules for Residence

Residence in the college buildings is required of all undergraduates with these exceptions: those who live with their families in Philadelphia or the vicinity; and no more than twenty-five students who are permitted to live in houses or apartments of their own choosing after having received permission to do so from both the College and their parents. Married couples live off campus.

A student enrolled in the College who plans to be married must inform the Dean in advance and must make her own living arrangements.

The College maintains the halls of residence in order to provide simple, comfortable living for its students. It expects students to respect its property and the standards on which the halls are run. A printed statement of residence regulations is given each student. The College makes every effort to keep the residence charge low; the present rates are possible only because the students have agreed to assume the major responsibility for keeping their rooms clean and in order, thus permitting a reduction in service. Failure on the part of a student to meet the requisite standard in the care of her room may cause the College to refuse her residence the following year.

All the undergraduate halls are closed during the Christmas vacation. One hall is kept open during the Spring vacation and here undergraduates may occupy rooms at \$5.00 per day (including meals).

Non-Resident Students

For non-resident students, there is a suite of rooms in Erdman Hall containing study space, a kitchenette, dressing room and showers. College mail and campus notices will be sent there throughout the academic year. The warden of Erdman Hall is available for consultation.

Non-resident students are liable for all undergraduate fees except those for residence in a hall. A Dispensary fee of \$40 entitles them to medical examination and consultation with the College Physician.

Fees

Tuition

The tuition fee in 1973-74 for all undergraduate students, resident and non-resident, is \$3000 a year.

The entire fee will be billed in July 1973 and may be paid in two equal payments due August 15, 1973 and January 15, 1974. No reduction or refund will be made in the total tuition fee on account of absence, illness, dismissal, or for any other reason. Any student who does not formally notify the Dean of the College of her withdrawal prior to July 15 is responsible for the tuition charge for the entire year.

The average cost of teaching each undergraduate is over \$4000 a year. The difference over and above tuition must be met from private gifts and income from endowment. Contributions from parents able and willing to pay an additional sum are most welcome to help meet the expenses of instruction.

Residence

The charge for residence is \$1400 a year and will be billed with tuition in full in July and be paid in two equal payments, that is, in August and January.

An applicant who, after having reserved a room, fails to cancel her reservation by July 15 (even though she does not occupy the room at all or vacates it during the college year) prevents some other student from obtaining accommodation and consequently admission to the College. Therefore, unless formal notice of withdrawal of application for the ensuing academic year is received by the Dean of the College by July 15, the applicant is responsible for the residence charge for the whole year, subject to an allowance for the cost of food and a further allowance if the College re-rents the room to a student not previously resident. The applicant is not entitled to dispose of the room.

General Deposit

All entering students are required to make a deposit of \$100. This deposit will remain with the College while the student is enrolled as an undergraduate. After one year of attendance, the deposit will be returned thirty days after graduation or withdrawal from College. However, any unpaid bills and any expenses incurred as a result of

destruction or negligence on the part of the student will be applied against the deposit.

Summary of Fees and Expenses for 1973-74

Tuition	\$3000
Residence	1400

Minor Fees

Laboratory fee per semester:

One course of 2 hours or less a week	\$12.50
One course of more than 2 hours a week	25.00
Two or more courses of more than 2 hours a week	50.00
Health Insurance (Students' Health Care Plan)	37.50
(For foreign students)	67.20
Dispensary fee for non-resident students	40.00
Graduation fee (payable in the senior year)	25.00

Schedule of Payments

Tuition and residence fees will be billed in full and may be paid as follows:

For resident students

\$2200 due not later than August 15

\$2200 due not later than January 15

For non-resident students

\$1500 due not later than August 15

\$1500 due not later than January 15

No student will be permitted to attend classes or to enter residence until payment of the College charges has been made. No student will be registered at the beginning of a semester, or be graduated, or receive a transcript until all accounts, including a single activities fee of approximately \$70.00, collected by the students, are paid.

Faced with the rising costs affecting all parts of higher education, the College has had to raise tuition each of the last four years, and further increases can be expected.

Monthly Payment Plan

For parents who wish to pay college fees on a monthly basis, the College offers the Education Plan in cooperation with the Bryn Mawr Trust Company. To finance a single year's cost it is necessary to sign an agreement by July 15. Contracts include the benefit of parent life, total and permanent disability insurance. For information, write to the Comptroller of the College.

General Information

Student Advising

The deans are responsible for the general welfare of undergraduates, and students are free to call upon them for help and advice on academic or more general problems. Each class has its own Class Dean. In addition to their class deans, students may work with the Financial Aid Officer who administers the financial aid program which includes grants and loans and with the Director of the Career Planning and Placement Office. The wardens of residence halls, who are members of the Dean's staff, also are ready to advise and assist students. The College physician, the consulting psychiatrists and counselors are also available to all students. The deans and wardens will give students information about appointments with these specialists.

For freshmen, the Student Freshman Week Committee and the College provide a special period of orientation. Freshmen are asked to come into residence before the College is opened to upperclassmen. The wardens of the various halls and a committee of upperclassmen welcome them and are available to answer questions and give advice. Freshmen with their parents may have interviews with the President. In addition, freshmen have individual appointments with the deans to plan their academic program for the year. New students also take placement tests and a physical examination. To acquaint them with the many other aspects of college life, activities are sponsored by the undergraduate organizations.

Academic Standards and Regulations

Faculty rules governing academic work and the conduct of courses are stated in "Academic Rules for Undergraduates," given to each freshman. All students are responsible for knowing the rules thoroughly. Rules concerning the Academic Honor System and student conduct are also stated in the Student Handbook.

Each student's academic work must be of sufficiently high quality to meet the academic standards set by the College. The Council of the Undergraduate College, composed of one faculty member from each

department, reviews the records of those students whose work has fallen below the required standard. In such cases the Undergraduate Council may set specific requirements to be met by the student concerned and may also curtail privileges. In extreme cases the Undergraduate Council may exclude a student or require her to withdraw for a period of time from the College.

Integrity of all work is demanded of every student. Information about the Academic Honor System dealing with the conduct of examinations, written quizzes, and other written work is given to all entering students. Any infraction of these regulations or any action contrary to their spirit constitutes an offense. Infractions are dealt with by an Administrative Board composed of faculty and students.

Attendance at Classes

Regular attendance at classes is expected. Responsibility for attendance rests solely with each student. In general no attendance records are kept. Each instructor will make clear his view concerning absence from class.

Students should note that instructors are not notified of absences because of illness unless a student has missed three days of classes.

Absences for health or other urgent reasons are excused by the Dean, but any work missed must be made up. After a brief absence the student should consult her instructors about making up the work. In the case of a prolonged absence the Dean must be consulted as well as the instructors. If it seems probable to the Dean that a student's work may be seriously handicapped by the length of her absence, she may be required to drop one or more courses. Any student absent for more than twenty-five consecutive class days will generally be required to drop a course.

Health

Students receive clinic and hospital care in the College Dispensary and Infirmary, where a College Physician is in daily attendance. The 18-bed Infirmary is open when College is in session. Additional medical and surgical facilities are readily available at the Bryn Mawr Hospital and in nearby Philadelphia.

Students receive out-patient care in the College Dispensary and in-

patient care when necessary in the Infirmary. Medical and psychiatric consultations with the College staff are available by appointment.

The Counseling Service is staffed by two clinical social workers, and three psychiatrists who are employed by the health service on a part-time basis. This service is available to all students eligible for Dispensary care, and is limited to discussion of acute problems, diagnosis and recommendations for further care. A charge is made for visits in excess of four.

Certain health regulations must be met by all entering students. A medical examination blank provided by the College must be filed before July 1. As part of this health report, certification of immunization against tetanus, diphtheria and poliomyelitis, an intradermal tuberculin test and ophthalmologist's certificate are required. If the intradermal tuberculin test is reported positive a chest x-ray is necessary. Students who have failed to hand in these reports will not be permitted to register until they have completed the necessary examinations and immunizations.

The residence fee paid by resident students entitles them to treatment in the College Dispensary and to care in the Infirmary for seven days, not necessarily consecutive, during the year, to attendance by the college physicians during this time and to general nursing. In cases requiring a special nurse, the expense incurred must be paid by the student. The fee for each day in the Infirmary after the seven-day period is \$15. A nominal charge will be made for medicines and laboratory tests.

Non-resident students must pay a fee of \$40, which entitles them to full use of the Student Health Service. Non-resident students need not pay the fee unless they desire Student Health Service privileges.

All communications from parents and guardians, outside physicians and others, concerning the health of a student, should be addressed to the College Physician. Any student who becomes ill when absent from College must notify the Office of the Dean and present to the Infirmary when she returns a signed statement from her physician. If a student leaves the campus for reasons of health she should notify her Class Dean or the Infirmary.

The College reserves the right, if the parents or guardians of a student cannot be reached, to make decisions concerning operations or other matters of health.

Health insurance is required of all undergraduate students. If a student is not already covered, a student Health Care Insurance Plan is available through the Head Nurse at the Infirmary. The cost is less than \$40 a year and includes coverage for one full calendar year. Foreign students must carry health insurance valid in the United States. The cost for insurance taken out at Bryn Mawr is approximately \$70 for a twelve-month period. Application by foreign students for insurance may be obtained from the Comptroller.

Insurance

The College is not responsible for loss due to fire, theft or any other cause. Students who wish to insure against these risks should do so individually or through their own family policies.

Curriculum

The present plan of study takes into account both the changes of recent years in secondary school education and the expectation of graduate school on the part of a larger proportion of students. It provides flexibility and makes it possible for students to include a wide range of fields of knowledge and to have great freedom to explore and elect. Some of the flexibility has been achieved by including all departments of the College in a divisional system, thus allowing both humanist and scientist a variety of ways in which to meet college requirements.

The Plan for the Curriculum

I. All candidates for the A.B. degree shall present 16 units¹ of work. In all cases one of these will be a unit of Senior Conference in the major subject.

II. All students must present as a requirement for the degree one unit of work from each of the following four divisions.

<i>Group I</i>	<i>Group II</i>	<i>Group III</i> ⁶	<i>Group IV</i>
History	Biology	English	History
Philosophy	Chemistry	Literature	Philosophy
Anthropology ²	Geology	Modern	Archaeology
Economics	Physics	Literatures	History of Art
Education	Psychology 101	Classical	History of Religion
Political Science	Mathematics ⁵	Literatures	Music ⁷
Psychology ³			
Sociology ⁴			

1. A unit of work is the equivalent of eight semester hours and is either a year course, or when appropriate, two one-semester courses.
2. Anthropology 101.
3. Two semester courses chosen from: 206, 207, 208, 209 or 210, 305, 306, 308, 309.
4. At least one semester of work at the 100-level is required.
5. Mathematics alone may not be used to fill any *group* requirement. See page 45, II, a & c; III, B, 2.
6. Any combination of courses listed below will satisfy the requirement:
English 101 and all 200 courses under "Literature"
French 201, 202, 203 and all 300 courses
German 202 and all 300 courses
Greek 101, 201, 203 and 301
Italian 201, 202, 303 and 304
Latin 101, 201, 202 and all 300 courses
Russian 203 and all 300 courses
Spanish 201, 203 and all 300 courses
History of Religion 103, 104, 207a, 208b, 302a, 302b, 303a, 303b
7. Music 101 or 102

The following directions and qualifications are to be noted:

a. A student (not majoring in subjects under Group II) may elect a second course under Group II as an alternative to any one of her other divisional requirements.

b. No course may satisfy more than one divisional requirement. Students majoring in History or Philosophy may count courses in their major as satisfying the requirement in *either* Group I or Group IV, but not both. Students majoring in Psychology may count courses in their major as satisfying *either* Group I or Group II, but not both. Students majoring in History of Religion may count courses in their major as satisfying *either* Group III or Group IV, but not both.

c. Courses taken to satisfy the requirements in English and Mathematics described below do not count as fulfilling divisional requirements.

III. In addition to the divisional requirements, each student must:

A. Include in her program two semesters of English composition (English 015) unless by a score of 5 on the Advanced Placement Test she has shown evidence that she has attained proficiency at this level.

B. Achieve a certain level of proficiency in languages or in one language and mathematics, the level to be demonstrated in one of the three following ways:

1. She may demonstrate a knowledge of two foreign languages by
a. passing an examination offered by the College every spring and fall, or

b. passing with a grade of at least C a College course above the elementary level (such courses must be completed before the senior year), or

c. attaining a score of at least 590 (in one language) on a College Board Achievement Test *taken in January or May of the year prior to college entrance* and/or by passing with an honor grade an Advanced Placement Test.

2. She may offer one language to be tested as described above and demonstrate proficiency in mathematics by

a. attaining a grade of 4 or 5 on the Advanced Placement Test, or

b. passing an examination offered by the Department of Mathematics each spring and fall, or

c. achieving a grade of at least C in Mathematics 101 or a more advanced course.

3. She may offer one language to an advanced level of proficiency to be demonstrated by passing with a grade of at least C one course or two semester courses at the 300 level.

IV. At the end of the sophomore year each student must choose a major subject, and in consultation with the departmental advisor plan an appropriate sequence of major and allied courses. Usually a major is made up of four courses, two courses of allied work and one unit of Senior Conference in the Major Subject. No student may be required to offer more than six courses in the Major Subject. Students invited to participate in the Honors program count the Honors project as one of the Major Subject units.

In brief outline, each student's program will include:

1. a unit of work in English, unless she is exempt
2. work to achieve the required level of proficiency in one language, or two languages, or one language and mathematics
3. four units of work, one from each of the divisions I-IV
4. a major subject sequence of at least four units of work and two units of allied work and a Senior Conference
5. elective units of work to complete an undergraduate program of at least 16 units.

Each major department offers Honors work to a number of its senior students who have demonstrated unusual ability. Honors work is of more advanced character than that done in the regular courses and requires more initiative and power of organization than is usually expected of undergraduate students. Such work may be carried on in connection with an advanced course or may be planned especially for individual students. It usually includes independent work of a critical and analytical nature with source material, periodic reports and the preparation of an Honors paper.

A student with unusual interest or preparation in several areas could consider one of the interdepartmental majors, a double major, a major with a strong minor, or a special program involving work in several departments built around one major as a core. Such programs can be arranged by consulting the Dean and members of the departments concerned.

A student who wishes to pursue the study of a special area, figure or problem within a given discipline, may, if she finds a faculty member willing and able to supervise such work, substitute a supervised unit of independent study for one semester or year course.

In 1971 the faculty voted to change from a numerical grading system to one which uses only the letters A, B, C, D and F.

Each student must attain a grade of C or above in at least half of her graded courses and a grade of at least D in the remainder. In all courses in her major subject, she must attain grades of C or above. Should she receive a grade below C in a second-year or advanced course in the major subject, she may be required to change her major.

The degree of Bachelor of Arts is conferred upon students who have completed the course of study described above. The degree is awarded *cum laude*, *magna cum laude*, and *summa cum laude*. To students who have completed Honors work in their major subject the degree is awarded with honors in that subject.

Credit for work taken elsewhere is given as follows:

1. Transfer Credits (see page 29)
2. Cooperation with Neighboring Institutions

Under the Three-College Plan for Cooperation, full-time students at Bryn Mawr may register for courses at Haverford College and Swarthmore College without payment of additional fees. Such registration must be approved by the Dean and, in the case of required or major and allied work, by the departments concerned. Credit toward the Bryn Mawr degree will be granted for such courses.

Students may major in departments at Haverford College for which there are no corresponding departments at Bryn Mawr, e.g., Astronomy and Fine Arts (under the direction of Bryn Mawr's Professor of Fine Art).

3. Summer School Work

Students desirous of supplementing their work at Bryn Mawr by taking courses in summer school are encouraged to do so after their freshman year. Students who wish to present summer school work for credits should first obtain approval of their plan from their Class Dean and from the department concerned. No credit will ever be given for work in which a student has received a grade below C. Credit given will be calculated on an hour-for-hour basis.

Supplementary requirements for the Degree:

1. Physical Education

All students must meet the requirement in Physical Education (see page 151).

2. Residence—Every candidate for the degree of Bachelor of Arts unless she is a transfer student or is permitted to accelerate her program or to take a junior year away will normally attend Bryn Mawr College for a period of four years. Students admitted on transfer from other colleges must study at Bryn Mawr for at least two years.

3. Full Program of Work—With few exceptions, all students carry a complete program and do not spend more than the equivalent of the four undergraduate years in completing the work for the A.B. degree.

Student Health Lecture Series

A series of lectures and discussion is presented each year by the college health service. Such topics as drug addiction, sex counseling, adolescent mental health and basic health care are discussed. All freshmen must attend the program which is given in the fall.

Premedical Preparation

Bryn Mawr, through the curriculum in liberal arts and sciences, provides the opportunity of meeting requirements for admission to the leading medical schools of the country, and each year a number of its graduates enters these schools. The minimal requirements for most medical schools are met by the following courses: Biology 101, Chemistry 101, Chemistry 202, Mathematics 101, Physics 101. Some medical schools also stipulate Chemistry 201a and 203, and a second course in Biology.

The requirements are fulfilled by a major in Biology, with the election of Mathematics 101 and Physics 101, or by a major in Chemistry, with the election of Biology 101. They can be met by a major in other subjects, such as literature or history, with careful planning of the student's courses during her four years at Bryn Mawr and some work in the summer at an institution giving summer courses acceptable either to Bryn Mawr in substitution for its regular course work, or to the medical school of the student's choice. Students planning pre-medical work should consult early in their careers with the Associate Dean who is the pre-medical advisor for the College.

The College is able to award a number of scholarships for medical study from funds given for that purpose by friends interested in the advancement of women in medicine (see page 176). These may be applied for on admission to medical school and are awarded at the end of the senior year for use during the first year of medical study, with the prospect of renewal for later years if the student's need and her record in medical school warrant it.

Post-Baccalaureate Pre-Medical Program

A post-baccalaureate pre-medical program is available to graduates of Bryn Mawr and other (four-year) accredited institutions. The program is designed to meet the needs of students who have not completed the pre-medical requirements during their undergraduate years and who have never applied for admission to a medical school. For details of the program, please write to the Pre-medical Advisor of the College, Taylor Hall, Bryn Mawr College, Bryn Mawr, Pennsylvania 19010.

Preparation to Teach

Students majoring in a liberal arts field which is taught in secondary school may, by appropriate planning early in the undergraduate career, prepare themselves to teach in the public junior and senior high schools of Pennsylvania. By reciprocal arrangement the Pennsylvania certificate is accepted by a number of other states. A student who wishes to teach should consult early in her college career with the chairman of the department concerned and of the Department of Education and Child Development so that appropriate curriculum plans can be made.

Coordination in the Sciences

In 1935, a grant from the Carnegie Corporation of New York enabled the College to put into operation a Plan for Coordination in the Sciences. Through the grant, the College is able to offer both undergraduate and graduate scholarships to students who wish to prepare themselves for future work in areas of interest to more than one natural science department. The chairmen of the departments included in this plan (Biology, Chemistry, Geology, Mathematics, Physics, Psychology) will be glad to see students interested in this program and to

advise them about their course of study. Such students should consult with the chairmen of the departments as early as possible.

Interdepartmental Work

Interdepartmental majors are offered in Classical Languages, Classical Studies, French Studies, the Growth and Structure of Cities, and Russian Studies; an Interdepartmental area of concentration in Hispanic and Hispanic-American Studies (see page 148) is also offered.

In addition each year certain courses are offered which cut across well-defined areas of knowledge and emphasize relationships among them. The interdepartmental courses are usually offered at the advanced level since the material considered requires some background in at least two disciplines.

Credit for Creative Work in the Arts

Students may major in Fine Arts at Haverford College under the direction of Bryn Mawr's Professor of Fine Arts (see Fine Art under History of Art). Serious students of Music, Creative Writing and the Dance may receive elective academic credit for work in these fields. For details see under the Performing Arts, the Department of Music and the Department of English.

Language Houses

Haffner Hall, which opened in the fall of 1970, comprises three separate units for qualified students of French, German and Spanish. In 1972-73, a small group of students wishing to speak Italian were included in a section of Haffner Hall.

Sophomores, juniors or seniors who wish to live in a language house should apply to the head of the appropriate department. Adequate preparation in the language is a prerequisite and those who are accepted agree not to speak English at any time. Residence in a language house provides an excellent opportunity to gain fluency in speaking a foreign language and is highly advisable for students planning to spend the junior year abroad.

Institut d'Etudes Françaises d'Avignon

Bryn Mawr College offers a summer program of intensive work in significant aspects of French culture. The program is open to men and women students from other colleges and from Bryn Mawr. Certain of

the courses carry graduate credit. The *Institut* director and faculty members are French professors teaching in colleges and universities in the United States and France. Classes are held in the Palais du Roure and the facilities of the Bibliothèque Calvet are available to the group. Students live with families in Avignon. Applicants for admission must have strong academic records and have completed a course in French at the third year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit and scholarships, students should consult Dr. Michel Guggenheim of the Department of French.

Centro de Estudios Hispánicos en Madrid

Bryn Mawr also offers a summer program of intensive work held in Madrid, Spain. The program, under the direction of a member of the Department of Spanish, is open to men and women students from other colleges and from Bryn Mawr. The instructors are members of college and university staffs familiar with teaching standards and practices in this country.

Courses are offered both for the student whose interest is Spain and for the student who wishes to specialize in Latin American affairs. Students live with Spanish families. All participate in study trips and attend an excellent series of carefully planned lectures and cultural events. Applicants must have strong academic records and must have completed the equivalent of three years of college-level Spanish. For information students should consult Dr. Eleanor Paucker of the Department of Spanish. A small number of scholarships is available each year. The *Centro* was made possible by a grant from the Henry L. and Grace Doherty Charitable Foundation of New York.

The Junior Year Abroad

Qualified students may apply for admission to certain groups which offer a junior year in Europe. Bryn Mawr students may study in Paris under the junior year plans sponsored by Sarah Lawrence, Smith and Sweet Briar Colleges or at *L'Académie*; in Geneva, Florence, or Hamburg with groups organized by Smith College, or in Munich or Freiburg with the group sponsored by Wayne State University. Students may apply for admission to other Junior Year Abroad programs which have the approval of their major department and the Curriculum

Committee. Applicants must have excellent academic records and must give evidence of competence in the language of the country in which they plan to study. In general, two years of study at the college level are necessary to provide adequate language preparation. The junior year groups are not limited to language majors; they often include majors in, for example, History of Art, History or the social sciences. All students who plan to study abroad should consult the chairmen of their major departments to be certain that the work done in Europe may be coordinated with the general plan for the major subject.

Intercollegiate Center for Classical Studies in Rome

The Center is maintained by a cooperating group of colleges and universities, of which Bryn Mawr is a member. Students majoring in Latin, Greek or Archaeology who meet the Center's entrance requirements may apply for admission for one or both semesters of the junior year. The Center's curriculum includes courses in Greek and Latin Literature, Ancient History and Archaeology, and provides for the study of Italian.

Guest Senior Year

A student, after consultation with her major department and her Dean, may apply for a guest senior year at another institution in the following circumstances: (a) if a program offered elsewhere will provide her with an opportunity of furthering her academic goals in a way not possible at Bryn Mawr (such cases to be submitted to the Curriculum Committee for approval); (b) for reasons of health or family emergency; (c) if she will be married and not remain in the Bryn Mawr area.

Scholarships and Other Student Aid

All students are, strictly speaking, on scholarship in the sense that their tuition fees cover only part of the costs of instruction. To those students well-qualified for education in liberal arts and sciences but unable to meet the college fees, Bryn Mawr is able to offer further scholarship aid. Alumnae and friends of the College over many years have built up endowment for scholarships. Annual gifts from alumnae and alumnae clubs and from industrial and professional groups add to the amounts available each year. It is now possible to provide at least partial scholarships for approximately forty per cent of the

undergraduate students in the College. Full information about the scholarships available and other forms of help for meeting the expenses of college education will be found in the section, Financial Aid.

Career and Employment Counselling

The Office of Career Planning and Placement is concerned with student and alumna career, summer and self-help job interests.

Students and Alumnae may consult with this office about careers which match their interests, preparation, and experience, information on specific employers and current job openings, and techniques of job-hunting. Career Planning and Placement also collects, maintains and makes available to employers, credentials including biographical data and faculty and employer references, for those who register with the office.

Students may obtain part-time employment during the school year both on and off campus. Information on summer jobs is made available to those students who are interested in summer work experience. The staff is also available to consult with students on appropriate jobs, employers and job-hunting techniques for summer pre-vocational work experiences. Last year over eighty percent of the undergraduate students worked during the academic year, with a range of earnings from \$50 to over \$600; averaging \$250 per semester. During the summer of 1972, sixty-five percent of the undergraduates chose to work with average earnings for the summer of \$700. This figure includes students who worked full-time or who combined work with study or travel.

Students of foreign citizenship wishing employment should consult the Advisor to Foreign Students whose office is in Thomas Library.

Bryn Mawr participates in the Federal College Work-Study Program established by the Economic Opportunity Act of 1964. This program provides funds for on and off campus jobs for students who meet the Federal eligibility requirements.

The Werkman Fund, given in memory of Alexandra Colt Werkman '60, provides the impetus for career conferences coordinated by the Office of Career Planning and Placement. These conferences are designed to help Bryn Mawr students seek out a full range of stimulating careers and foresee the particular challenges to be faced by well-educated women.

Courses of Study 1973-74

Key to Course Numbers and Symbols

001-099

indicate elementary and intermediate courses.

With the exception of Greek 001 and Russian 001 these courses are not part of the major work.

100-199

indicate first-year courses in the major work.

200-299

indicate second-year courses in the major work.

300-398

indicate advanced courses in the major work; 399 is used for the Senior Conference.

400-499

indicate special categories of work (e.g., 401 for Honors, 403 for supervised unit).

* . . . indicates elective courses, open to all students without prerequisite unless a special prerequisite is stated.

a . . . the letter "a," following a number, indicates a half-course given in the first semester.

b . . . the letter "b," following a number, indicates a half-course given in the second semester.

c . . . the letter "c," following a number, indicates a half-course given two hours a week throughout the year.

d . . . the letter "d," following a number, indicates a course of six-weeks' duration to be followed by an additional six weeks of independent supervised work.

[] . . . Square brackets enclosing the title of courses indicate that these courses are not given in the current year.

In general, courses listed as full-year courses must be carried through two semesters. In some cases one semester of such a course may be taken with credit, but only with permission of the student's Class Dean and the Department concerned. One unit of work carried throughout the year is the equivalent of eight semester hours, or eleven quarter hours.

Haverford College courses are listed by number as they appear in the Haverford catalogue.

Anthropology

Professor: Frederica de Laguna, PH.D.

Associate Professor: Jane C. Goodale, PH.D., *Chairman*

Assistant Professors: Karl L. Hutterer, PH.D.

Philip L. Kilbride, PH.D.

Visiting Lecturer: Kathryn L. Morgan, PH.D.

Professor of Music: Agi Jambor, M.A. (Ethnomusicology)

Associate Professor of German: Nancy C. Dorian, PH.D. (Linguistics)

The aim of the department is two-fold: 1) to introduce the liberal arts student to the discipline of Anthropology: its aims, methods, theories and contributions to an understanding of the nature of human culture and society, and 2) to provide for the major in Anthropology, in addition to the above, a firm understanding of the basic concepts and history of the discipline through examination of theoretical works and intensive studies in the ethnography and prehistory of several world areas. Laboratory experience is provided in a number of courses.

Requirements in the Major Subject: 101, 203a, 204 or 208, 320a and two additional half-units of advanced (300) work, plus 399a & b (Senior Conferences). Two additional units of major or allied work are required, which may be taken at Bryn Mawr or Haverford.

Allied Subjects: Biology, Classical and Near Eastern Archaeology, Economics, English Literature, Geology, History of Art, History of Religion, Linguistics, Philosophy, Political Science, Psychology, Sociology.

101. *Man, Culture and Society:* Members of the Department.

Man's place in nature, human evolution, and the history of culture to the rise of early civilizations in the Old and New Worlds; forms of culture and society among contemporary peoples. Because the subject matter is extensive, and the basic concepts unfamiliar, a full year is needed to gain an adequate understanding of the subject; therefore, both semesters are required for credit.

[102a. *African Heritage*: Mr. Kilbride.]

103b.* *American Indian Heritage*: Miss de Laguna.

Indians of Middle and North America, and their contributions to our own culture, through such literary sources as reports of early travelers, native traditions, ethnographic fiction, autobiographies of Indians and anthropologists, and other sources revealing ethos and cultural values.

203a. *Primitive Society*: Miss Goodale.

Social organization, introduction to theory, methods, and study of significant contributions. Prerequisite: Anthropology 101.

[204. *American Archaeology*: Mr. Hutterer.]

205a.* *Ethnomusicology*: Mme Jambor.

Gypsy, Hungarian, ancient and modern Israeli, East European Folk music, and American Indian music; ear training and practice in transcription.

205b. *Ethnomusicology*: Mme. Jambor.

Native African music; preparation for museum curatorship of musical instruments; continued instruction in transcription. Prerequisites: Anthropology 205a or Music 111a (Haverford).

206a.* *Introduction to Folklore*: Mrs. Morgan.

(INT.) An introduction to the theories, methods and documents used in folklore research. It involves comparative analysis of myths, rituals, folktales, legends and other aspects of traditional culture transmitted orally or otherwise. Examples will be drawn from the Americas, Europe, Africa and Asia.

208. *Old World Prehistory*: Mr. Hutterer.

Origin and evolution of culture; survey of paleolithic, Mesolithic and neolithic cultures of Africa, Europe, Asia and the Pacific. Some attention is given to method and theory in prehistoric archaeology. Laboratory work is included. Prerequisite: Anthropology 101, or permission of instructor.

302b. *Africa: Sub-Saharan Ethnology*: Mr. Kilbride.

A study of selected Sub-Saharan African societies and cultures, illustrating problems in ethnography. Prerequisite: Anthropology 203a.

303b. *Oceania: Topics in Melanesian Ethnography*: Miss Goodale.

An intensive study of selected Melanesian cultures and societies with emphasis on such topics as politics, law, economics, sex roles and identities, magic, religion, cultural dynamics and political development. Prerequisite: Anthropology 203a.

[304b. *The American Indian*: Miss de Laguna.]

[305a. *Latin America: Native Cultures of Central America*: Mr. Kilbride.]

306a. *Peasants*: Mr. Kilbride.

A comparative analysis of Peasant culture, society and personality. Illustrative studies will be drawn from both the Eastern and Western Hemispheres. Prerequisite: Anthropology 203a.

320a. *Cultural Theory*: Miss de Laguna.

The development of Anthropology as a discipline and an examination of the important classical and modern contributions to cultural theory. Prerequisite: a half-unit of advanced (300) work.

[321b. *Culture and Personality*: Miss de Laguna.]

[322b. *Introduction to Physical Anthropology*.]

324b. *Cultural Ecology*: Mr. Hutterer.

Relationship of man with his environment: culture as an adaptive mechanism and a dynamic component in ecological systems. Prerequisite: a half-unit of advanced (300) work.

See also:

Interdepartmental 308. *Introduction to Linguistics*: Miss Dorian.

[Interdepartmental 310. *Introduction to Linguistic Techniques*: Miss Dorian.]

[Interdepartmental 312b. *Field Methods in Linguistics*: Miss Dorian.]

399a. *Senior Conferences*:

& b. The topic of each seminar will be determined in advance by discussion with senior students. Paper(s), an examination, and the quality of a student's participation in the seminar will form the basis for evaluation.

399a. Miss Goodale.

399b. Miss de Laguna.

401a. *Independent Work*:

& b. Independent work is offered to seniors of marked ability. If undertaken successfully, it may be credited as Honors (403) work.

Biology

Professors: Robert L. Conner, PH.D., *Chairman*
Jane M. Oppenheimer, PH.D.¹

Assistant Professors: Anthony R. Kaney, PH.D.
David J. Prescott, PH.D.
Allen C. Rogerson, PH.D.²
Lon A. Wilkens, PH.D.

Lecturers:

Mary J. Koroly, PH.D.
Jane R. McConnell, PH.D.
Patricia O. Pruett, PH.D., *Associate Dean*

Assistants:

Carol Ely Hepfer, A.B.
Andrew P. Ingel, B.S.
George Marzelli, A.B.
Ann Reilly, A.B.
Howard Shapiro, A.B.
Theoni Trangas, A.B.

Assistant Professor of Chemistry: J. Maitland Young, PH.D.

The courses offered are designed to present the principles underlying biological science to liberal arts students interested in understanding the biotic world in which man lives and his own position in it. Primary consideration is devoted, both in class and in the laboratory, to the interplay of development, structure and function in determining the unity and diversity which characterize the plant and animal kingdoms, and to dynamic interrelationships of living organisms with each other and with their environment. Cell biology, cell physiology and biochemistry are particularly emphasized as unifying disciplines.

Requirements in the Major Subject: Biology 101 (unless exempted), 201A & B, 301A & B, and at least one other unit (two half courses) of advanced work, the Senior Conference, and Chemistry 101 and 202. Physics 101 and Mathematics 101 are strongly recommended as addi-

1. On leave, semester II, 1973-74.
2. On leave for the year, 1973-74.

tional allied courses. Students should note that the ability to read French or German is essential for graduate work.

Allied Subjects: Chemistry, Physics, History of Science.

101. *General Biology:* Mr. Kaney, Miss Koroly, Mr. Wilkens.
Laboratory: Mrs. McConnell and assistants.
A presentation of the fundamental principles of genetics and molecular, cellular, and organismic biology. A selection of plants and animals is studied to illustrate problems and theories dealing with living systems and their interaction with the environment. Lectures three hours, laboratory three hours a week.
- 201a. *Developmental Biology:* Miss Oppenheimer.
A study of the fundamental problems of animal development. Lecture three hours, laboratory four hours a week. Prerequisite: Biology 101 or permission of the Department.
- 201b. *Genetics:* Mr. Kaney.
A study of the fundamentals of heredity and gene action. Lectures three hours, laboratory four hours a week. Prerequisite: Biology 101 or permission of the Department.
- 301a. *Cellular Physiology:* Mr. Conner.
A course devoted to a study of the activities of cells in terms of physical and chemical processes. The relationship of structure to function at the molecular, organellar and cellular levels is stressed. Lectures three hours, laboratory four hours a week. Prerequisites: Biology 201 and Chemistry 202 which may be taken concurrently.
- 301b. *Cellular and Molecular Biology:* Miss Koroly.
- 351b. *Problems in Genetics:* Mr. Kaney.
- 352b. *Problems in Advanced Cell Biology:* Miss Koroly.
353. *Biochemistry:* Mr. Conner, Mr. Prescott, Mr. Young.
(INT.) The chemistry of living organisms with special emphasis on the chemical principles in physiological phenomena. Lectures three hours, laboratory six hours a week. Prerequisites: Chemistry 202 and Biology

301 or permission of the Department. Physics 101 and Mathematics 101 are recommended.

307a. *Fundamentals of Immunology*: Mr. Finger (Haverford).

The topics to be covered will be the characteristics of the immune response, properties of antigens and antibodies, transplantation, theories of antibody variability and synthesis and responses of the body to antibodies. The course will be taught in seminar style with emphasis on the reading of original papers.

[354a. *Aspects of Immunology*: Mr. Rogerson.]

355a. *Problems in Developmental Biology*: Miss Oppenheimer.

A discussion course dealing in depth with one or two topics of contemporary interest. Class meeting two hours a week. No laboratory. Prerequisites: Biology 201a & b or their equivalent and Biology 301b (the latter may be taken concurrently).

[356. *Biophysics*: Miss Hoyt.]

357b. *Computer Usage in the Life Sciences*: Mrs. Pruett.

(INT.) Experiments in the Life Sciences will be analyzed using computer techniques. The Fortran IV Language will be developed and used throughout the course. Limited to advanced students with research experience; no previous training in the use of the computer required. Lecture two hours, laboratory two hours.

358a. *Neurophysiology*: Mr. Wilkens.

A study of the physiology of excitable cells and their interactions. Mechanisms of cellular function including the origin and propagation of the action potential synaptic transmissions, sensory physiology, muscular contraction and the organization and integration of these elements in the central nervous system will be considered. Prerequisites: Biology 301 and the permission of the instructor.

399. *Senior Conference*: All seniors write a comprehensive paper in a prescribed area of Biology in conjunction with a faculty member. These papers serve as the basis for seminars intended to relate materials from various sub-disciplines of Biology to each other, to examine subjects of current biological interest, and to relate the field to the larger aspects of society. The method of evaluating the work will be determined in consultation between the seniors and the Department.

Honors Work: All qualified students are encouraged to do Honors work in one of the advanced fields. This entails one unit of laboratory work on an independent experimental research problem.

Teaching Certification: A sequence of work offered by the Department of Biology and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Chemistry

Professors: Ernst Berliner, PH.D.,¹ *Chairman*
Frank B. Mallory, PH.D., *Acting Chairman*, Semester II.
George L. Zimmerman, PH.D.²

Associate Professors: Jay Martin Anderson, PH.D.
Joseph Varimbi, PH.D.

Assistant Professor: J. Maitland Young, PH.D.

Lecturer: Frances Bondhus Berliner, PH.D.

Assistants:

Mary B. Baker, M.A.
Barry N. Lurie, A.B.

Appointments to be announced.

Assistant Professor of Biology: David J. Prescott, PH.D.

The major in Chemistry is designed to give the student a sound background in the four major fields of Chemistry: Inorganic, Analytical, Organic and Physical Chemistry. The courses are arranged in such a sequence as to convey an insight into the development of chemical theories from basic scientific principles. In the advanced courses the student begins to be acquainted with current problems in special fields and with modern approaches to their solutions. The emphasis throughout is on

1. On leave, semester II, 1973-74.

2. On leave, semester I, 1973-74.

the fundamental principles on which chemistry is based and which are exemplified and further clarified by laboratory work taken in conjunction with each course.

Requirements in the Major Subject: Chemistry 101, the three 200 courses, one unit of advanced work and the Senior Conference. Physics 101 and Mathematics 101 are also required, and a reading knowledge of German is recommended. Students are urged to take also Mathematics 201.

Allied Subjects: Biology, Geology, Mathematics, Physics.

101a. *General Chemistry:* Mr. Varimbi, Mrs. Berliner and assistants.

An introduction to the theories of chemistry and the study of the non-metals. Introductory quantitative techniques. No knowledge of chemistry is presupposed. Three lectures, three hours laboratory a week.

101b. *General Chemistry:* Mr. Young, Mrs. Berliner and assistants.

Ionic equilibria and the systematic qualitative analysis of inorganic substances. A study of the metallic elements. Three lectures, three hours laboratory a week.

201. *Inorganic Chemistry:* Mr. Varimbi.

Correlations of chemical and physical properties based on the Periodic Table; structures of inorganic compounds; equilibria in acid-base and complex-ion systems. Laboratory work includes analytical techniques, synthesis, purification, and characterization of a variety of compounds by chemical and instrumental methods. Three lectures, five hours laboratory a week.

202. *Organic Chemistry:* Mr. Berliner, Mr. Mallory.

First semester: aliphatic chemistry; second semester: aromatic chemistry and natural products. Three lectures, five hours laboratory a week.

203. *Physical Chemistry:* Mr. Anderson.

Structure and kinetic-molecular theory of matter, elementary thermodynamics and chemical kinetics. Two lectures and one conference, five hours laboratory a week. Prerequisites: Mathematics 101, Physics 101. (The latter may be taken concurrently.)

301b. *Advanced Inorganic Chemistry*: Mr. Varimbi.

Group theory and some of its applications to structural and spectroscopic problems of ligand field theory. Elements of solid state chemistry: metals, semiconductors, and surface reactions. Two lectures a week.

302a. *Advanced Organic Chemistry*: Mr. Mallory.

& b. Lectures: theories and fundamental principles of organic chemistry. Laboratory: (first semester) organic qualitative analysis; (second semester) advanced synthesis and laboratory techniques. Two lectures, six hours laboratory a week.

[303a. *Quantum Mechanics of Atoms and Molecules*: Mr. Anderson.]

303b. *Atomic and Molecular Spectroscopy* (jointly with Haverford): Mr. Gavin, Mr. Zimmerman.

Topics include absorption and emission spectroscopy in the vacuum ultraviolet, the ultraviolet-visible, and the infrared regions, nuclear magnetic resonance spectroscopy, raman spectroscopy. Two lecture-discussions, five hours of laboratory per week, and regular use of a computer. Prerequisites: Chemistry 303a or Chemistry 311a (Haverford) and some elementary knowledge of Fortran programming.

304b. *The Dynamics of Environmental Systems*: Mr. Anderson.

(INT.) Principles of the structure and function of ecosystems; techniques for the simulation of complex systems; the impact of man on the environment and man's management of resources. Three hours lecture-discussion weekly.

Prerequisites: one year each of a natural and of a social science, and some familiarity with digital computation.

311a. *Quantum Chemistry*: Mr. Chesick (Haverford).

353. *Biochemistry*: Mr. Conner, Mr. Prescott, Mr. Young.

(INT.) (See Biology 353.)

356b. *Biochemical Mechanisms*: Mr. Dunathan (Haverford).

Prerequisite: Chemistry 202.

399. *Senior Conference*: Students survey the recent chemical literature and prepare written reviews on specific topics chosen in accordance with

their own interests. These reviews are also made the subjects of oral presentations at seminar meetings held throughout the year, and attended by both seniors and faculty.

Honors Work: Honors work may be taken by qualified students in conjunction with any of the advanced courses.

Teaching Certification: A sequence of work offered by the Department of Chemistry and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Classical and Near Eastern Archaeology

Professors: Machteld J. Mellink, PH.D., *Chairman*
Brunilde S. Ridgway, PH.D.

Associate Professors: Carl Nylander, PH.D.¹
Kyle M. Phillips, Jr., PH.D.

Visiting Lecturer: Richard S. Ellis, PH.D.

Assistants: Marilyn Y. Goldberg, M.A.
Sarah M. Peirce, B.A.

The major courses provide an extensive survey of the ancient Mediterranean and Near Eastern civilizations, with emphasis on Greek art and archaeology.

Requirements in the Major Subject: Archaeology 101, 201b or 204b, 203, 205b, 301 and the Senior Conferences. All majors are urged to take Greek and Ancient History, and to acquire a reading knowledge of French and German.

Allied Subjects: Ancient History, Anthropology, History of Art, Greek, Latin, Akkadian.

101. *An Introduction to Ancient Art:* Mrs. Ridgway (I), Mr. Phillips (II).

A historical survey of the art of the Ancient Near East, Greece and Rome. Three hours of classes, one hour of informal discussion.

[201b. *Egypt and Mesopotamia before 1600 B.C.:* Miss Mellink.]

1. On leave for the year, 1973-74.

- [202b. *Ancient Greek Cities and Sanctuaries*: Mrs. Ridgway.]
- 203a. *Greek Sculpture*: Mrs. Ridgway.
The development of Greek sculpture to the Hellenistic period.
- 203b. *Later Greek and Roman Sculpture*: Mrs. Ridgway.
From the Hellenistic period to the end of the Roman Empire.
- 204b. *Egypt and Mesopotamia from 1600-546 B.C.*: Mr. Ellis.
The archaeology of the Ancient Near East (including the Levant, Anatolia, and Iran) from the Hyksos period to the Persian Dynasty.
- 205b. *Aegean Archaeology*: Miss Mellink.
The pre-Greek and early Greek cultures of the Aegean area: Minoan Crete, Troy, the Aegean Islands, Mycenaean Greece and their overseas connections.
- 206a. *Ancient Near Eastern Cities*: Mr. Ellis.
(INT.) The development of the earliest cities in Western Asia. Architectural form and function, reconstruction of historical cities on the basis of excavations and texts.
- 301a. *Greek Vase-Painting*: Mr. Phillips.
Greek vase-painting as an original form of art, its relation to other arts, and its place in archaeological research.
- 301b. *Greek Architecture*: Mrs. Ridgway.
(INT.) The Greek architectural tradition in its historical development, with special study of the Greek temple.
- [302b. *Roman Architecture*: Mr. Phillips.]
- [304a. *Monumental Painting*: Mr. Phillips.]
399. *Senior Conference*: Weekly two-hour seminars for which readings are assigned and reports are prepared. Semester I: *Ancient Monumental Painting*: Mr. Phillips; Semester II: *Biblical Archaeology*: Mr. Ellis; and *Cultural History of Archaeology*: Miss Mellink.
See also History 205a.: *The Ancient Near East*: Mr. Ellis.
- Honors Work*: A long written paper is submitted on a topic selected by the student and approved by the Department. In preparation, the stu-

dent confers throughout the year with the member of the Department under whose direction the paper is prepared.

Interdepartmental Work: The Department of Classical and Near Eastern Archaeology participates in the Interdepartmental majors: *Classical Studies* and *Growth and Structure of Cities*. See pages 143 and 146.

Excavations: The Department has two excavation projects. The excavation of Karatash-Semayük in Lycia (Turkey) is conducted as a field seminar in the fall, with full credit for graduate students and seniors by invitation. The second project, the excavation of an Etruscan archaic site at Murlo near Siena, takes place during the summer on a non-credit basis for graduate and undergraduate students of archaeology.

Economics

Associate Professors: Richard B. Du Boff, PH.D.

Noel J.J. Farley, PH.D., *Chairman*

Helen Manning Hunter, PH.D.¹

Lecturer: Barbara Wolfe, M.A.

Instructor: Nariman Behraves, M.A.

At Haverford

President: John R. Coleman, PH.D.

Professor: Holland Hunter, PH.D.

Assistant Professors: Vernon J. Dixon, M.S.

Samuel Gubins, PH.D.

The major in Economics consists of courses given at Bryn Mawr and Haverford. It is designed to provide an understanding of economic processes and institutions and the interactions among the economy, politics and social structure; to train students in the methods used to

1. On leave for the year, 1973-74.

analyze those processes and institutions; and to enable them to make policy judgments.

Requirements in the Major Subject: Economics 111 and 112 (or 101), three units of intermediate and advanced work (including at least one unit of 300 level courses) and the Senior Conference. Courses 111 and 112 are designed to give the kind of informed perspective on economic principles and problems that is an integral part of a liberal education, as well as to provide a foundation for students to do further work in Economics. The group of intermediate courses offers a full range of material on major topics in the discipline and is designed to meet a wide variety of student interests. The group of advanced courses supplies a methodological and theoretical foundation for those planning to make use of economics in their professional careers. In the selection of courses the student is urged to take three of the following courses: 301a, 303a, 304b, 305b. Students intending to do graduate work in Economics should take 302b, and Mathematics 101 and 201 and they should consult with members of the department about their plans before selecting their courses.

Prospective majors in Economics are advised to take Economics 111a,b and 112a,b by the end of the first semester of the sophomore year. For the academic year 1973-74 any student who has had either Economics 111a,b or Economics 112a,b can take intermediate and advanced courses in Economics with the permission of the instructor. As a general rule for later years, the prerequisites for intermediate and advanced level work will be Economics 111a,b, Economics 112a,b or permission of the instructor.

Allied Subjects: Mathematics, Political Science, History, Philosophy, Psychology, Sociology, Anthropology.

- 111a. *Introduction to Macroeconomics:* Members of the Department.
& b. The analysis of national economic behavior including prosperity and depression. Theories of inflation and unemployment. The role of government in managing and mismanaging the economy by influencing total national expenditure and by regulating financial institutions. The international role of the United States. Focus is on western mixed-capitalist economies.

112a. *Introduction to Microeconomics*: Members of the Department.

& b. Techniques of analysis which apply to all economic systems in general and modern mixed-capitalism in particular. Topics include: determination of costs and prices for goods and services; the functioning of the marketplace; causes of wealth, poverty, and income inequality; environmental protection; discrimination. The course is intended to provide a method of examining economic behavior which will continue to be useful in a changing economic world.

[115a. *Economic Accounting*.]

201a. *Economic History and Development*: Mr. DuBoff.

Long-term trends in output, resources, technology; structure of consumption, production, distribution; foreign trade and finance; basic causes of economic growth and underdevelopment; the role of the state. Quantitative findings provide the points of departure. Prerequisite: Economics 101a or b, or Economics 111a or b and Economics 112a or b, or permission of the instructor.

[202b. *Latin American Development*.]

[204b. *The Modern Corporation*.]

[205a. *Private Enterprise and Public Policy*.]

206b. *International Economic Theory and Policy*: Mr. Farley.

Current problems in international trade. The theory of trade. The balance of payments and theory of disturbances and adjustment in the international economy. Economic integration. The impact of growth in rich and poor countries on the development of the world economy. Prerequisite: Economics 101a or b, or Economics 111a or b, and Economics 112a or b, or permission of the instructor.

207a. *Money and Banking*: Mr. Dixon (Haverford).

The development and present organization of the money and banking system of the United States; domestic and international problems of monetary theory and policy. Prerequisites: Economics 111a or b, Economics 112a or b, or Economics 101a or b.

208b. *Public Finance and Fiscal Policy*: Mrs. Wolfe.

A study of taxation and expenditures with particular emphasis on the Federal budget; fiscal policy as a positive means of shaping public taxation and expenditure so as to contribute to a stable full-employment economy. Prerequisite: Economics 111A or b and Economics 112A or b, or Economics 101A or b.

209a. *Urban Economics*: Mr. Gubins (Haverford).

Study of economic aspects of urban poverty problems, investment in human resources, financing of urban services, relations between income and earnings; theoretical and empirical analysis of benefits and costs of poverty programs. Enrollment limited. Prerequisite: Economics 111A or b, or Economics 112A or b, or Economics 101A or b.

210a. *The Soviet System*: Mr. Hunter (Haverford).

(INT.) An analysis of the structure and functioning of major Soviet economic, political and social institutions. Current conditions are studied as products of historical development. Prerequisite: two semester courses in Economics, Political Science or History.

[212b. *Political Economy*.]

214b. *Economics of Minorities*: Mr. Dixon (Haverford).

Examination of contemporary economic theories and policies for positive and negative impact on minority groups, with primary focus upon Black people. Prerequisites: Economics 111A or b, Economics 112A or b, or Economics 101A or b.

216b. *Western European Economic Development*: Mr. Du Boff.

Selected topics in the economic history of Britain, France, Germany, and Italy since 1760 are examined, both theoretically, and empirically. Representative topics may include the Industrial Revolution, technological change, demographic trends, the growth of international trade and finance, the impacts of the World Wars, and the effects of national economic policies. Prerequisite: Economics 101A or b, or Economics 111A or b, Economics 112A or b, or permission of the instructor.

[218b. *Labor Resources*.]

[220b. *Mathematics for Economists*.]

222b. *History of Economic Thought*: Mr. Du Boff.

Examination of the contributions to economic thought of the Mercantilists, among others, Smith, Ricardo, Marx, Mill, Marshall and Keynes. Particular emphasis on the development of theories relating to economic growth, the stationary state, value and distribution, international trade and the role of the state. Prerequisites: Economics 111A or b and Economics 112A or b, or Economics 101A or b, or permission of the instructor.

300b. *Human Resources, Poverty and Urban Economics*: Mr. Gubins (Haverford).

Independent empirical research on selected manpower development, poverty, and urban problems of the Philadelphia region. Weekly seminars will be concerned with problems of research. Prerequisite: Economics 209A or permission of the instructor.

301A. *Statistical Methods in Economics*: Mr. Behravesh.

Frequency distributions, probability and sampling theory, simple correlation and multiple regression and an introduction to econometric terminology and reasoning. The computer programming and other techniques required are developed as part of the course. Prerequisites: Economics 111A or b, Economics 112A or b, or Economics 101A or b.

302b. *Introduction to Econometrics*: Mr. Behravesh.

The econometric theory presented in Economics 301A is further developed and its most important empirical economic applications are considered. Each student will do a six-week empirical research project using multiple regression and other statistical techniques. Prerequisite: Economics 301A and the permission of the instructor.

303b. *Macroeconomic Analysis*: Mr. Gubins (Haverford).

Rigorous review of the theoretical foundations of income determination, monetary phenomena, and economic fluctuations. Introduction to dynamic processes. Prerequisite: Economics 111A or b, or Economics 101A or b.

304A. *Microeconomic Analysis*: Mrs. Wolfe.

Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, and ideal pricing. Introduction to operations research. Prerequisite: Economics 112A or b, or Economics 101A or b, or permission of the instructor.

305b. *Development Analysis*: Mr. Hunter (Haverford).

Theoretical treatment of the structured changes associated with the process of economic development, especially in poor countries, and rigorous analysis of criteria for policy judgments in development programming. Introduction to input-output and linear programming methods. Prerequisite: Economics 111a or b, and Economics 112a or b, or Economics 101a or b or permission of the instructor.

307b. *Communist Development*: Mr. Hunter.

Prerequisite: Economics 210a or permission of the instructor.

310b. *Applied Microeconomics*: Mr. Gubins (Haverford).

The models and analytical technique developed in microeconomic theory will be applied to problems of significance for public policy. Topics will be chosen from among those for which a theoretical and empirical literature exists to allow for an in-depth understanding of the contributions of economic analysis to these problems. Only two areas will be chosen each year. For 1973-1974 the areas are health services and environmental production. Prerequisite: Economics 304b or permission of the instructor.

311a. *International Economics*: Mr. Farley.

Student research will involve constructing measures of recent developments between trading nations, testing hypotheses using existing data and current statistical techniques, or attempting extensions of international trade theory. Prerequisite: Economics 206b or permission of the instructor.

399. *Senior Conference*: Weekly two-hour seminars for which readings are assigned and reports are prepared. Semester I: economic theory; Semester II: topic to be chosen by the students. Each student will have the option of writing a paper or taking an examination.

Honors Work: One unit of Honors work may be taken by students recommended by the Department.

Interdepartmental Work: The Department of Economics participates in the Interdepartmental concentration in *Hispanic and Hispanic-American Studies*. See page 148.

Teaching Certification: A sequence of work offered by the Department of Economics and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Education and Child Development

Professors: Ethel W. Maw, PH.D., *Chairman*
Janet L. Hoopes, PH.D., *Director, Child Study Institute*

Associate Professors: Susan E. Maxfield, M.S., *Director, Thorne School*
Emmy A. Pepitone, PH.D.
Faye P. Soffen, ED.D.

Lecturer: Beth M. Riser, M.A.
Assistant: Lelia Brodersen, M.A.

The work in Education is designed for students preparing for teaching or for work with children in a variety of fields. The curriculum treats the nature and development of the child, the psychology of teaching and learning, and principles of measurement. It deals with the history, philosophy and objectives of the school as a social institution.

Although there is no major in Education, a sequence of courses in the Department enables the student to prepare for teaching in the secondary school. Students expecting to teach are urged to confer with the Department during the freshman year.

The Thorne School is maintained by the Department as a laboratory for child study where undergraduates have experience with young children. The pre-kindergarten program, in which advanced students assist, provides training for those planning to teach.

The Department also operates the Child Study Institute. This is a mental health service supported by the College, by the Lower Merion Township Schools and by fees. Problems of learning and behavior are studied; psychological testing, psychiatric treatment, remedial teaching and a program of counseling for children and parents are carried on. Advanced students participate in the work, and undergraduate and graduate students observe in the schools and at the Institute.

101b. *The Social Foundations of Education:* Mrs. Pepitone.

[102b. *History and Philosophy of Education:* Mrs. Pepitone.]

201a. *Educational Psychology:* Mrs. Riser.

Psychology and measurement related to educational objectives partic-

ularly from the point of view of what is currently known about human social, affective, cognitive and learning behavior. Laboratory work is required. Prerequisite: Psychology 101.

301a. *Principles of Teaching in the Secondary School*: Mrs. Maw.

The objectives, curriculum and organization of the secondary school. The nature of the learner and his relation to the school program and aims. Two-hour seminar per week; student teaching in the junior or senior high school.

[302a. *Principles of Teaching in the Elementary School*: Mrs. Maw.]

303b. *Developmental and Remedial Reading*: Mrs. Riser.

306a. *Child Psychology*: Instructor to be announced.

The development of the child from infancy through the latency period. Physical, intellectual and emotional growth and learning in family and the school. Three hours lecture a week. Students do laboratory work in centers serving young children. Cooperating centers include the Thorne School, agencies serving neglected children and nursery schools for disadvantaged children. Prerequisite: Psychology 101a.

306b. *Adolescent Development*: Instructor to be announced.

Patterns of growth and development—physical, emotional, social, intellectual—during the adolescent period. Theory and research focusing on adolescents in home, school and community. Two-hour seminar per week; laboratory work with adolescents.

Certificate to Teach

Requirements for the state certificate to teach in the public secondary school can be met by the appropriate selection of courses in this Department and in the major field or fields. Though each state has its own requirements, most follow the same pattern, namely the Bachelor of Arts degree with emphasis upon a content area offered in the secondary school plus eighteen semester hours of professional preparation for teaching. At Bryn Mawr the suggested sequence includes Psychology 101 followed by Education 101b, 201a, and 306a or 306b or 102b. Required of all is Education 301a.

The certificate to teach in the elementary school requires some substitutions in the list above plus additional requirements which differ

from state to state. The basic work offered by this Department must be supplemented by courses taken elsewhere.

Selected Graduate Seminars: For certain undergraduates who have taken Child Psychology or Educational Psychology the following graduate seminars are open upon the consent of the instructor with the permission of the student's class dean and the Dean of the Graduate School of Arts and Sciences.

Critical Issues in Child Development: Miss Hoopes.

Adolescent Development: Miss Hoopes.

Psychology of Exceptional Children: Mrs. Riser.

Diagnosis and Remediation of Learning Deficit: Mrs. Riser.

English

Professors: Robert B. Burlin, PH.D., *Chairman*

K. Laurence Stapleton, A.B.¹

Professor of English and Performing Arts: Robert H. Butman, M.A.

Associate Professors: Thomas H. Jackson, PH.D.

Joseph E. Kramer, PH.D.

Assistant Professors: Louise K. Barnett, PH.D.

Sandra M. Berwind, PH.D.

Roger W. Cummins, PH.D.

Stephen Goodwin, M.A.

Sandra I. Kohler, PH.D.

Lecturers:

Susan K. Becker, PH.D.

Katrin Ristkok Burlin, M.A.

E. Jane Hedley, PH.D., *Class Dean*

Ramona T. Livingston, A.B.

Adrienne Lockhart, PH.D.²

Janis P. Stout, PH.D.

Instructor: Susan V. Berman, M.A.

1. On leave semester I, 1973-74.

2. On leave semester II, 1973-74.

The Department offers an opportunity to explore all periods of English literature. Through comprehensive reading as well as close analysis, the major in English seeks to develop a historical perspective, critical and writing abilities, and an understanding of the imaginative process.

Requirements in the Major Subject:

Prerequisite: English 101 (Bryn Mawr or Haverford) or its equivalent. Four second-year or advanced units in English literature and the Senior Conference.

At least one full unit must be at an advanced (300) level.

At least one-half unit must be in the literature of the Middle Ages. (Students may in consultation with their departmental advisors take a portion of their work at Haverford.)

Allied Subjects: Majors are urged to build a strong ally in classical or modern literature, History, Philosophy, or History of Art. Other courses in Music, History of Religion, Political Science, Sociology and Linguistics may also be counted. A second-year writing course may be substituted for one unit of allied work.

Students contemplating graduate work in English are reminded that most graduate schools require a reading knowledge of French and German, and frequently Latin as well, for the Ph.D.

015. *English Composition and Reading:* Members of the Department.

Training in writing discursive prose, with emphasis on the critical analysis of a few works by selected authors. There will be weekly papers, two class meetings a week, and regular conferences. Brief descriptions of the topics and reading lists for 1973-74 will be sent to each student in May, to allow her to indicate her preference. (Note: there is one division of this course, called "Readings in English Literature," which may be substituted for the prerequisite to the English major. In this division there will be three class meetings a week, as well as more reading. The paper requirements are the same as for the other divisions.)

Writing Courses

Weekly papers are required in the following courses. Students who cannot meet this requirement should not elect any of these courses.

291a.* *Experimental Prose Writing*: Mr. Goodwin.
& b.

292a.* *Fiction Writing*: Mr. Goodwin.
& b.

[293.* *Advanced Writing*.]

295b.* *Verse Composition*: Miss Stapleton.

298a.* *Playwriting and Production*: Mr. Butman.
Writing of two original one-act plays.

298b.* *Advanced Playwriting and Production*: Mr. Butman.
Writing of a full-length play and preparation of its production-
book.
Prerequisite: Permission of the instructor.

Literature

101a. *Major Works in English Literature*: Mrs. Barnett, Mrs. Berwind, Mrs.
& b. Kohler; Mr. Ashmead, Mr. Rose, Mr. Satterthwaite (Haverford).

This prerequisite to the English major, taught jointly at Haverford and Bryn Mawr, is the critical study, in chronological sequence, of major works by major authors, including Chaucer, Spenser, Shakespeare, Milton, Pope and Wordsworth, plus a major novel. The emphasis will be on close reading, and the continuity of traditions and modes in English and American literature.

201a. *Chaucer and His Contemporaries*: Mrs. Lockhart.

The course will concentrate upon Chaucer's early poems and the *Troilus*, with supplementary readings from the Middle English period.

[209b. *Medieval Narrative: From Beowulf to Malory*: Mr. Burlin.]

225a. *Shakespeare*: Mr. Kramer.

& b. a. From *Titus Andronicus* to *Hamlet* (circa 1589-1600). The non-dramatic poetry of Shakespeare will be read with specific reference to illuminating the dramas.

b. From *Troilus and Cressida* to *Henry VIII*.

[228a. *Modern Drama*: Mr. Kramer.]
& b.

240a. *Restoration and Eighteenth Century Literature*.
& b. a. Restoration drama; Dryden; Swift; the early Pope.
b. The later Pope; Johnson and his circle; the novel.

[251a. *The Romantic Poets*.]
& b.

[254a. *Victorian Literature*.]
& b.

257a. *The English Novel of the Eighteenth and Nineteenth Centuries*:
& b. Mrs. Burlin.

A study of selected novels in the context of relevant eighteenth and nineteenth century intellectual trends and critical approaches. The contribution of women writers will be emphasized.

a. Defoe, Richardson, Fielding, Smollett, Sterne, Walpole, Radcliffe, Burney, Goldsmith, Edgeworth, and Austen.

b. Scott, Dickens, Thackeray, Gaskell, Bronte, C., Bronte, E., Trollope, Eliot, and Meredith.

260a. *American Literature*: Mr. Cummins, Mrs. Barnett.

& b. The development of American literature from the colonial period to the present, with intensive study of major authors and prominent themes. Some attention will be given to American intellectual history.

[264a. *Racial Minorities in the Modern American Novel*: Mrs. Barnett.]

270a. *Major Forces in Twentieth Century Literature*: Mr. Jackson, Mrs. & b. Berwind.

Twentieth century literature in its relationship to earlier literary and intellectual traditions, principal themes, and technical achievements, seen through extensive study of selected major twentieth century writers.

281a. *Urban Fiction*: Mrs. Barnett.

An examination of nineteenth and twentieth century fiction in which the city plays a major role as both setting and symbol. The historical development of urban fiction as a genre with specific con-

ventions will be considered, as well as the diversity of literary techniques found in the works read. Attention will be given to the effect of the urban environment on man and society.

[283a. *Women Writers: Mrs. Lockhart.*]

The following courses are open primarily to advanced students; enrollment will be restricted at the discretion of the instructor.

300. *Old English Literature: Mr. Burlin.*

After a brief introduction to the language and some reading of prose, the first term will be devoted to short lyrics and questions of Old English poetic style; the second term, to a careful study of the textual and critical problems of *Beowulf*.

[301a. *Readings in the Middle English Literature: Mr. Burlin.*]

310a. *Spenser and the Literature of the Sixteenth Century: Mrs. Kohler.*

& b. The study of the major poetic genres in sixteenth century England with emphasis on the works of Spenser. During first semester, pastoral poetry, sonnet sequences, the Ovidian epic and satire will be treated; second semester will concentrate on a reading of *The Faerie Queene*. Poetry and prose by other writers including Sidney, Shakespeare, Marlowe, Daniel, and Drayton will be read in the course of the year.

321a. *English Drama to 1642: Mr. Kramer.*

& b. (a) Development of the English Drama from liturgical beginnings to the death of Elizabeth (1603). (b) Jacobean and Caroline Drama. Methods of production, emergence and interrelatedness of types and modes of drama, and close attention to individual texts will be stressed in both semesters. (a) is not a prerequisite to (b).

[323a. *Renaissance English Tragedy: Mr. Kramer.*]

[325a. *Studies in Shakespeare: Mrs. Kohler.*]

[326a. *The Theatre of Ben Jonson: Mr. Kramer.*]

[330a. *The Seventeenth Century: Miss Stapleton.*]

& b.

364b. *The Major Fiction of William Faulkner*: Instructor to be announced.

A critical examination of eight or nine of Faulkner's major novels. *The Sound and the Fury*, *Light in August*, and *Absalom, Absalom* will receive particular emphasis.

367b. *American Fiction 1880-1920*: Mr. Cummins.

A close reading of works by Henry James and representative novels or short stories by such writers as Mark Twain, W. D. Howells, Mary Wilkins Freeman, Sarah Orne Jewett, Kate Chopin, Stephen Crane, Edith Wharton, Sherwood Anderson, Charles Chestnutt, Theodore Dreiser, Willa Cather. Attention will be given to literary theory, American realism, the local color movement, and American intellectual and social history.

371a. *The Development of Modern Poetry*: Mr. Jackson.

The European and English backgrounds of the modern movement, its theoretical base, and early major manifestations. Attention will be given to the definition of "modernism."

376a. *William Butler Yeats*: Mrs. Berwind.

An investigation of the relationships between the *Collected Poems* and selected prose of W.B. Yeats. *The Celtic Twilight*, *The Secret Rose*, and *A Vision* will be among the prose works studied.

[381b. *The Sonnet*: Mrs. Kohler.]

[382b. *Pastoral and Landscape Literature*.]

384a. *Approaches to the Theory and Practice of Fiction*: Mrs. Lockhart.

Studies in the criticism of fiction, concentrating on the varieties of forms of fiction and the theories of writers themselves. Some novels will be read in conjunction with critical works.

389b. *Studies in Twentieth Century Criticism*: Mr. Jackson.

Studies of the sources, techniques and philosophical bearings of the dominant modes of modern critical thought, centering on Coleridge, Arnold, Ruskin, Richards, Leavis, Empson, Brooks and Frye.

399. *Senior Conference*: The Senior Conference will continue for the entire year and will focus upon a core of reading, determined in advance by the two instructors for each semester. The reading will consist of substantial and significant works drawn from all periods of English and American literature, ranging from the late medieval period to the modern.

Majors in English will be expected to know the works in advance—either through course work or summer reading. The conferences will consider kinds of critical approaches to these works and will demand further reading, as well as reports by the students. A work may be considered in its historical context (political, philosophical, occasional background); in the context of other works by the author (for both thematic and formal comparison); in the context of other works of the same period; and, for structural and generic studies, in the context of the entire spectrum of English and American literature. Concurrently the student will become acquainted with examples of practical and theoretical criticism which exemplify these various approaches.

At the end of the year the students will be examined by a committee of three members of the Department *not* involved in supervision of the conference. The examination will be written; questions will be of a broad sort that will allow for many kinds of exemplification as well as intelligent use of supplementary and secondary reading. The student will also be allowed two other options. With the approval of the instructors, she may present a paper of approximately twenty pages on a topic of her choosing related to the core reading. (Such an alternative will have to be decided upon early in the second semester and be contingent upon full participation in the seminar work.) Secondly, the student may present herself to the Examination Committee for a fifty-minute oral examination. The grade for the year will be determined by the Examination Committee in consultation with the conference instructors.

Honors Work: In the senior year, Honors work, consisting of independent reading, reports and conferences, is offered to students of marked ability. Honors papers are due on the Friday two weeks before the end of classes.

Teaching Certification: A sequence of work offered by the Department of English and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

French

Professors: Michel Guggenheim, PH.D.

Mario Maurin, PH.D.

Associate Professors: Gérard Defaux, *Agrégé*

Pauline Jones, PH.D., *Chairman*

Assistant Professors: Charles Altman, PH.D.

Catherine Lafarge, PH.D.

Lecturer: Margaret Maurin, PH.D.

Instructor: Vivien Thweatt, M.A.

Assistant: Clifford J. Brooks, B.S.L.

The major in French includes work in both literature and language. In the first year students are introduced to the study of French literature, and special attention is given to the speaking and writing of French. Second-year courses treat French literature from the beginning to the present day. In these courses, students whose command of written French is inadequate will be required to attend regular sessions devoted to special training in writing French. A second-year half-course is devoted to advanced language training, with practice in spoken as well as in written French.

Advanced courses offer detailed study of individual authors, genres and movements. Students in all courses are encouraged to make use of the tapes available in the Language Laboratory. In French 001, 002 and 205c, the use of the Laboratory and intensive oral practice in small groups directed by a department assistant form an integral part of the course. French majors find it valuable to supplement the work done at Bryn Mawr by study abroad either during the summer at the *Institut* in Avignon or by study abroad during the sophomore or junior year. Residence in French House for at least one year is advisable.

Requirements in the Major Subject: French 101, French 205c, four semesters of 200-level literature courses, two semesters of advanced

literature courses, and the Senior Conference. Students whose preparation for college has included advanced work in language and literature may, with consent of the Department, substitute a more advanced course for French 101. Occasionally, students may be admitted to seminars in the Graduate School. Such arrangements are made at the suggestion of the Department, with the approval of the Dean of the Graduate School of Arts and Sciences.

All French majors are expected to have acquired fluency in the French language (written and oral). Unless specifically exempted by the Department, they are required to take French 205c.

Allied Subjects: Any other language or literature, European History, History of Art, Music, Philosophy.

001. *Elementary French:* Members of the Department.

The speaking and understanding of French are emphasized, particularly during the first semester. The work includes regular use of the Language Laboratory and is supplemented by intensive oral practice sessions three or four times weekly. The course meets five times a week.

002. *Intermediate French:* Members of the Department.

The emphasis on speaking and understanding French is continued, texts from French literature are read, and short papers are written in French. Students are expected to use the Language Laboratory regularly and to attend supplementary oral practice sessions twice a week.

101. *Readings in French Literature with Practical Exercises in the French Language:* Members of the Department.

The works read are chosen from various periods and genres, and include drama, poetry, novels and short stories. Oral expression and practice in writing are emphasized.

201a. *French Literature of the Seventeenth Century:* Mr. Altman.

The course will cover representative authors and literary movements. Special attention will be given to the concept of the Baroque, the development of Tragedy and the Age of Classicism.

201b. *French Literature of the Eighteenth Century:* Miss Lafarge.

The course will include texts representative of the Enlightenment and the Preromantic movement, with emphasis upon the development

of liberal thought as illustrated in the *Encyclopédie* and the works of Montesquieu, Voltaire, Diderot, and Rousseau.

- 202a. *French Literature of the Nineteenth Century*: Mr. Guggenheim, Mr. Maurin.

The poetry, drama and prose of Romanticism. A study of representative novelists such as Stendhal, Balzac, and Flaubert. Poetry in the second half of the century: the aesthetics of the Parnasse, Baudelaire, the Symbolist movement.

- 202b. *French Literature of the Twentieth Century*: Miss Jones, Mr. Maurin.

A study of selected works illustrating the principal literary movements from the turn of the century to the present. Gide, Proust, Valéry, Claudel, Surrealism, Existentialism, the Theater of the Absurd, the New Novel.

- 203a. *French Literature of the Middle Ages*: Mr. Defaux.

A study, through selected works read in modern French versions, of the main literary genres of medieval literature: epic and lyric poetry, *roman courtois*, satire, historical chronicles, religious and comic theater.

- [204a. *French Literature of the Sixteenth Century*: Mr. Defaux.]

- 205b. *Narrative Techniques in Continental Fiction*: Mr. Altman.

(INT.) See Interdepartmental course 205b, page 149.

- 205c. *Advanced Training in the French Language*: Mr. Guggenheim, Miss Jones.

Intensive practice in writing and speaking the language. Compositions, literary translations, oral reports and discussions.

- [290. *The Civilization of France*: Mr. Silvera.]

(INT.)

- 295a. *La France aujourd'hui*. Instructor to be announced.

(INT.) See Interdepartmental course 295a, French Studies, page 145.

- 295b. *Littérature, Histoire et Société de Montaigne à Madame de Roland*:

(INT.) Mr. Guggenheim.

See Interdepartmental course 295b, French Studies, page 145.

[301. *French Lyric Poetry.*]

[303. *French Novel.*]

[304. *French Essayists and Moralists.*]

305a. *Le Théâtre du XXe siècle*: Mr. Guggenheim.

A survey of sixty years of French Drama, as seen through representative plays from *Ubu Roi* to the *avant-garde* of the 1950's. Special emphasis will be given to Claudel, Giraudoux, and the *théâtre de l'absurde*.

305b. *Analyse structurale du roman*: Mr. Altman.

Various approaches to structural criticism—formalist, generic, structuralist—will be brought to bear on texts chosen from all periods of French fiction. Individual novels will be considered both as isolated creations and as part of the system of literature.

306a. *La Démolition du héros au XVIIe siècle: Pascal et La Rochefoucauld*: Mr. Defaux.

A study of one of the three main philosophical and ethical currents of the *Grand Siècle* within the framework of the conflict between free will and predestination. Special attention will be given to the influence of the 17th-century concept of anti-heroism on 18th-century Enlightenment and on such 20th-century authors as Gide and Sartre.

306b. *Valéry et Claudel*: Mr. Maurin.

A selective survey of the poetic, dramatic and essayistic works of these two writers, with particular emphasis on their poetical theory and practice.

Courses at Haverford

311a. *Advanced Topics in French Literature: Baudelaire*: Mr. Cook.

A study of the poetry and diaries with considerable emphasis on his view of literature in relation to that of Mallarmé, Poe, Keats and

Coleridge. Prerequisite: permission of the chairman of the Haverford Department of French.

- 311b. Topic to be announced: Mr. Gutwirth.

Junior Year Abroad: Students majoring in French may, by a joint recommendation of the Dean of the College and the Department of French, be allowed to spend their junior year in France under one of the junior year plans, such as those organized by Hamilton, Sarah Lawrence, Smith, Swarthmore, Sweet Briar Colleges, New York University, SUNY at Buffalo, or L'Académie.

Summer Study: Students wishing to enroll in a summer program may apply for admission to the *Institut d'Etudes françaises d'Avignon*, held under the auspices of Bryn Mawr. The *Institut* is designed for selected men and women undergraduate and graduate students with a serious interest in French culture, most particularly for those who anticipate professional careers requiring a knowledge of the language and civilization of France. The curriculum includes general and advanced courses in French language, literature, social sciences, history and art. The program is open to students of high academic achievement who have completed a course in French at the third-year college level, or the equivalent.

399. *Senior Conference:* Miss Lafarge, Mr. Defaux.

A weekly seminar on representative works of French literature followed at the end of the year by an oral explication of a French literary text and a three-hour written examination.

Honors Work: On the recommendation of the Department, students in their senior year will be admitted to Honors work consisting of independent reading, conferences and a long paper.

Interdepartmental Work: The Department of French participates in the Interdepartmental majors: *French Studies* and *The Growth and Structure of Cities*. See page 144.

Teaching Certification: A sequence of work offered by the Department of French and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Geology

Associate Professors: Maria Luisa B. Crawford, PH.D.

William A. Crawford, PH.D.¹

Lucian B. Platt, PH.D., *Chairman*

Assistant Professor: W. Bruce Saunders, PH.D.

Visiting Lecturer: Thomas O. Wright, M.S.

The Department seeks to make students more aware of the physical world around them. The subject includes a study of the nature of the materials of which the world is made, of the physical processes which have formed the earth, especially near the surface, of the history of the earth and its organisms, and of the various techniques necessary to investigate earth processes and history. Geology borrows widely from its sister sciences, combining many disciplines into an attack on the problem of the earth itself. An essential part of any geologic training lies outside the classroom, in field work.

Requirements in the Major Subject: Geology 101, 201, 202a, 204a, one advanced unit. In addition, at least one of the following first-year courses is normally required: Biology, Chemistry or Physics. The sixth unit may be chosen in Geology or in an allied field approved by the Department. In addition, the Senior Conference is required. Students are encouraged to meet some of the major and allied requirements by advanced standing or placement examinations.

Allied Subjects: Biology, Chemistry, Physics, Mathematics; Astronomy, Anthropology, Archaeology, Economics or Statistics may be accepted in special cases.

101a. *Physical Geology:* Mrs. Crawford, Mr. Platt, Mr. Wright.

A study of materials and structures of the earth; surface and near-surface processes such as the action of streams, glaciers, and volcanoes; and of the features to which they give rise. Three lectures, four hours laboratory or field work a week.

101b. *Historical Geology:* Mr. Platt, Mr. Saunders, Mr. Wright.

The history of the earth from its beginning, and the evolution of the living forms which have populated it. Three lectures, four hours

1. On leave semester I, 1973-74.

laboratory or field work a week. A three-day field trip is taken in the spring. Prerequisite: Geology 101A or equivalent.

[121A. *Geology* (Bryn Mawr) and *Astronomy* (Haverford): Mr. Platt, Mr. Green (Haverford).]

201A. *Crystallography*: Mrs. Crawford.

The study of crystal systems and space groups, optical crystallography and crystal chemistry. The emphasis will be on the relation between the physical properties of crystalline substances and their structures and chemical constitution. Three lectures, four hours laboratory a week. Prerequisite: Permission of instructor.

201B. *Mineralogy*: Mrs. Crawford.

Descriptive and determinative mineralogy and mineral paragenesis. Three lectures, four hours laboratory a week. Prerequisite: Geology 201A.

202A. *Invertebrate Paleontology*: Mr. Saunders.

A systematic survey of animal groups in geologic time, with emphasis on their morphology, ecology and evolution. Three lectures, three hours laboratory a week. Prerequisite: Geology 101 or permission of instructor.

[203B. *Physiography*: Mr. Crawford.]

204A. *Structural Geology*: Mr. Platt.

Recognition and description of deformed rocks; introduction to mechanics and patterns of deformation. Three lectures and three hours laboratory or field work a week. Prerequisite: Geology 101 or permission of instructor.

[205B. *Introduction to Geochemistry*: Mr. Crawford.]

302B. *Advanced Paleontology*: Mr. Saunders.

Principles, theory and application of various aspects of paleontology such as evolution, biostratigraphy. Laboratory project-oriented, to include practical applications dependent on student and instructor's particular areas of interest. Three lectures, three hours of laboratory each week (with occasional augmentation by field work). Prerequisite: Geology 202A or permission of instructor.

[303a. *Thermodynamics for Geologists*: Mr. Crawford.]

303b. *Advanced Geochemistry*: Mr. Crawford.

A review of selected topics in geochemistry. The laboratory consists of wet chemical and instrumental methods of analysis of silicate materials and natural waters. Two lectures and four hours laboratory a week. Prerequisite: Geology 303a or permission of instructor.

[304. *Introduction to Petrology*: Mr. Saunders, Mrs. Crawford, Mr. Crawford.]

305b. *X-ray Crystallography*: Mrs. Crawford.

An introduction to the elements of x-ray crystallography including the geometry of crystals, the physics of x-rays and how x-rays interact with crystals. The laboratory will cover experimental study of powder and single-crystal x-ray diffraction. Prerequisite: Any 101 science. Two lectures, four hours laboratory a week.

306b. *Stratigraphy*: Mr. Platt, Mr. Saunders.

Principles, theory, and criteria for recognition of processes of formation of sedimentary rocks. Environments of deposition, basic stratigraphic relations, and interpretations of specific lithotopes. Three lectures a week. Field trips. Prerequisite: Geology 202a.

399. *Senior Conference* shall consist of:

1. "Topics in Geology," led by members of the Department.
2. A written report on an independent project in the field, laboratory or library.

Honors Work: Honors work in any of the advanced fields is offered to any student who has completed the first two years in Geology with distinction.

Certain graduate courses are open to properly trained undergraduates with the approval of the student's class dean and the Dean of the Graduate School of Arts and Sciences.

German

Professor: Hans Bänziger, PH.D.¹

Associate Professors: Marie G. Flaherty, PH.D., *Chairman*
Nancy C. Dorian, PH.D.

Assistant Professor: James W. Scott, PH.D.

Visiting Lecturer: Ernst Nef, PH.D.

Lecturer: Katrin T. Bean, PH.D.

The purpose of the major in German is to lay the foundation for an understanding and appreciation of German culture through its literature and language. Students may elect to concentrate on the German language during their major program, or on German literature. The former program includes an introduction to applied German linguistics, Middle High German, and Germanic philology. The latter program concentrates on important epochs and genres of literature in the German-speaking lands. A broad base for students in both options is attained through a common core of courses for all German majors, including the History of the German Language and a Survey of German Literature. All German majors are expected to acquire fluency in the German language (written and oral). They are encouraged to gain supplementary exposure to the German language through residence in the German House and/or by study abroad during the summer or the junior year.

The German Departments of Bryn Mawr College and Haverford College cooperate to offer the widest possible range of courses to students in both colleges. Haverford German courses conducted in German are applicable to the Bryn Mawr German major.

Requirements in the Major Subject: The normal course sequence for the major is German 101, 201a or b, 202, 300a, and at least one other advanced unit. The Senior Conference is also required. Special consideration is given to students who have supplemented their linguistic training as outlined above.

Allied Subjects: Any language or literature, History, Political Science, Philosophy, Music, History of Art.

1. On leave semester II, 1973-74.

001. *Elementary German* (Speaking and Reading) : Members of the Department.

The course offers the foundation of the language with emphasis on the aural-oral method. Increased importance is given to reading as the course progresses.

002. *Intermediate German*: Members of the Department.

Thorough review of grammar, exercises in composition, oral practice, and specially selected readings for students who have had the equivalent of two years of high school German and for those who are not yet adequately prepared to take German 101.

101. *Readings in German Literature*: Members of the Department.

Continued practice in speaking and writing. Reading and discussion of selected works of German literature, including poetry, novellae, and drama.

- 150a. *Advanced Training in the German Language*: Mrs. Marshall (Haverford) and Mr. Bänziger.

[201b.] First semester at Haverford. Advanced training in speaking, writing, translating; stylistic exercises; reading of non-fictional material; oral reports and discussions; compositions.

- 202a. *Goethe and Schiller*: Miss Flaherty.

Representative works will be read and examined closely. Special attention will be given to their historical and aesthetic backgrounds as well as their position in the history of German literature.

- [202b. *Romanticism*: Miss Flaherty.]

- 204b. *German Realism*: Mr. Nef.

Poetry and prose of Stifter, Storm, Keller, Fontane. Reading and discussion of their relationship to the trends of the times.

- [300a. *A Survey of German Literature*: Mr. Bänziger.]

- 301b. *History of the German Language*: Miss Dorian.

History of the German language from its Indo-European origin to its modern dialects.

- [302a. *Vernacular Literature in Medieval Germany*: Mr. Scott.]

- 304a. *The German "Novelle"*: Mr. Bänziger.

The "Novelle" tradition in Austria, Germany and Switzerland.

[305a. *The Modern German Drama*: Mr. Bänziger.]

[306a. *German Poetry*: Mr. Bänziger.]

[307b. *The Literature of Reformation*: Mr. Scott.]

310b. *Lessing and the Enlightenment*: Miss Flaherty.

A study of Lessing's major works and his relationship to contemporary literary, aesthetic, dramaturgical, historical, and theological trends.

Courses at Haverford

055. *German for Reading Knowledge*: Mrs. Marshall.

354a. *German Lyric Poetry*: Mr. Stiefel.

In translation: 271a. *Three Cosmologies*: Mr. Stiefel.

399. *Senior Conference*:

Each major is expected (1) to write a paper under the supervision of a member of the department, (2) to participate in a conference during the second semester, (3) to take an oral examination on the topics discussed in the conference at the end of the year.

Honors Work: On recommendation of the Department, students in the senior year will be admitted to Honors work consisting of independent reading, conferences and a substantial paper.

Teaching Certification: A sequence of work offered by the Department of German and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Greek

Professor: Mabel Louise Lang, PH.D., *Chairman*

Assistant Professors: Gregory W. Dickerson, PH.D.

Richard Hamilton, PH.D.

The courses in language and literature are designed to acquaint the students with the various aspects of ancient Greek culture through a mastery of the Greek language and a comprehension of Greek mythology, religion and the other basic forms of expression through which

that culture developed. The works of poets, philosophers and historians are studied both in their historical context and in relation to subsequent Western thought.

Requirements in the Major Subject: 001, 101a, 201, 301, one other half-unit course and the Senior Conference. Prospective majors in Greek are advised to take Greek 001 in the freshman year.

Allied Subjects: Ancient History, Classical Archaeology, History of Art, History of Religion, any language, Philosophy.

001. *Elementary Greek:* Miss Lang.

Semester I: elements of grammar, prose composition, reading, readings from ancient authors and the *New Testament*. Semester II: Plato's *Apology* and *Crito*; sight readings in class from Euripides' *Alcestis*.

101a. *Herodotus:* Mr. Dickerson.

After a review of Attic Greek with *Lysias* the reading is Book VI of Herodotus; prose composition is required.

101b. *Tragedy:* Mr. Hamilton.

Sophocles' *Antigone* and Euripides' *Medea*; a critical literary paper is required.

202a. *Homer:* Mr. Dickerson.

Several books of the *Odyssey* are read, and verse composition is attempted. A short essay is required.

201a. *Plato and Thucydides:* Mr. Hamilton.

The *Symposium* and an abridged version of the Sicilian Expedition, with required prose composition.

201b. *Tragedy:* Mr. Dickerson.

Aristotle's *Poetics*, Euripides' *Bacchae* and Sophocles' *Oedipus Tyrannus*; a critical literary essay is required.

[203. *Greek Literature in Translation.*]

213a. *Myth in Practice and Theory:* Miss Lang. See Interdepartmental course (INT.) 213a., page 149.

314b. *Development of Greek Tragedy:* Mr. Hamilton.

Greek tragedies will be read in translation and examined not only for internal coherence and poetic vitality but also for continuity within the works of one poet and within the genre as a whole.

- 301a. *Hesiod and the Lyric Poets*: Mr. Hamilton.
The Works and Days, and early elegiac and lyric poetry, including the odes of Pindar.
- 301b. *Aeschylus and Aristophanes*: Mr. Dickerson.
Aeschylus' *Agamemnon* and Aristophanes' *Frogs*.
399. *Senior Conference*: Weekly meetings with the members of the Department to explore in depth one or two areas (such as Homer and Oral Poetry, the Lyric Age of Greece, Attic Tragedy, the Golden Age of Athens, Biography and Rhetoric in Early Greek History, Folklore and Mythology in Greece). Oral reports will be scheduled throughout the year, and at the end there will be a written examination in sight translation from Greek to English and whatever other evaluation of the conferences each group deems appropriate.

Students doing their major work in Greek only will be expected to elect two conference areas; those doing a double major or a minor in another field will elect only one. A student majoring in another field may be admitted to one of the conferences without being liable for the translation examination.

For work in Greek History see History 205b.

Honors Work: Honors may be taken by qualified seniors either in conjunction with the advanced course or after its completion.

Interdepartmental Work: The Department of Greek participates in the Interdepartmental majors: *Classical Languages* and *Classical Studies*. See page 143.

History

Professors: Arthur P. Dudden, PH.D., *Chairman*
Elizabeth Read Foster, PH.D.
J. H. M. Salmon, M.LITT., LIT.D.
James Tanis, TH.D., *Director of Libraries*

Associate Professors: Charles M. Brand, PH.D.

Mary Maples Dunn, PH.D.

Barbara M. Lane, PH.D.

Alain Silvera, PH.D.

Assistant Professor: Charles A. Culotta, PH.D.

Lecturers: Wendell P. Holbrook, A.B.

Phyllis S. Lachs, PH.D., *Associate Dean of the Graduate School of Arts and Sciences.*

Professor of Greek: Mabel Lang, PH.D.

Professor of Social Work and Social Research: Milton D. Speizman, PH.D.

Associate Professor of Latin: Russell T. Scott, PH.D.

Visiting Lecturer of Classical and Near Eastern Archaeology: Richard S. Ellis, PH.D.

Assistant: Louise E. Hoffman, A.B.

The History major is designed to enable the student to acquire historical perspective and historical method. Courses stress the development of ideas, cultures and institutions—political, social and economic—rather than the accumulation of data about particular events. Students study some topics and periods intensively in order to learn the use of documentary material and the evaluation of sources. Extensive reading is assigned in all courses to familiarize majors with varied kinds of historical writing and, in most courses, critical or narrative essays are required.

Requirements in the Major Subject: Students are expected to complete four units of History and two units of allied work meaningfully related to the discipline of History. The basic selection of courses is planned in the spring of the sophomore year and depends upon the special interests of each student together with the availability of courses. History 111 will ordinarily be required of all History majors, but it will not satisfy the departmental distribution requirements. A suitable distribution of work in History to be undertaken by History majors should include at least: 1) one European course; 2) one non-European

course; 3) one ancient, medieval, or early modern course concentrated before 1789; 4) one modern course concentrated after 1789; 5) one and one-half 300-level courses with one-half unit at least to be taken during the senior year. A particular course may very well satisfy more than one of the above qualifications. History majors will, in addition to the foregoing requirements, participate in the History Major Conference.

Allied Work: A wide choice is open to majors in History; in general those in modern fields will find courses in the Social Sciences most suitable, while those in earlier periods may select, with the permission of the department concerned, courses in classical studies, in Philosophy and History of Art. Intermediate or advanced courses in literature and in language may also serve to enrich the major offering.

III. *Western Civilization:* Members of the two Departments.

A Bryn Mawr-Haverford combined course surveying Western European civilization from the fall of Rome to the present. The course deals with both institutional and intellectual currents in the Western tradition. Conferences, discussions, and lectures deal with both primary materials and secondary historical accounts.

190. *The Form of the City:* Mrs. Lane.

(INT.) The physical character of historic and contemporary cities. Approximately ten cities will be studied intensively. Given in alternate years.

[200a. *Urban Society:* Mrs. Lane, Mr. Ross.]

(INT.)

[201. *English History:* Mr. McKenna (Haverford), and Mrs. Lachs.]

202. *The United States of America:* Mr. Dudden.

A study of the eighteenth, nineteenth, and twentieth centuries with emphasis upon the formation of the Republic and subsequent transformation of American national life.

203. *Medieval European Civilization:* Mr. McKenna (Haverford).

Western European development from the fall of Rome to about 1350. Economic, institutional and intellectual developments in the major kingdoms of the West and the history of the Latin Church will be included.

204. *Europe, 1789-1848*: Mr. Silvera, Mr. Culotta.

The French Revolution and the spread of revolutionary ideas throughout the Napoleonic epoch comprise the first semester. Political and social history from the age of Metternich through the revolutions of 1848, including the effects of the industrial revolution, the growth of nationalism, and the varieties of socialism, will be covered in the second semester.

- 205a. *The Ancient Near East*: Mr. Ellis.

An introduction to the history of the ancient Near East from the beginning of the third millennium B.C. to the rise of the Persian Empire. The sources and nature of the earliest history of Egypt and Mesopotamia; the international developments in Western Asia and Egypt during the second millennium B.C.; the Dark Ages and survival of traditions in the Near East at the beginning of Greek history.

- 205b. *Ancient Greece*: Miss Lang.

A study of Greece from the Trojan War to Alexander the Great, with particular attention to the constitutional changes from monarchy, through aristocracy and tyranny, to democracy in various parts of the Greek world. The stress will be on ancient sources, including historians, inscriptions and archaeological and numismatic materials.

- 206a. *Roman History*: Mr. Scott.

The rise of Rome in Italy, contacts with the Hellenistic world, and the growth of the Roman Empire. Reading from source material and an essay will be required.

- 206b. *Roman History*: Mr. Scott.

The Roman Empire and the Hellenistic world to the reign of Constantine I.

207. *Latin America: Colonies and Revolutions*: Mrs. Dunn.

The conquest of South America, the transplantation and modification of European institutions, the colonial society, economy, and culture will be studied, followed by the revolutionary movements, and the establishments of new nations.

- [208. *Byzantine History*: Mr. Brand.]

- [209. *Early American History, 1607-1789*: Mrs. Dunn.]

210. *The Near East*: Mr. Silvera.

A survey of the Arab world and Turkey from the rise of Islam to

the Arab-Israeli wars. Among the topics to be studied in the first semester are the legacy of Islam, the rise and decline of the Umayyad and Abbasid Caliphates, and the development of the Muslim society and institutions under the Ottoman Empire. The second semester concentrates on the impact of the West and the growth of Arab nationalism.

[211b. *Medieval Mediterranean World*: Mr. Brand.]

212. *Renaissance and Reformation*: Mr. Salmon.

The course will consider the principal intellectual and religious movements in European History against their social background from the mid-fifteenth century to the mid-seventeenth century.

[225. *Europe since 1848*: Mr. Silvera.]

227. *The Age of Absolutism*: Mr. Spielman (Haverford).

The emergence of the European state system from the early seventeenth century to the revolutions of the early eighteenth century, including the revolutions in political and scientific thought.

230. *A History of the Afro-American People*: Mr. Holbrook.

A two-semester course concentrating on the experiences, concepts, organizations and struggles of the Black people in the United States. The time covered will range from the commencing of the modern slave trade in the fifteenth century to the present era; attention will be given to the intertwining of this history with United States and world history.

235. *West African History*: Mr. Holbrook.

A two semester survey of West African history from the Iron Age to the present. Themes to be covered include: State-building in the Sudan and forest belt, the growth of Islam, the impact of Europe and the trans-Atlantic slave trade, responses to European penetration and decolonization.

240b. *History and Principles of Quakerism*: Mr. Bronner (Haverford).

244. *Russian History*: Mrs. Gerstein (Haverford).

A topical study of Russian history from Kiev to the death of Lenin. The first semester will deal with the problem of Russian medieval culture, the growth of Muscovite absolutism, and the impact of the West in the eighteenth century; the second semester will cover moderniza-

tion, the growth of the radical intelligentsia and the Russian Revolution to 1924.

- [260. *Germany since 1815*: Mrs. Lane.]
261. *History of China*: Mrs. Borei (Haverford).
A general survey of Chinese civilization to the beginning of the nineteenth century. Lectures and discussions will deal topically with such themes as Confucianism and the growth of the Chinese bureaucracy.
- [262b. *History of Japan*: Mrs. Borei (Haverford).]
- [290. *The Civilization of France*: Mr. Silvera.]
(INT.)
- 300b. *The American City in the Twentieth Century*: Mr. Speizman.
(INT.) Social transformations under the impact of rapid urbanization. Will include some comparative study of urbanization in other societies.
- [301. *Europe in the Twentieth Century*: Mrs. Lane.]
- [302. *France, 1559-1661*: Mr. Salmon.]
- [303. *Topics in the Recent History of the United States*: Mr. Dudden.]
- [305a. *The Italian City-State in the Renaissance*: Mrs. Lane.]
(INT.)
- 307b. *Medieval Cities: Islamic, Byzantine and Western*: Mr. Brand.
(INT.) A Conference course to introduce the student to the comparative study of economy, society, politics and culture of towns in the Islamic, Byzantine, and Western European worlds from the seventh to thirteenth centuries. A reading knowledge of French or German or Italian is expected.
- [310b. *Mexico: A Study in Tradition and Revolution, Historical Continuity and Change*: Mrs. Dunn.]
- [311b. *Colonial Towns in North and South America*: Mrs. Dunn.]
(INT.)
- 312a. *History of Women in America*: Mrs. Dunn.
Study of the roles played by and assigned to American women from the colonial period through the nineteenth century. Prerequisite: some work in American History at the college level.

314. *The Rise of Modern Science*: Mr. Culotta.
(INT.) Changes in the concept "science" and its rapport with intellectual traditions are examined through the major scientific developments from the seventeenth through the twentieth century. Interpretations of the scientific revolution, national differences in the scientific enterprise, government involvement in science, and the rise of empirical and applied science are emphasized.
- [315a. *Topics in Modern British History*: Mr. Lachs.]
- [320a. *Golden Age of the Netherlands*: Mr. Tanis.]
- [321b. *Revolution within the Church*: Mr. Tanis.]
322. *Religious Forces in Colonial America*: Mr. Tanis.
Focusing on the interaction of diverse religious forces, the course will seek to relate both ecclesiastical and theological problems to the broader cultural and political context of the time.
330. *France since 1870*: Mr. Silvera.
Traces the political, social, and intellectual aspects of France from the Franco-Prussian War to the Treaty of Versailles. A reading knowledge of French is desirable.
- 340a. *Topics in American History*: Mr. Lane (Haverford).
347. *Topics in Far Eastern History*: Mrs. Borei (Haverford).
- 351a. *Regional History*: Mr. Bronner (Haverford).
- 355a. *Topics in European History*: Mr. Spielman (Haverford).
- 356b. *Topics in Russian and Modern European History*: Mrs. Gerstein (Haverford).
- 358b. *Topics in Medieval English History*: Mr. McKenna (Haverford).
360. *Early Modern English History*: Mrs. Foster.
Selected topics from the early Stuarts to the Hanoverians.
- [370a. *The Great Powers and the Near East*: Mr. Silvera.]
399. *Major Conference*: Mr. Dudden, Mr. Lane, and joint staffs.
A joint conference with Haverford College required for all History majors.

401. *Honors Work*: Honors work in any of the advanced fields is offered for the senior year to any History major who completes her third year with a record of distinction. An essay based on source material must be presented.

Interdepartmental Work: The Department of History participates in the Interdepartmental Majors: *French Studies* and *Growth and Structure of Cities* and *Hispanic and Hispanic-American Studies*. See pages 144 and 146 and 148.

Teaching Certification: A sequence of work offered by the Department of History and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania. Current requirements call for two and one-half units of allied work in the social sciences.

History of Art

Professors: Charles Mitchell, B.LITT., LITT.D., *Chairman*

James E. Snyder, M.F.A., PH.D.

Associate Professor: Charles G. Dempsey, M.F.A., PH.D.¹

Assistant Professor: Arthur S. Marks, PH.D.

Lecturer: Dale Kinney, M.A.

Assistant: Carol Moon, A.B.

Professor of Fine Art: Fritz Janschka, *Akad. Maler*

The Department regularly offers an introductory course (involving some studio work), a series of general intermediate courses and more concentrated advanced half-courses, and instruction on special topics to majors in their senior year. The program is open also to undergraduates of Haverford College.

Requirements in the Major Subject: At least four units of course-work in art history, normally including Art 101 and always one unit of ad-

1. On leave for the year, 1973-1974.

vanced course work, together with the Senior Conference and two units of allied work. Intermediate courses with supplementary work may sometimes be counted as advanced at the discretion of the Department.

Students contemplating a major in History of Art are strongly advised to consult the Department as early as possible in their College careers, especially with regard to language preparation.

Allied Subjects: History, Latin, Greek, modern languages, Archaeology; others in consultation with the Department.

101. *Introduction to Art History:* The Department.

The course is designed as an introduction to the methods and scope of art history in the field of Western art from medieval to modern times. Studio work, two hours weekly.

Intermediate courses:

210. *Early Medieval and Byzantine Art:* Mrs. Kinney.

211. *Art of the Later Middle Ages:* Mr. Snyder.

212. *Renaissance Art:* Mr. Mitchell.

214. *Modern Art:* Mr. Marks.

Advanced courses:

331a. *The Art of Rome in the Early Middle Ages:* Mrs. Kinney.

335b. *The Art of the Valois Courts:* Mr. Snyder.

336a. *Donatello:* Mr. Mitchell.

337b. *English Art, 1750-1870:* Mr. Marks.

Courses at the 300-level are open to art-history majors and to other students by permission of the instructor.

399. *Senior Conference:* Members of the Department hold regular conferences with senior majors on their special subjects. The evaluation is in three parts, each of three hours:

1. An examination to test knowledge of works of art.
2. A general examination on the history of art.
3. An examination on a special topic.

Honors Work: Offered to students on invitation of the Department.

Fine Art Major Program

Professor: Fritz Janschka, *Akad. Maler* (Vienna)

At Haverford:

Associate Professor of Fine Arts: Charles Stegeman, *Académie Royale des Beaux-Arts* (Brussels)

Assistant Professor of Fine Arts: R. Christopher Cairns, A.B., M.F.A.

Instructor: Glenn A. McCurdy, B.A.

The major program in Fine Art is coordinated with, and complementary to, the Fine Arts major program at Haverford College, courses on either campus being offered to students of either College with the approval of the respective instructors.

The program is under the direction of the Bryn Mawr Professor of Fine Art, with whom intending Fine Art majors should plan their major curricula.

Requirements in the Major Subject: At least four units in Fine Art, which must include Haverford 101, one 300 course (or an approved Haverford equivalent) and the Senior Conference. Fine Art majors must also successfully take two units of allied work, of which a course in History of Art must be one.

Allied Subjects: History of Art, History, Classical and Modern Languages, Mathematics, Chemistry, Physics; others, exceptionally, in consultation with the Professor of Fine Art.

(For Haverford Fine Arts courses see the Haverford College Catalogue.)

225. *Graphic Arts:* Mr. Janschka.

Intaglio and relief printing. Etching of liftground, aquatint, soft-ground. Drypoint. Woodcutting, and combined use of various methods.

Prerequisite: Haverford Fine Arts 110 or proof of adequate previous training in drawing.

335. *Color-Lithography:* Mr. Janschka.

An advanced graphic arts course with emphasis on color printing by lithographic processes. Making of editions.

Prerequisites: Fine Art 225 or Haverford Fine Arts 231 or 241.

345. *Advanced Drawing*: Mr. Janschka.

Drawing as an independent art-form. Line as dominant composition factor over color. All drawing media and watercolor, tempera and acrylic paints.

Prerequisite: Haverford Fine Arts 231 or 241 or Fine Art 225.

399. *Senior Conference*: Individual or joint approved projects pursued through the year under the direction of the Professor of Fine Art at Bryn Mawr.

Final Examination in the Major Subject: This is in three parts—

- a) The presentation of one portfolio of work arising from courses taken in advanced drawing, and a second portfolio resulting from work in advanced courses in painting, or sculpture, or graphics;
- b) The formal exhibition of a small selection of advanced works;
- c) The presentation of work done in the Senior Conference.

Work presented in the final examination will be judged and graded by a jury consisting of the Professor of Fine Art, a member of the Haverford Fine Arts faculty, and a member of the Department of the History of Art.

Honors Work: Suitable Fine Art majors may be invited by the Professor of Fine Art to present an Honors Project. Honors work requires (a) a major project in Fine Art approved by the Professor of Fine Art, and (b) an extended paper discussing the theoretical, technical and other relevant problems involved in the achievement of the major project. Both the project and the paper will be evaluated by the Professor of Fine Art and a member of the History of Art Department, who may be joined, where it is judged appropriate, by a member of the Fine Arts Faculty of Haverford College.

History of Religion

Professor: Howard C. Kee, PH.D., *Chairman*

Associate Professor: Samuel T. Lachs, PH.D.

Lecturer: Thomas Song, M.A., M.A.L.S., *Associate Director of Libraries*

Visiting Lecturers: Patrick Henry, PH.D.

David Rabi, M.A.

Donald Swearer, PH.D.

Resident in Religion: D. E. Nineham, M.A., B.D.

Professor of Philosophy: Jean A. Potter, PH.D.¹

Director of Libraries and Professor of History: James Tanis, TH.D.

The History of Religion major concentrates on the historical study of the religious traditions which have contributed most to shaping the culture of the West: The Religion of Israel, Rabbinic Judaism and Christianity. The student is expected to achieve facility in critical analysis of the primary sources of these traditions and in tracing their development against the background of the cultural situations in which they arose and matured.

Requirements in the Major Subject: At least four courses in History of Religion, of which three must be in the history of Judaism or Christianity and one in another religious tradition (e.g. Hinduism or Buddhism). The Senior Conference is also required.

The normal pattern for the major consists of one introductory course (100 level), two intermediate courses (200 level) and two advanced half-courses or a full-year course (300 level). Students in advanced courses who are majoring in History of Religion are required to demonstrate a working knowledge of the language appropriate to their field of concentration: Hebrew for the Religion of Israel or Rabbinic Judaism, Greek for New Testament or Early Christianity, Latin for Medieval Christianity, German for the Reformed Period.

Allied Subjects: Philosophy, History, History of Art, Archaeology, Anthropology.

001. *Elementary Hebrew:* Mr. Rabi.

Grammar, composition and conversation with primary emphasis on fluency in reading. Course designed for preparation in reading classical religious texts.

101. *Readings in the Hebrew Bible:* Mr. Rabi.

Readings in prose of Genesis. Course will include Hebrew composition, grammar, and conversation based on the Hebrew text.

103a. *History and Literature of the Bible:* Mr. Kee.

- & b. a. A study of the history of Israel and its sacred literature against the background of the ancient Near East, the development of the legal, prophetic and wisdom traditions. b. The beginnings of Christianity,

1. On leave, semester II, 1973-74.

tracing the influences of Judaism and of Hellenistic culture and religion on the life and thought of the New Testament community.

- 104a. *History and Literature of Judaism*: Mr. Lachs.
& b. a. Historical study of Judaism from the Exile through the Geonic period, with major focus on the literature. b. Modern movements from the French Revolution to the present.
- 105b. *Introduction to Asian Religions*: Mr. Swearer.
- 201a. *Topics in Biblical Literature*: Mr. Kee.
The Wisdom tradition in Job, Ben Sira, Wisdom of Solomon, and Jesus as Wisdom in the New Testament.
- [205b. *The Ethics of Early Christianity*: Mr. Kee.]
- 207b. *Jesus and the Gospel Tradition*: Mr. Nineham.
Historical sources for the life of Jesus; the varying interpretations of Jesus in the gospel tradition; the rise of critical method for evaluating the sources.
- [208b. *Paul and the Rise of Gentile Christianity*.]
- 209a. *Pharisaic Judaism*: Mr. Lachs.
& b. An analysis of Pharisaic concepts of God, man and society.
- [210b. *Medieval Philosophy*: Miss Potter. (See Philosophy 210b.)]
- [300a. *Medieval Jewish Thought*: Mr. Lachs.]
- [301b. *Gnosticism*: Mr. Kee.]
- [302b. *Readings in the Greek New Testament*.]
- 303a. *Religion in the Hellenistic World*: Mr. Henry.
The conflict of Paganism and Christianity. An analysis of the fourth century A.D., from its beginning as a period of persecution of Christians to its end with Christianity as the sole legal religion.
- 304a. *Rabbinic Literature*: Mr. Lachs.
& b. Readings in Mishnah, Midrash, Aggada, and in Rashi's Commentary to the Pentateuch. Prerequisite: History of Religion 101 or its equivalent.
- 305a. *Myth and History in the Gospel of John*: Mr. Kee.
A study of the interplay between mythological motifs of the Graeco-Roman world and historical concerns of primitive Christianity in John's interpretation of Jesus as Incarnate Word.

305b. *Jewish Antecedents of Christianity*: Mr. Kee.

The so-called intertestamental writings, with special attention to apocalyptic writings and the Dead Sea Scrolls.

[306. *Studies in the Hebrew Bible*.]

[307b. *Rabbinic Ethics and Theology*: Mr. Lachs.]

[308b. *Mahayana Buddhism*: Mr. Song.]

311a. *Philosophy of Religion*: Miss Potter.

(See Philosophy 311a.)

[321b. *Revolution within the Church*: Mr. Tanis.]

322. *Religious Forces in Colonial America*: Mr. Tanis.

(See History 322.)

Courses at Haverford

[Religion 201a. *History of Western Religious Thought and Institutions*: Mr. Luman.]

399. *Senior Conference*: In the first semester students meet for weekly conferences to explore and discuss historical and literary aspects of early Judaism and Christian beginnings; during the second semester each student will carry on research in relation to her special interests, reporting periodically to the other members of the Senior Conference, and will present the results of her research in written form before the end of the term. The student's work will be evaluated on the basis of her oral contribution in the first semester and her written report in the second.

Honors Work: Qualified students are admitted to Honors work on the recommendation of the Department.

Italian

Assistant Professors: Nancy Dersoff, PH.D.

Nicholas Patruno, PH.D., *Director*

The aims of the major are to acquire a knowledge of the Italian language and literature and an understanding of Italian culture and its contribution to Western civilization. Majors in Italian are urged to spend the Junior year in Italy or to study in approved summer schools

in Italy or in the United States, and they are also encouraged to take advantage of the facilities offered by Italian House.

Requirements in the Major Subject: Italian 102a, 201b, 301, 303a,b and at least one other advanced course. For students who enter the College with Italian, proper substitutions will be made. In all courses students are urged to use tapes available in the Language Laboratory.

Allied Subjects: Any other language or literature, History, History of Art, Philosophy, Music, Political Science; with departmental approval, any other field allied to the student's special interests.

001. *Italian Language:* Mr. Patruno, Miss Dersofi.

A practical knowledge of the language is acquired through hearing, speaking, writing, and reading, going from concrete situations to the expression of abstract ideas and with a gradual introduction to the reading of Italian literature.

101. *Intermediate Course in the Italian Language:* Miss Dersofi, Mr. Patruno.

Intensive grammar review, readings from selected Italian authors and topics assigned for composition and discussion. Conducted entirely in Italian.

- 102a. *Advanced Course in the Italian Language:* Mr. Patruno.

Advanced work in composition and critical examination of literary texts. Prerequisite: permission of the Department.

- 201b. *Novel and Poetry of Modern Italy:* Mr. Patruno.

A study of the artistic and cultural developments of pre-Fascist, Fascist and post-Fascist Italy seen through the works of poets such as Ungaretti, Montale and Quasimodo and through the novels of Pirandello, Moravia, Silone, Vittorini, Pavese and others.

- [301. *Dante.*]

- 303a. *Petrarch, Boccaccio and the Early Humanists:* Mr. Patruno.

- 303b. *Literature of the Italian Renaissance:* Miss Dersofi.

Selected readings from the works of Poliziano, Lorenzo de' Medici, Castiglione, Machiavelli and Tasso. Special attention will be given to comedy and Ariosto's *Orlando furioso*.

- [304a. *Foscolo, Leopardi and Manzoni.*]

- [304b. *Literature of the Nineteenth Century.*]

- 305a. *History of the Italian Theatre*: Miss Dersofi.

A study of the Italian theatre from the Renaissance to modern times.

399. *Senior Conference*: In the first semester weekly meetings devoted to the study of special topics in Italian literature chosen by the students, evaluated by a written examination in January. In the second semester each senior will prepare under the direction of the instructor a paper on an author or a theme which she has chosen. There will be a brief oral examination in Italian.

Honors Work: On the recommendation of the Department a student may undertake Honors work in Italian. The student works in a special field adapted to her own interest under the direction of the Department.

Latin

Professors: Agnes Kirsopp Michels, PH.D., *Chairman*
Myra L. Uhlfelder, PH.D.

Associate Professor: Russell T. Scott, PH.D.

The major in Latin is planned to acquaint the students with the world of the Romans, and their contribution to the modern world.

Requirements in the Major Subject: Latin 101, 201, 301 or 302 and the Senior Conference. 203a is a prerequisite for Honors work, and required for those who plan to teach.

Courses taken at the Intercollegiate Center for Classical Studies in Rome (see page 52) are accepted as part of the major. For non-majors, Latin 201a and b are prerequisites for 300 level courses.

Allied Subjects: Greek, Hebrew, History, Classical and Near Eastern Archaeology, History of Art, History of Religion, Linguistics, Philosophy, Anthropology, any modern language or literature.

001. *Elementary Latin*: Miss Uhlfelder, Mrs. Michels.

Basic grammar and composition, reading from prose authors and Vergil's *Aeneid*.

002. *Intermediate Latin*: Mr. Hamilton, Mr. Dickerson.

Review of grammar with reading in prose and poetry for students

who have had two years of Latin in school, or do not feel adequately prepared to take Latin 101.

- 101a. *Latin Literature*: Mrs. Michels.
Prerequisites: More than two years of Latin in school, Latin 001 or Latin 002. Selections from Catullus' poems, Cicero's *Pro Caelio*, and Vergil's *Eclogues*.
- 101b. *Latin Literature*: Miss Uhlfelder.
Selections from Livy, Book I, and from Horace's *Odes*.
- 201a. *Horace and Ovid*: Miss Uhlfelder.
Selections from Horace's *Satires* and *Epistles*, and from the works of Ovid.
- 201b. *Latin Literature of the Silver Age*: Mrs. Michels.
Readings from major authors of the 1st and 2nd centuries A.D.
- 202a. *Medieval Latin Literature*: Miss Uhlfelder.
& b. a. Pre-Carolingian.
b. Carolingian.
- 203a. *Latin Style*: Mrs. Michels.
A study of Latin prose style, based on reading of prose authors and exercises in composition, and of Latin metrics with practice in reading aloud.
- 204b. *The Ancient City*: Mr. Scott.
(INT.)
- [205a. *Medieval Latin Literature*: Miss Uhlfelder.
& b. a. The High Middle Ages.
b. Late Middle Ages to Renaissance.]
- [301a. *Vergil's Aeneid*: Miss Uhlfelder.]
- [301b. *Livy and Tacitus*: Mr. Scott.]
- 302a. *Cicero and Caesar*: Mr. Scott.
- 302b. *Lucretius*: Mrs. Michels.
For Roman history see History 206 a & b.
399. *Senior Conference*: Regular meetings with members of the Department to discuss reading in Latin literature intended to supplement and synthesize work done in courses. The method of evaluating the work of the

conference is determined each year. Majors must pass an examination in Latin sight translation which will be offered in September, February and May.

Honors Work: Honors work is offered to qualified students in classical or medieval Latin literature, or in Roman History. The results will be presented in a paper directed by a member of the Department.

Interdepartmental Work: The Department of Latin participates in the Interdepartmental majors: *Classical Languages* and *Classical Studies* and *Growth and Structure of Cities*. See pages 143 and 146.

Teaching Certification: A sequence of work offered by the Department of Latin and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Mathematics

Professors: John C. Oxtoby, M.A., *Chairman*
Frederic Cunningham, Jr., PH.D.¹

Assistant Professors: Kenneth Krigelman, PH.D.
Françoise Schremmer, PH.D.

Lecturer: Joanne Trimble, PH.D.

The major is designed to provide a balanced introduction to the subject, emphasizing its nature both as a deductive and as an applied science, at the same time providing the technical foundation for more advanced study.

Requirements in the Major Subject: at least 4½ units including Mathematics 101, 201, 301, 303a, or equivalent. The Senior Conference is also required.

Allied Subjects: Chemistry, Economics, Philosophy, Physics, Psychology.

100a. *Introduction to Automatic Computation:* Mr. Krigelman.

An introduction to numerical calculations with, and methods of treatment of experimental data. A complete introduction to Fortran programming will be included. The applications and their order of treatment are chosen to illustrate the various major programming con-

1. On leave for the year, 1973-74.

structions as they arise. Two lectures and one recitation hour per week plus two hours of laboratory with the computer. No prerequisite.

101. *Calculus, with Analytic Geometry*: Mr. Oxtoby, Mrs. Schremmer, Mrs. Trimble.

Differentiation and integration of algebraic and elementary transcendental functions, with the necessary elements of analytic geometry and trigonometry; the fundamental theorem, its role in theory and applications.

- 103b. *Methods and Models*: Mrs. Trimble.

Mathematical concepts, notations, and methods commonly used in the social, behavioral, and biological sciences, with emphasis on manipulative skill and real problem solving. Prerequisite: Mathematics 100a or 101a.

201. *Intermediate Calculus and Linear Algebra*: Mr. Krigelman.

Vectors, linear transformations, functions of several variables, partial derivatives, multiple integrals, line integrals, infinite series, Taylor's formula, differential equations.

301. *Advanced Calculus*: Mr. Oxtoby.

The classical theory of real functions, based on a construction of the real number system; elements of set theory and topology; analysis of Riemann integral, power series, Fourier series and other limit processes. Prerequisite: Mathematics 201.

- 303a. *Introduction to Abstract Algebra*: Mr. Krigelman.

Groups, rings and fields and their morphisms. Prerequisite: Mathematics 201.

- 303b. *Topics in Algebra*: Mr. Krigelman.

- [304b. *Theory of Probability with Applications.*]

- [310. *Theory of Functions of a Complex Variable*: Mr. Oxtoby.]

311. *Differential Equations*: Mrs. Schremmer.

Existence and uniqueness of solutions, linear equations and Wronskians, boundary value problems, oscillation theory, non-linear equations, phase plane, critical points, stability, applications. Prerequisite: Mathematics 201.

[312b. *Topology: Mr. Cunningham.*]

Prerequisite: Mathematics 301 or 303a.

[320. *Real Analysis: Mr. Oxtoby.*]

399. *Senior Conference:* Selected topics from various branches of Mathematics are studied by means of oral presentations and the solution and discussion of problems.

Honors Work: Qualified students are admitted to Honors work on recommendation of the Department.

Teaching Certification: A sequence of work offered by the Department of Mathematics and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Music

Professor: Robert L. Goodale, A.B., B.MUS., A.A.G.O., *Chairman*

Professor and Director of Ensemble Groups: Agi Jambor, M.A.

Associate Professor: Isabelle Cazeaux, PH.D.

Assistant Professor: Carl B. Schmidt, PH.D.

Assistant: Myrl Hermann, M.A.

Director of Orchestra: William H. Reese, PH.D.

The purpose of the Music major is to enable the student to appreciate the significance of music from an historical and sociological as well as from an aesthetic point of view and to develop a technique of intelligent listening, a faculty of critical judgment and the ability to use the materials of music as a means of expression for creative talent.

Students in the courses in History and Appreciation of Music must devote two hours or more a week to listening to recordings.

Students who are sufficiently advanced and who have completed at least one year of voice or music lessons while at the College may with the approval of the Department offer for one unit of academic credit a year of voice or instrument lessons. The unit of credit will include the lessons and also a recital or proficiency test arranged by the Department. The unit of credit will count as elective work and will not be counted toward the major.

Requirements in the Major Subject: Music 101, 102, and at least two and one-half units of additional work, at least one of which must be advanced, the selection of courses depending upon the student's desire to specialize in the history and literature of music or the technique of composition. The Senior Conference is also required. A student intending to major in Music must have sufficient knowledge of pianoforte or organ playing to enable her to play music of the technical difficulty of a Bach figured chorale. She is strongly urged to be a member of the Chorus or the Orchestra and/or an Ensemble Group. Equivalent courses at Haverford will not be accepted for the major.

Allied Subjects: History, History of Art, modern languages, English, Greek, Latin, Philosophy, History of Religion.

101. *An Introduction to the History and Appreciation of Music:* The Department.

A comprehensive survey, with special emphasis on the technique of intelligent listening.

102. *Music Materials:* Mr. Goodale.

A course in the elements of theory. The study of harmony and counterpoint, simple formal analysis and an introduction to orchestration.

201. *Romantic Music:* Miss Cazeaux.

A historical treatment of the music of the age with particular attention to certain representative composers.

202. *Advanced Theory and Analysis:* Mr. Goodale.

A continuation of Music 102, with emphasis on analysis (harmonic, contrapuntal and formal) of larger forms. Prerequisite: Music 102 or its equivalent.

- 203a. *Bach:* Mme. Jambor.

Prerequisite: Music 101 or its equivalent.

- 203b. *The Classical Period:* Mme. Jambor.

Prerequisite: Music 101 or its equivalent.

- 205a. *Musical Criticism:* Miss Cazeaux.

Prerequisite: Music 101 or its equivalent.

207. *Studies in Vocal Music of the Nineteenth Century:* Mr. Schmidt.

The first semester will examine songs and other vocal chamber music by Schubert, Schumann, Berlioz, Brahms, Wolf, Fauré and

others. During the second semester large-scale choral works including Requiems by Berlioz, Verdi and Brahms plus music by Bruckner, Mahler and others will be studied. Prerequisite: Music 101 or its equivalent.

301. *Music of the Twentieth Century*: Mr. Goodale.

A survey of the music of the period and concentrated analysis of key works. Prerequisites: Music 101, 102, and 202 or their equivalents. Music 202 may be taken concurrently.

302. *Medieval and Early Renaissance Music*: Miss Cazeaux.

A study of monody and polyphony, both sacred and secular, to the time of Josquin. Prerequisites: Music 101, 102 or their equivalents.

302b. *Late Renaissance and Baroque Music*: Miss Cazeaux.

Vocal and instrumental music from the Sixteenth Century to the time of Bach. Prerequisites: Music 101, 102 or their equivalents.

303b. *Orchestration*: Mr. Goodale.

Prerequisites: Music 101, 102 and 202 or their equivalents. Music 202 may be taken concurrently with this course.

304b. *Interpretation of Music*: Mme. Jambor.

Interpretation of instrumental music of various ages. Members of the class will be invited to participate by performing. Prerequisites: Music 101 and 102 or their equivalents.

305a. *Free Composition*: Mr. Goodale.

This course is designed for those students whose chief interest lies in the field of composition. It may be taken only with the permission of the instructor.

[306b. *Opera and Music Drama*: Miss Cazeaux.]

307a. *The Concerto from Mozart to Stravinsky*: Mr. Schmidt.

This course will examine various concerti in terms of style, form and the relationship of a given piece to other music of the same period. Prerequisite: Music 101 or its equivalent.

307b. *The Chamber Music of Haydn and Mozart*: Mr. Schmidt.

This course will survey the various types of chamber music found in the Classical period. Emphasis will be placed on developing strong listening skills. Prerequisite: Music 101 or its equivalent.

399. *Senior Conference*: Three conferences dealing with some aspects of the theory and history of music. Students may substitute for one of these a conference in an allied subject. Candidates' understanding of the material may be tested by written assignments, oral reports or other appropriate means.

Honors Work: Honors work is offered for students recommended by the Department.

The following organizations, carrying no academic credit, are sponsored by the Department:

The Bryn Mawr-Haverford Chorus. Directors are Robert L. Goodale and William Reese. Several major choral works from different musical periods are offered in concerts during the course of the year.

The Renaissance Choir. Students (and faculty) who are confident sight-readers have the opportunity to perform a cappella music with one or two singers per voice part.

The Orchestra, organized jointly with Haverford College. It plays concerts of its own, and frequently joins the Chorus in the presentation of major works.

The Ensemble Groups, also organized jointly with Haverford College. Students in these groups are afforded the opportunity of studying chamber-music literature at first hand, as well as the experience of playing in public at student recitals.

Lessons in pianoforte, organ and voice may be taken at the student's expense. Lessons in other instruments may be arranged. The Department will be glad to assist in these arrangements.

Interdepartmental Work: The Department of Music participates in the Interdepartmental concentration in *Hispanic and Hispanic-American studies*. See page 148.

Philosophy

Professors: José María Ferrater Mora, Lic. F.L., *Chairman*

George L. Kline, PH.D.

Jean A. Potter, PH.D.¹

Isabel Scribner Stearns, PH.D.

1. On leave, semester II, 1973-74.

Associate Professor: Mary Patterson McPherson, PH.D., *Dean of the College*

Assistant Professors: Michael Krausz, PH.D.¹

George E. Weaver, Jr., PH.D.

Lecturer: John J. Mulhern, PH.D.

The philosophy curriculum is organized into four divisions: Core, Metaphysics-Epistemology, Value Theory, and Persons-Periods. Courses in the Core Division are intended to provide students with a common background in philosophical problems, concepts, and argumentation. Broadly, the Metaphysics-Epistemology Division is concerned with questions as to what there is and the basis for our knowledge; the Value Theory Division is concerned with the nature of evaluative concepts such as Goodness and Beauty and the justification for claims involving these concepts; the Persons-Period Division is concerned with significant individual thinkers and traditions in the history of philosophy.

Intermediate level courses in these Divisions are intended (a) to acquaint the student with the major areas of philosophical study both past and present; and (b) to provide a foundation for more advanced study. Advanced level courses in these Divisions are intended to provide the student with (a) the means to integrate philosophy with her other studies; and (b) the opportunity for more intensive study in those areas of particular interest.

Both the Division and level of a course can be determined from its three-digit course number. The first digit indicates level. 1 designates introductory; 2, intermediate; and 3 advanced. The second digit indicates the division: 0 designates the core division; 1, the metaphysics-epistemology division; 2, the value theory division; and 3 the persons-periods division.

Division 0: (Core): Greek Philosophy; Problems in Philosophy; Logic; Modern Philosophy.

Division 1: (Epistemology-Metaphysics): Epistemology, Metaphysics, Intermediate Logic, Philosophy of Science, Philosophy of Religion, Philosophy of History, Analytic Philosophy, Existentialism, Philosophy of Time, History and Philosophy of Mathematics, The

1. On leave for the year, 1973-74.

Mind-Body Problem; Philosophy of Language; Philosophy of Social Science.

Division 2: (Value Theory): Ethics, Aesthetics, Western Political Philosophy.

Division 3: (Persons-Periods): Plato, Aristotle, Medieval Philosophy, Kant, Hegel, Texts in Medieval Philosophy, Russian Philosophy, Marx and Russian Marxism, British Idealism.

Prerequisites:

No introductory level course carries a prerequisite. However, all courses on both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate level course and any intermediate course satisfies the prerequisite for an advanced level course.

Requirements for the Major:

Each student majoring in Philosophy must take a minimum of four units of course work and the Senior Conference. Among the courses, the student should take (1) Greek Philosophy (101), Modern Philosophy (201) and Logic (103); (2) 1/2 unit of course work from each of divisions 1, 2 and 3; and (3) one unit of advanced level work. However, any advanced level course (or courses) may be applied toward satisfying both requirements (2) and (3) above.

Courses in Philosophy at Haverford College: In any academic year, students may take for credit toward the major any course taught by members of the Haverford Philosophy Department not taught at Bryn Mawr in that year.

Allied Subjects:

Biology, Chemistry, Economics, English, History, History of Art, Mathematics, Music, Physics, Political Science, Psychology, classical and modern literatures and certain courses in Anthropology, History of Religion and Sociology.

101a. *Greek Philosophy:* Members of the Department.

The origins and development of Greek Philosophy, including the

pre-Socratics, Plato and Aristotle. (This course is repeated in the second semester as 101b).

[102. *Problems in Philosophy.*]

103a. *Logic*: Mr. Weaver.

Introduction to the semantic and combinatorial presuppositions of deductive reasoning.

201b. *Modern Philosophy*: Members of the Department.

The development of philosophic thought from Descartes to Kant.

211a. *Epistemology*: Mr. Ferrater Mora.

Scepticism vs. Dogmatism; Subjectivism vs. Objectivism; Meaning; Truth; Change, and Understanding.

[212. *Metaphysics.*]

213b. *Intermediate Logic*: Mr. Weaver.

The systematization of the semantic and combinatorial presuppositions of deductive reasoning and their interrelationships. Prerequisite: Philosophy 103a.

221a. *Ethics*: Miss Potter.

A close study of classical and contemporary texts, with attention to such problems as the nature of moral obligation, decision, values, and principles.

[222. *Aesthetics.*]

[223a. *Western Political Philosophy*: Mr. Kline.]

[231. *Plato.*]

232a. *Aristotle*: Mr. Mulhern.

Aristotle's account of the objects and methods of scientific and of practical intellectual activities.

[234. *History of Chinese Philosophy.*]

310b. *Philosophy of Science*: Mr. Ferrater Mora.

An examination of some current issues, such as the status of observation statements, the nature of theories, explanation, confirmation, and the evolution of scientific knowledge.

311a. *Philosophy of Religion*: Miss Potter.

The existence and nature of God and the character of religious language. Prerequisite: either Philosophy 201 or 212.

312a. *Philosophy of History*: Mr. Kline.

A critical study of both speculative and analytical philosophies of history, with attention to such questions as the pattern and meaning of historical change and the nature of historical explanation.

313b. *Analytic Philosophy*: Mr. Mulhern.

Philosophy as conceptual rather than linguistic analysis, from Frege forward, in England and Poland.

314b. *Existentialism*: Mr. Ferrater Mora.

The development of existential philosophies with particular emphasis on Unamuno, Ortega y Gasset, Sartre, and Merleau-Ponty.

315a. *Philosophy of Time*: Mr. Kline.

A systematic examination of the status and interrelations of past, present, and future; the problem of temporal irreversibility; and the role of memory.

316a. *History and Philosophy of Mathematics*: Mr. Weaver.

Historical source and philosophic consequences of the attempt to found mathematics on set theory. Prerequisite: Philosophy 103.

[317. *The Mind-Body Problem*.]

[318. *Philosophy of Language*.]

[319. *Philosophy of Social Sciences*.]

330a. *Kant*: Mr. Ferrater Mora.

A close examination of some central themes in the *Critique of Pure Reason*.

[221. *Hegel*.]

[332. *Texts in Medieval Philosophy*.]

[333. *Russian Philosophy*.]

[334. *Marx and Russian Marxism*.]

[335. *British Idealism*.]

399. *Senior Conference*: The Senior Conference is designed as a seminar combined with tutorial sessions. The Conference emphasizes critical thinking on a central philosophic issue. The work of the year is tested in part by a written examination of three hours in the spring.

Honors Work: Honors work consists of independent reading and conferences with the instructor, directed to the preparation of a paper on a subject dealing with the technical problems of Philosophy or emphasizing the connection of Philosophy with general literature, history, politics and science, or with some special field in which the student is working.

Physics

Professors: Rosalie C. Hoyt, PH.D., *Chairman*

John R. Pruett, PH.D.

Assistant Professors: Alfonso M. Albano, PH.D.

Stephen R. Smith, PH.D.

Assistant: Neal Broadus Abraham, B.S.

The plan for the physics major is based on the belief that an acquaintance with the methods used by professional workers in a field of intellectual activity is a necessary part of the general education of any student. The courses in Physics emphasize the concepts and techniques that have led to our present state of understanding of the material universe; they are designed to relate the individual parts of physics to the whole rather than treat them as separate disciplines. In the advanced courses the student applies these concepts and techniques to increasingly independent studies of physical phenomena. Students are encouraged to supplement their courses in physics and mathematics with work in related sciences, and by units of independent study or experimental work. Opportunities exist for interdisciplinary work; for participation by qualified majors in the research programs of the faculty; and for training in machine shop, glass blowing, computer, and electronic techniques. Special arrangements make advanced courses available to majors in other sciences.

Requirements in the Major Subject: Physics 101, 201a and 202b, and at least 1½ units of 300 level courses (with permission of the department, some 300 level work in Physics or Astronomy at Haverford may be substituted). Two semesters of Senior Conferences; Chemistry 101; Mathematics 101 and 201; a third unit of mathematics

is strongly recommended. Students are encouraged to meet some of the major and allied requirements by advanced standing or placement examinations.

Allied Subjects: Astronomy (at Haverford), Biology, Chemistry, Geology, Mathematics, Philosophy, Psychology.

101. *Introduction to Modern Physics:* Mr. Albano, Miss Hoyt.

A study of the principal phenomena of classical and modern physics in the light of the developments of the past seventy years. Any mathematical methods needed beyond those of high school mathematics will be developed in the course. Three lectures and three hours laboratory a week.

201a. *Electricity and Magnetism:* Mr. Pruett.

Direct and alternating current circuit theory, conduction in metals and semiconductors, semiconducting devices, magnetic effects of currents, electrostatics, Maxwell's equations, applications to atomic phenomena. Three lectures and four hours laboratory a week. Prerequisites: Physics 101, Mathematics 201 (may be taken concurrently). For Haverford students, Physics 111, 112 and Mathematics 114b or 220b may be substituted.

202b. *Optics and Waves:* Mr. Smith.

Application of Maxwell's equations and electromagnetic wave phenomena; superposition, interference and diffraction. Geometrical optics. Polarization. Dispersion and scattering of electromagnetic radiation. Atomic spectra and the Bohr atom. Introduction to matter waves and to the quantum nature of light. Black-body radiation. Selected topics in laser physics and modern optics. Three lectures and four hours laboratory a week. Prerequisites: Physics 201a, Mathematics 201 (may be taken concurrently). For Haverford students, Mathematics 114b or 220b may be substituted.

[207. *Physical Basis of Computer Science:* Mr. Pruett.]

305c. *Electronics:* Members of the department.

Principles of solid state electronic devices and their applications to digital and analog computers and to other instruments. Four hours laboratory a week. Prerequisite: Physics 201a (may be taken concurrently).

306a. *Classical and Quantum Mechanics I*: Miss Hoyt.

A unified treatment of the classical and quantum descriptions of physical phenomena. Intermediate classical mechanics through the Hamiltonian formulation. Coupled oscillations, normal modes, and extension to continuous wave systems. Einstein and de Broglie relations, uncertainty and complementarity. Schrodinger's equation and elementary wave mechanics. Three lectures and four hours laboratory a week. (With permission of the department, Haverford physics majors and majors in mathematics or chemistry may replace the laboratory by extra supervised work). Prerequisites: Physics 202b and Mathematics 201. For Haverford students, two years of physics and mathematics may be substituted.

307b. *Classical and Quantum Mechanics II*: Miss Hoyt.

Quantum-mechanical measurement theory, state functions and transition probabilities. Classical and quantum descriptions of angular momentum. Central-force motion. The harmonic oscillator and the structure of the hydrogen and helium atoms. Three lectures and four hours laboratory a week. (With permission of the department, Haverford physics majors and majors in mathematics or chemistry may replace the laboratory by extra supervised work.) Prerequisite: Physics 306a.

308a. *Advanced Mechanics of Discrete and Continuous Systems* (at Haverford): Mr. Davidon.

Kinematics and dynamics of macroscopic systems, including the use of configuration and phase space, normal mode analysis of oscillations, descriptions of the motions of rigid and elastic bodies, and hydrodynamics. Mathematical methods, including aspects of the calculus of variations, linear algebra, elementary group theory and differential equations, will be developed as needed. Three hours a week. Pre- or co-requisite: a 300 level physics course. (With permission of the instructor, advanced work in chemistry, astronomy, or mathematics may be substituted.)

309b. *Advanced Electromagnetic Theory*: Mr. Pruett.

Boundary value problems involving static electric and magnetic fields; electromagnetic waves and their applications. Mathematical methods will be introduced as needed. Four hours a week. Pre- or co-requisite: a 300 level physics course. (With permission of the

instructor, advanced work in chemistry, astronomy, or mathematics may be substituted.)

399. *Senior Conferences.*

a. *Quantum Theory and Atomic Physics* (1973-74): Mr. Smith.
Thermodynamics and Statistical Mechanics (1974-75).

b. *Contemporary Physics* (solids, nuclei, particles, and other current research topics): Mr. Albano.

The Senior Conferences consist of weekly discussion meetings based on assigned readings and problem work. The students are examined at the end of each semester.

403a,b. *Supervised Units in Special Topics:* Members of the department.

Open to qualified juniors or seniors who wish to supplement their work with independent study or laboratory work in a special area of physics, subject to faculty time and interest. A written paper will be required at the end of the semester or year.

Honors Work: Honors work may be taken by seniors recommended by the Department. It consists of reading and experimental work on some problem of physics.

Teaching Certification: A sequence of work offered by the Department of Physics and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Political Science

The Caroline McCormick Slade Department of Political Science

President of the College: Harris L. Wofford, Jr., A.B., J.D.

Professors: Melville T. Kennedy, Jr., PH.D., *Chairman*

Gertrude C.K. Leighton, A.B., J.D.¹

Katharine E. McBride Visiting Professor: William H. Greenleaf, PH.D.

Associate Professor: Charles E. Frye, PH.D.

Assistant Professors: Marc H. Ross, PH.D.²

Stephen Salkever, PH.D.²

1. On partial leave, semester I, 1973-74.

2. On leave for the year, 1973-74.

The major in Political Science is concerned with study of normative and empirical theories of government and with analysis of the structures and processes of modern political communities.

Requirements in the Major Subject: Students majoring in Political Science must take a minimum of four units of course work and the Senior Conference in the major and two units in allied work. At least one unit of major work must be taken in advanced courses. *As a prerequisite to all other courses offered, majors must complete one unit of work chosen from among the following:* 200a (INT.), 201a, 203a, 204b, 205a, 206b, 207b, 208b, 209a. Students who are not majors in the Department may meet this prerequisite in the same way, or alternatively by completing one-half unit of allied work and one-half unit in Political Science chosen from the list of courses above.

The fields of the major, from which two must be selected for special concentration, are: Political Philosophy and Theory; Politics and Law in American Society; Comparative Politics; International Politics and Law. At least three courses (one and one-half units of work), including a minimum of one advanced course, must be taken in each of the fields selected. For courses arranged according to fields, see page 129. With the permission of the Department one of the fields may be taken in an allied subject.

Non-majors wishing to take a special field in Political Science must consult the chairman for approval of course plans in order to qualify for the required senior conference program. See page 128.

With the permission of the Department, courses at Haverford, other than those listed below, may be taken for major or allied credit.

Allied Subjects: Anthropology, Economics, Education, History, Philosophy, Psychology and Sociology. With the permission of the Department, certain courses offered by the modern language departments may be accepted as allied subjects.

[200a. *Urban Society:* Mrs. Lane, Mr. Ross.]
(INT.)

[201a. *American National Politics:* Mr. Ross.]

202a. *American Politics at the National Level:* Instructor to be announced.

A study of selected features of national politics in which topics and approaches will be equally suited to both majors and non-majors.

- 203a. *Government and Politics in East Asia*: Mr. Kennedy.
An approach to modern Asian politics (prior to 1950) through a study of the major philosophic and institutional features of dynastic China and areas under Chinese cultural influence. India and Japan are considered for comparative purposes.
- 204b. *Twentieth Century China and India*: Mr. Kennedy.
A comparative examination of the political systems of China and India in the twentieth century, with special attention to the roles of nationalism and communism.
- 205a. *Government and Politics in Western Europe*: Mr. Frye.
A comparative analysis of the contemporary political systems of Great Britain, France and Scandinavia, with special reference to factors making for stable and effective democracy.
- [206b. *Values, Science and Politics*.]
- 207b. *Government and Politics in Western Europe*: Mr. Frye.
A comparative analysis of the contemporary political systems of Germany, Italy, and the Soviet Union.
- 209a. *Western Political Ideas*: Mr. Greenleaf.
A study of the main traditions of thinking from classical to modern times.
- [209b. *Western Political Philosophy*: Mr. Salkever.]
- 211a. *The Soviet System*: Mr. Hunter.
(INT.) See Interdepartmental Course 211a., page 149.
- [212a. *Western Political Thought: Ancient and Medieval*.]
- 213b. *Law and Civil Disobedience*: Mr. Wofford.
An exploration, through common seminar readings and discussion and through individual research papers, of the theory and practice of civil disobedience. Possible grounds for disobedience and forms of non-violent action will be examined, with historical examples from Socrates to Thoreau, Gandhi and King, and with special attention to the role of civil disobedience in American constitutional law.
- [218a. *Community Politics*: Mr. Ross.]
(INT.)

- [219a. *American Constitutional Law*: Mr. Salkever.]
- 221b. *International Law*: Miss Leighton.
An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.
- 222a. *Aspects of Modern Political Thought*: Mr. Greenleaf.
An examination of some key texts and styles of political discourse in Europe since the eighteenth century.
- 223b. *The British Political Tradition*: Mr. Greenleaf.
A review of modern British political institutions and doctrines and how they have developed in modern times.
- [230b. *Political Behavior*: Mr. Ross.]
- [231a. *Recent Political Philosophy: Sources and Varieties*: Mr. Salkever.]
- [232b. *Law and Education*: Mr. Wofford.]
- 301a. *Law and Society*: Miss Leighton.
An introduction to the nature of legal obligation and its relation to selected social institutions. Typical legal problems pertaining to the family, property and government are discussed.
- 302b. *Law, Policy and Personality*: Miss Leighton.
Selected topics in the study of the relation between the legal process and personality development and structure. Attention is given, in the light of this perspective, to the policy implications of various legal doctrines pertaining to such subjects as divorce, child-rearing, criminal responsibility. Open to students who have taken: Political Science 219b, 301a, or 313b, or with the permission of the instructor.
- 303a. *Problems in International Politics*: Mr. Kennedy.
A study of developments in international politics since World War II. Emphasis will be given to an analysis of the origins and development of the Cold War, to the role of the new states in world politics, nuclear weapons strategies and the relevance of balance concepts.
- [304b. *West European Integration*: Mr. Frye.]

- 305b. *European Fascism*: Mr. Frye.
Analysis of the nature and origins of fascism, particularly in France, Germany and Italy.
- [307b. *Modern Germany*: Mr. Frye.]
- [308a. *American Political Theory*.]
- [309b. *Selected Topics in Modern Political Thought*: Mr. Frye.]
- 310a. *Problems in Comparative Politics*: Mr. Frye.
Analysis of different approaches to the systematic study of politics and their application to selected problems in comparative politics including alienation, political instability, the role of intellectuals, and authoritarianism.
- [311b. *Theory and Practice in Political Philosophy*: Mr. Salkever.]
- 312b. *China, Japan, India: Problems in Modernization*: Mr. Kennedy.
The course focuses on internal responses to the Western impact as revealed in changing attitudes, revised values and new institutions; and on external policies and relations. Special attention to evidences of continuity and change and to comparison of political developments in the three countries.
- [313b. *Problems in Constitutional Law*.]
- 314b. *British Political Thought*: Mr. Greenleaf.
Advanced instruction in selected aspects of political opinion and theory in Britain since 1850.
- [315b. *American Bureaucracy*.]
- [316b. *Ethnic Group Politics*: Mr. Ross.]
(INT.)

Courses at Haverford

- 216a. *African Civilization: Traditions and Transformations*.
- 220a. *International Relations*: Mr. Mortimer.

- 225a. *Comparative Politics: Political Development*: Mr. Glickman.
- 226b. *International Organization*: Mr. Mortimer.
- 227a. *American Political Theory*: Miss Shumer.
- 228b. *Public Opinion and American Political Culture*: Mr. Waldman.
- 229b. *Problems in Contemporary American Political Theory*: Miss Shumer.
- 258b. *The American Presidency and the Bureaucracy*: Mr. Waldman.
- [266b. *Politics and International Relations in the Middle East and North Africa*: Mr. Mortimer.]
- 323b. *American Political Process: Parties and the Congress*: Mr. Waldman.
399. *Senior Conference*: The required senior conference program, for which one unit of credit is given, is designed to synthesize and deepen understanding of the work in the major and in allied subjects. It consists of (1) two colloquia, one offered in each semester, or (2) one colloquium and a senior paper. The colloquia for 1973-74 are:

Senior Colloquium: Mr. Frye, Mr. Kennedy.

Senior Colloquium: To be announced.

A senior who elects the second alternative will normally write the senior paper in the semester other than that in which the colloquium she selects is given. The topic of the paper must be in one of the two fields of concentration (see below) and is supervised by a member of the Department whose specialty is in the same or related fields.

The topics of the colloquia change from year to year. Each colloquium is customarily concluded by a general examination in political science. This examination, though general in nature, is designed to draw on the work of the particular colloquium.

Seniors who have taken a field in an allied subject may offer work in the senior conference of that subject as a part of the political science senior conference. If this alternative is chosen, *one* colloquium in political science is required. Each program must be individually planned and approved by the chairman and by the allied department.

Fields of Concentration

1. *Political Philosophy and Theory*

Political Analysis; Western Political Philosophy; Recent Political Philosophy: Sources and Varieties; Western Political Thought: Ancient and Medieval; Political Behavior; Theory and Practice in Political Philosophy; Selected Topics in Modern Political Thought; American Political Theory (Haverford); Problems in Contemporary American Political Theory (Haverford).

2. *Politics and Law in American Society*

American National Politics; Community Politics; Ethnic Group Politics; Political Behavior; Constitutional Law; Law and Education; Law and Society; Law, Policy and Personality; The American Political Process: Parties and the Congress (Haverford); Problems in Contemporary American Political Theory (Haverford); Public Opinion, Private Interests and the Political System (Haverford).

3. *Comparative Politics*

Government and Politics in East Asia; Twentieth-century China and India; Government and Politics in Western Europe; Western European Integration; European Fascism; Problems in Comparative Politics; China, Japan, and India: Problems in Modernization; The Soviet System (Haverford); African Civilization: Tradition and Transformations (Haverford); Comparative Politics: Political Development (Haverford); Comparative Political Sociology (Haverford); Racial, Ethnic and Class Politics (Haverford).

4. *International Politics and Law*

International Law; Problems in International Politics; Courses on Asia and Europe; International Relations (Haverford); International Organization (Haverford); Politics and International Relations in the Middle East and North Africa (Haverford); International Politics of Communism (Haverford).

Honors Work: Seniors admitted to Honors work prepare an independent research paper (one unit of credit) under the supervision of a member of the Department. Field work is encouraged.

Interdepartmental Work: The Department of Political Science participates in the Interdepartmental concentration in *Hispanic and Hispanic-*

American Studies and in the Interdepartmental major in the *Growth and Structure of Cities*. See page 148 and 146.

Teaching Certification: A sequence of work offered by the Department of Political Science and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Psychology

Professors: Richard C. Gonzalez, PH.D., *Chairman*
Howard S. Hoffman, PH.D.

Associate Professors: Earl Thomas, PH.D.
Matthew Yarczower, PH.D.

Assistant Professors: Clark McCauley, PH.D.
Jill T. Wannemacher, PH.D.

Lecturers: Erika R. Behrend, M.A.
Alice S. Powers, PH.D.
Larry Stein, PH.D.

Assistants: Phyllis Freeman, M.A.
Roger Marsh, B.A.
Thomas McLellan, B.A.
Anton Reiner, B.A.

The Department offers to the major student a representative account of methods, theory and findings in Comparative, Experimental, Physiological, Developmental, and Social Psychology. The program of work is coordinated with that at Haverford College (which offers training in Personality, Experimental and Social Psychology), is planned to encourage the student, in the first two years of study, to sample widely from among the course offerings in these areas, and to permit her, in the final two years, to focus attention (by course work and research) on the one or two areas of her principal interest.

Requirements in the Major Subject: Psychology 101; two courses from each of the following groupings of courses: (a) Psychology 201a,

202b, 203a, 204b; (b) Psychology 206a, 207b, 208b, Haverford courses 223 (or 205b); (c) Psychology 301b, 302b, 305a, Haverford courses 344b, 307a, 346a; one unit of allied work in either Biology, Chemistry, Physics, or Mathematics. The Senior Conference is also required. Psychology 205a is strongly recommended to students preparing for graduate work. Psychology 101 is prerequisite to all other courses offered by the Department with the exception of Psychology 205a. Some second semester course at the 200 level, *with departmental permission*, may be taken concurrently with Psychology 101.

Allied Subjects: Anthropology, Biology, Chemistry, Education, History of Science, Linguistics, Mathematics, Philosophy, Physics, Sociology. At least one unit must be taken from among Biology, Chemistry, Physics and Mathematics.

101. *Experimental Psychology:* Mr. Gonzalez, Mr. Thomas, Miss Wannemacher, Mr. Yarczower.

The experimental study of behavior and its physiological basis. A survey of methods, facts, and principles: sensation, perception, motivation, emotion, learning, and thinking. Three hours lecture and four hours laboratory each week.

The following courses include individual laboratory research projects.

- 201a. *Learning Theory and Behavior:* Mr. Gonzalez.

Comparative studies of conditioning and instrumental learning; theories of learning; the evolution of intelligence.

- 202b. *Comparative Psychology:* Mr. Yarczower.

Evolution and behavior. The phylogeny of learning, perception, language, aggression and social behavior. Prerequisite: Psychology 201a.

- 203a. *Motivation:* Mr. Thomas.

The activation and regulation of goal-directed behavior: affectional processes, psychological drives, incentives, frustration, conflict, punishment and anxiety. Prerequisite: Psychology 201a (may be taken concurrently with 201a).

- 204b. *Sensation and Perception:* Mr. Hoffman.

Peripheral and central mechanisms for the reception and analysis of stimuli.

- 205a. *Experimental Methods and Statistics*: Mr. Hoffman.
Measurement, descriptive statistics, probability, association, testing of hypotheses, the design of experiments and associated problems.
- 206a. *Developmental Psychology*: Miss Wannemacher.
Development and behavior. The ontogeny of attention, perception, learning, language, intelligence and social interaction.
- 207b. *Language and Cognition*: Miss Wannemacher.
Cognitive development and its relation to the development of language.
- 208b. *Social Psychology*: Mr. McCauley.
The psychological study of man in society: group influence and conformity; helping behavior; aggression; theories of attitudes; attitude change and behavior change; effects of mass media.
- 301b. *Principles of Conditioning and Behavior*: Mr. Yarczower.
Analysis of the principal findings of experiments on classical conditioning, positive reinforcement, aversive and stimulus control of behavior. Prerequisite: Psychology 201a.
- 302b. *Physiological Psychology*: Mr. Thomas.
The physiological and anatomical bases of experience and behavior: sensory processes and perception, emotion, motivation, learning and cognition. Prerequisite: Psychology 201a.
- 305a. *Psychological Measurement*: Mr. Cauley.
Scale and test construction; evaluation of standardized tests; intelligence and the structure of abilities; personality assessment, educational, vocational and clinical application of tests.
- 311a. *Selected Problems in Comparative Psychology*: Members of the Department.
- 312a. *Selected Problems in Physiological Psychology*: Members of the Department.
- 313a. *Selected Problems in Experimental Psychology*: Members of the Department.
- 314a. *Selected Problems in Social Psychology*: Members of the Department. & b.

315a. *Selected Problems in Developmental Psychology*: Members of the & b. Department.

357b. *Computer Usage in the Life Sciences*: Mrs. Pruett.

(INT.) Experiments in the Life Sciences will be analyzed using computer techniques. The Fortran IV Language will be developed and used throughout the course. Limited to advanced students with research experience; no previous training in the use of the computer required. Lecture two hours, laboratory two hours.

399. *Senior Conference*: Seniors meet throughout the year as a group with individual members of the Department to discuss brief papers on topics assigned at the beginning of the year.

403. *Supervised Research in Psychology*: Members of the Department. Laboratory or field research under the supervision of a member of the Department.

Honors Work: One unit of Honors work may be taken by students nominated by the Department.

Courses at Haverford:

205b. *Psychology of the Normal Personality*: Mr. Davis.

Survey of the major theories, beginning with Freud. Developmental, clinical and experimental evidence relating to the "normal" personality are reviewed and evaluated.

223a. *Theories of Personality*: Mr. Heath.

Theories of personality, with emphasis on Freud, Rogers and the existentialists.

307a. *Social Psychology of Attitudes*: Mr. Perloe.

Intensive survey of the determinants of attitude formation and change. The effects on attitude change of the nature of the communicator, emotional appeals, the structure of persuasive communications, the personalities of communication recipients, and the occurrence of inconsistencies between communication and action.

- 344b. *Development through the Life Span*: Mr. Heath.
Developmental problems of infancy, childhood, adolescence, and adulthood viewed from a variety of perspectives, with emphasis on the healthy mastery of problems such as sexuality, identity, responsibility, marriage, religion and death.
- 346a. *Psychology of the Abnormal Personality*: Mr. Davis.
Theory, clinical practice, mental health settings, and research methodology pertaining to the neuroses and psychoses.

Russian

Associate Professor: Ruth L. Pearce, PH.D., *Chairman*

Lecturers: George Pahomov, PH.D.

Masha Rozman, M.A.

Helen Segall, B.S.

Professor of Philosophy: George L. Kline, PH.D.

The Russian major is designed to offer the students the opportunity to learn both to read and speak Russian and to achieve an understanding of the literature, thought and culture of both pre-revolutionary and contemporary Russia. Students in all courses are encouraged to make use of the tapes available in the Language Laboratory.

Requirements in the Major Subjects: Literature: Three years of language work or its equivalent (Russian 001 and 101, or 100, and 200 or 201), one advanced literature course and Russian 203 or any other literature course, and a Senior Conference. Also one unit of work in History 244 (Haverford), or Economics 210a and 305b (Haverford), or Philosophy 304a and 304b.

Russian Studies: Three years of language work or its equivalent and two units of work in the field of specialization (History 244, 356b and 480); Economics 211a, 305b and 307b, and 206b or 216b or 222b; Philosophy 304a, 304b and one unit in advanced Russian literature, in translation, or independent work), and a Senior Conference. A student specializing in Russian studies will take in addition one unit of work in a field outside his area of specialization.

Allied Subjects: Any language or literature, Economics, History, History of Art, Music and Philosophy.

001. *Elementary Russian:* Mrs. Pearce, Mrs. Rozman.

The basic grammar is learned with enough vocabulary to enable the student to speak and understand simple Russian and to read simple texts.

100. *Intensive Russian:* Mrs. Segall, Mrs. Rozman.

A double course covering the work of Russian 001 and 101. It will meet ten hours a week and give two units of credit.

101. *Intermediate Russian:* Mrs. Pearce, Mr. Pahomov.

Grammar review and composition. Introduction to the Russian literary language. Readings in Russian classics and contemporary materials.

200. *Advanced Training in the Russian Language:* Mrs. Segall.

Intensive oral practice in the spoken language. Discussion based on readings in 20th century short stories, poetry, and plays. Several compositions and a term paper in Russian are required. Conducted entirely in Russian.

201. *Readings in Russian:* Mrs. Rozman.

Literary and non-literary texts are selected in accordance with the needs and interests of the students. Emphasis is placed on vocabulary building and exposure to varying styles to enable the student to read advanced texts in his own or related fields.

- [202. *General Readings in Russian.*]

- [203. *Russian Literature in Translation.*]

- [301. *Russian Poetry of the Nineteenth Century.*]

- [302. *Pushkin and His Time.*]

303. *Russian Literature of the 20th Century:* Mrs. Segall.

A study of the developments in Russian literature from the late 19th century through the middle of the 20th century with special attention given to significant literary movements.

- [304. *Social Trends in Nineteenth-Century Russian Literature.*]

- [305. *Advanced Russian Grammar.*]

399. *Senior Conference*: One semester on the Russian language and one semester in the field of specialization. The work of the conferences will be evaluated by one examination in the Russian language (to be given at the beginning of the second semester) and one in the field of specialization.

Honors Work: Honors work is offered to students recommended by the Department.

Sociology

Professor: Eugene V. Schneider, PH.D., *Chairman*

Associate Professor: Judith R. Porter, PH.D.¹

Assistant Professor: William R. F. Phillips, PH.D.

Lecturers: Janet Griffith, B.A.

Robert E. Washington, M.A.²

Visiting Lecturers: Stanley S. Clawar, A.B.

Julia Eriksen, M.A.

Assistants: Susan D. Gotsch, M.A.

Carol Reach, B.A.

Associate Professor of Social Work and Social Research:

Dolores Norton, PH.D.

The aim of the major in Sociology is to provide the student with a general understanding of the structure and functioning of modern society, its major institutions, groups, values, and of the interrelations of these with personality. Stress is also placed on the major strains and problems of modern society. Free elective work is offered to those who may be interested in applying their knowledge to the field of social work.

The work of this program is closely integrated with the work in Sociology offered at Haverford College.

1. On leave for the year, 1973-74.

2. On leave, semester II, 1973-74.

Requirements for the Major Subject: 102a & b, 302a and 305b and additional work to be chosen from courses offered at Bryn Mawr or courses above the introductory level at Haverford. A total of three and one-half units of course work is required in addition to the Senior Conference.

Allied Subjects: Anthropology, Economics, Social Psychology, Political Science, American History, American Literature, Mathematics.

102a. *Introduction to Sociology:* Mr. Phillips.

Analysis of the basic sociological perspectives, methods and concepts used in studying society. Emphasis is placed on culture, social system, personality, and their interrelationships. Concrete applications of sociological analysis are examined.

102b. *American Social Structure:* Mr. Schneider.

Analysis of the structure and dynamics of complex, industrial societies. Examples will be drawn from several societies, but major emphasis is on the United States.

105a. *Introduction to Sociological Statistics:* Mrs. Griffith.

Basic concepts and applications of descriptive statistics; estimation, and hypothesis testing. No mathematical background required.

202a. *Social Welfare and the Individual and His Environment:* Mrs. Norton.

The effect of various physical, economic, cultural and racial environments on the development of the individual, and social work and social welfare approaches designed to meet these varieties of human behavior.

[202b. *Social Problems and Social Work Practice.*]

[205b. *Social Stratification:* Mr. Schneider.]

[207a. *Race Relations:* Mrs. Porter.]

[209b. *Sociology of Religion:* Mrs. Porter.]

[212b. *Sociology of Poverty:* Mrs. Porter.]

215a.* *Field Work in Urban Studies:* Mr. Clawar.

& b. A multi-disciplinary approach to the urban situation as it is manifested through the public school system. Approximately three hours per week are dedicated to individual in-school instruction with Junior

High School students. A weekly seminar includes several outside discussions and offers varying perspectives on the problems involved.

218a. *Modernization*: Mr. Washington.

This course will be concerned with sociological problems of development confronting third world societies. The following topics will be covered: theories of modernization; the Western capitalist, the socialist and the Japanese patterns of modernization; the characteristics of traditional and modern social structures; the social problems created by colonialism, rapid population growth, social class exploitation, ethnic prejudice, urbanization, etc.; and the problem of political priorities; democracy vs. political stability.

[220a. *Political Sociology*: Mr. Phillips.]

[235b. *Marginal Communities: the Sociology of the Outsider*: Mr. Washington.]

238a. *Women, Culture and Personality*: Mrs. Eriksen.

A comparative analysis of the position of women in society, with special emphasis on cultural explanations, and on the development of personality. The relationship between Western culture and the history of women's protest movements.

238b. *Women and the Social Structure*: Mrs. Eriksen.

The social structure of American society as it affects women. Emphasis will be placed on the structure of the labor force and on the family.

240a. *Urban Sociology*: Mr. Phillips.

(INT.) An analysis of urban social structures. Topics considered are: the urban polity, the psychology of urban life, the economic function of cities, and contemporary urban problems.

[245b. *Social Problems*: Mr. Washington.]

250a. *Deviance and Social Control*: Mrs. Griffith.

Course focuses on concepts of normative expectations for role behavior, informal social control, and normative change. Alternative theoretical approaches to deviance are considered.

[255b. *The Sociology of Alienation*: Mr. Washington.]

- 270b. *Social Demography*: Mrs. Griffith.

Examines the relationship of demographic variables (birth, death, migration) and population characteristics to social life, social change, and the organization of family and other roles in society.

- 280b. *Industrial Sociology*: Mr. Schneider.

Study of the social structure of modern, large-scale industry and its relation to the larger society historically and in the present. Topics covered include American industrial and trade union development, organizational theory, the industrial worker, and bureaucracy; as well as analysis of the social structural variables which affect the various groups that participate in modern industry.

- 302a. *Social Theory*: Mr. Schneider.

An examination of the extent to which the writings of classical and modern theorists throw light on wide-ranging social, cultural, and historical processes.

- 305b. *Sociological Methods*: Mr. Phillips.

An examination of various techniques for conducting empirical enquiry in Sociology; research design, collection of data, methods of interviewing, analysis, etc.

399. *Senior Conference*: The form and evaluation of the conference will be determined in consultation with the senior majors.

Honors Work: Honors work is offered to students who have demonstrated proficiency in their studies in the Department of Sociology, and will consist of independent reading and research, conferences and the preparation of a written report.

Interdepartmental Work: The Department of Sociology participates in the Interdepartmental concentration in *Hispanic and Hispanic American Studies* and in the interdepartmental major, *The Growth and Structure of Cities*. See pages 148, 146.

Courses at Haverford

In general students may enroll for major credit in any course above the Introductory level in the Department of Sociology at Haverford. However, the student should first consult the Department of Sociology at Bryn Mawr.

Spanish

Professors: Willard Fahrenkamp King, PH.D., *Chairman*
Joaquín González Muela, D. en F.L.

Assistant Professors: John F. Deredita, PH.D.
Eleanor Krane Paucker, PH.D.¹

Professor of Philosophy: José María Ferrater Mora, Lic. F.L.

The major in Spanish offers work in both language and the literature of all centuries, with emphasis on those periods when Spain and Spanish America have made their maximum contributions to Western culture.

The introductory course treats a selection of the outstanding works of Spanish and Spanish American literature in various periods and genres. Advanced courses deal more intensively with individual authors or periods of special interest. Students may take an advanced course at Haverford if it contributes significantly to their special program. In certain cases, with the approval of the Department and the Dean of the Graduate School of Arts and Sciences, advanced students may also take one graduate course.

One course is devoted to training in written and spoken Spanish. It is recommended that students supplement their course work by spending the junior year in Spain or Spanish America, studying in the summer at the *Centro* in Madrid, or living in the Spanish House. It is strongly advised that all students make use of the tapes available in the Language Laboratory. In Spanish 001 the use of the Laboratory forms an integral part of the course.

Requirements in the Major Subject: The normal course sequence in the major is 101a, 101b, 201a or b, 202a or b, at least four semesters of advanced work and the Senior Conference. Students who spend the Junior year in Spain may substitute an advanced literature course for Spanish 202a or 202b, and students whose precollege training includes advanced work in literature may, with permission of the Department, substitute a unit of more advanced work for 101a and 101b.

Allied Subjects: Any other language or literature, Anthropology, Economics, History, History of Art, History of Religion, Linguistics, Music, Philosophy, Political Science, and Sociology.

1. On leave, semester II, 1973-74.

001. *Elementary Spanish*: Mr. Deredita, Mrs. Paucker.
Grammar, composition, oral and aural training, readings on the Spanish and Spanish American background.
003. *Intermediate Spanish*: Mr. Deredita, Mr. González-Muela.
Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish texts.
- 101a. *Readings in Hispanic Literature*: Mrs. King, Mrs. Paucker.
& b. A general view of Spanish history and culture as revealed in outstanding literary works of various periods and genres. Oral expression and practice in writing emphasized.
- [201a. *Hispanic Literature of the Nineteenth Century*: Mrs. Paucker.]
- [201b. *The Generation of 1898 and Modernismo*: Mrs. King.]
- 202a. *Advanced Language Training and Composition*: Mr. Gonzalez-Muela.
Training in phonetics, practice in conversation. Interpretation of texts, translation, and original composition in Spanish. Assignments adapted to needs and level of achievement of the individual student.
- [203a. *Spanish American Literature*.]
& b.
- 302a. *Medieval Spanish Literature*: Mrs. King.
The Castilian epic, lyric poetry, and narrative prose from the *Poema del Cid* to Jorge Manrique, with special attention to the intermingling of Arabic, Jewish and Christian cultures.
- 303a. *The Modern Novel in Spain and Spanish America*: Mr. Deredita.
Twentieth-century experiments in the form and language of fiction. Emphasis on the contemporary period. Texts by Unamuno, Valle Inclán, J. Goytisolo, Borges, Onetti, and others.
- 303b. *Modern Poetry in Spain and Spanish America*: Mr. González-Muela.
Emphasis on the contemporary period. Texts by Garcia Lorca, Hierro, Neruda, Paz, and a limited selection of others.
- [304a. *Spanish Poetry and Drama of the Golden Age*: Mrs. King.]
- [304b. *Cervantes*: Mrs. King.]

Courses at Haverford

- 050b. *Exercises in Composition*: Mr. García-Barrio.
311a. *Prose of the Sixteenth and Seventeenth Centuries*: Mr. García-Barrio.
320a. *Eighteenth Century Spanish Literature*: Mr. García-Barrio.
333b. *Spanish Theatre of the Nineteenth Century*: Mr. García-Barrio.
384b. *The Essay in Spanish America*: Mr. García-Castro.

399. *Senior Conference*:

- a. In the first semester a senior seminar devoted to study of a special topic in Spanish literature chosen by the students, to be evaluated by a written examination in January.
- b. In the second semester individual conferences between each student and her instructor designed to aid the student in the preparation of a paper on an author or theme, chosen by the student, as seen in the context of a whole period in Spanish literature and history. At the end of the semester each student has a brief oral examination in Spanish consisting of the explanation and interpretation of a Spanish text and serving, along with the papers, as the method of evaluation of this conference. (With the approval of the Department, the student may substitute the Hispanic Studies seminar for the second-semester Senior Conference, see page 148.)

Honors Work: Honors work is offered to students recommended by the Department. This work consists of independent reading, conferences and a long paper.

Interdepartmental Work: The Spanish Department participates in the Interdepartmental concentration in *Hispanic and Hispanic-American Studies*. See page 148.

Interdepartmental Work

As new fields of study open up and as old fields change, it becomes necessary for those interested in them to acquire the information and to learn the methods needed to understand them and to work in them, and these may sometimes be quite diverse. In order to provide opportunity for students to work in these new areas, the Faculty has approved the establishment of the following Interdepartmental Majors and Interdepartmental Area of Concentration.

I Interdepartmental Majors

Classical Languages

Major Advisors: Professor Lang (Greek)
Professor Michels (Latin)

This major is designed for the student who wishes to divide her time equally between the two languages and literatures.

Requirements: six units of course work in Greek and Latin, normally three of each. At least one unit of advanced course work, but no allied units. A special Senior Conference will be made up from the offerings of the two departments. See pages 91 and 108 for descriptions of courses and conferences.

Classical Studies

Major Advisors: Professor Lang (Greek)
Professor Michels (Latin)
Professor Ridgway (Classical and Near Eastern Archaeology)

This major will provide a broad yet individually structured background for students whose interest in the ancient classical world is general and who wish to lay the foundation for more specialized work in one particular area.

Requirements: eight units of course work, at least one in each of the following: Ancient History (History 205a & b, 206a & b), Ancient Philosophy (Philosophy 101a or b), Classical Archaeology (Classical and Near Eastern Archaeology 101, 202b, 203a, 203b, 205b, 301a,

301b, 302b, 304a), Greek (all courses except 203, 213a, 214b), Latin (all courses except 204b, 205a & b). At least one unit of advanced work is required, but no allied work. The Senior Conference will be in two parts: one in the field of the advanced unit and a special Classical Studies Conference on some topic to which all fields may contribute. (Two of the required eight units may be taken at Haverford College with the approval of the major advisors.)

French Studies

Major Advisors: Professor Guggenheim (French)
Professor Silvera (History)

The major in French Studies, offered jointly by the French and History Departments, is designed to acquaint students with French life and culture in the broadest sense. The major concentrates on a sequence of French and history courses planned according to literary themes, genres, and topics studied in their historical setting, with the possibility of modifying the pattern of concentration to include courses in such allied fields as political science or sociology, philosophy, history of art, or music, to be taken either at Bryn Mawr or at Haverford. A junior year in France under one of the plans recommended by the French Department or summer study at the *Institut d'Etudes françaises d'Avignon*, held under the auspices of Bryn Mawr, forms an integral part of the program. A good command of French, both written and spoken, is required and residence in the French House in Haffner is strongly recommended for all those who need to improve their fluency in French. On the recommendation of the major advisors and with the special approval of the Dean of the Graduate School of Arts and Sciences, students may in certain cases be admitted to some seminars in the Graduate School.

Requirements: Students whose interests are literary will normally elect three units of French and two units of history, while students whose bent is historical will elect three units of history and two of French. (See course descriptions in the Departments of French and History, pages 81 and 93). At least one of these units from either department will be at the advanced level. History/French 290 serves as the introductory course.

During 1973-74, students who wish to begin a major program in French Studies may enroll in Interdepartmental 295a and Interdepartmental 295b with the permission of the Major Advisors.

Allied Subjects: Political Science, Sociology, Economics, History of Art, Philosophy, Music, The Growth and Structure of Cities.

[290. *La Civilisation de France:* Mr. Silvera.]
(INT.)

295a. *La France aujourd'hui:* Instructor to be announced.
(INT.)

An inquiry into the present institutional, social and economic structure of French society. Special study will be made of such problems as the conflict between tradition and innovation, work and leisure, recent political trends, and the role of women in French life. The meaning and consequences of the May, 1968, uprising will be closely examined. The course, conducted in French, is open to both French Studies majors and other qualified students.

295b. *Littérature, Histoire et Société de Montaigne à Madame Roland:*
Mr. Guggenheim.

A study of French society from the Religious Wars to the Revolution as reflected in representative texts (letters, memoirs, plays, essays), with special emphasis on the historical background of two centuries of French literature. The course, conducted in French, is open to both French Studies majors and other qualified students.

399. *Senior Conference:* Major Advisors.

- a. In the first semester, a weekly seminar on selected aspects of the historical, social and institutional features of French civilization.
- b. In the second semester, an independent project embodying substantial research on a topic chosen by each major after consultation with the Major Advisors.
- c. At the end of the year, a forty-minute oral presentation by each major of the results of the independent research project, and a three-hour written examination on a limited number of aspects of

French civilization to be determined after discussion with the senior majors.

Honors Work: On the recommendation of the Major Advisors, students in their senior year will be admitted to Honors work consisting of independent reading, conferences and a long paper.

The Growth and Structure of Cities

Major Advisor and Director of the Program: Professor Lane (History)

In this interdisciplinary major, the student will study the city from more than one point of view. City planning, art and architecture, history, political science, anthropology, archaeology, economics and sociology will contribute toward her understanding of the growth and structure of cities.

Requirements: All students must take Interdepartmental 190 and Interdepartmental 200a (one and one-half units). Each student should select, *in addition* to these courses, three units from among the other major courses listed below. Two additional units, above the introductory level, must be chosen from *one* of the departments listed under Allied Subjects. Each senior will prepare a paper or project embodying substantial research. The paper or project will be presented in written form to the Committee on the Growth and Structure of Cities, and in oral or visual form to all seniors in the major meeting as a group. These oral presentations and the resulting discussions will serve as the Senior Conference.

Allied Subjects: Political Science, History, History of Art, Sociology, Economics, Fine Art, Greek, Latin, Classical and Near Eastern Archaeology, Anthropology. Occasionally, with permission of the Graduate Dean of the School, Courses in Social Work and Social Research.

190. *The Form of the City:* Mrs. Lane.
(INT.) The physical character of historic and contemporary cities. A variety of factors—geography, economic and population structures, planning and aesthetics—will be considered as determinants of urban form. Approximately ten cities will be studied intensively.

[200a. *Urban Society*: Mrs. Lane, Mr. Ross.]

(INT.)

204b. *The Ancient City*: Mr. Scott.

(INT.) The course will investigate the historical developments of the Greek and Roman cities of the Mediterranean from Alexander's conquest of Asia to the foundation of Constantinople. Particular attention will be paid to their organization and purpose, and an effort made to discern the theoretical and practical attitudes to them of their inhabitants. Primary and secondary source material, where possible, will be in English.

206a. *Ancient Near Eastern Cities*: Mr. Ellis. See Archaeology 206a.

209a. *Urban Economics*: Mr. Gubins. See Economics 209a. (Haverford).

[218a. *Community Politics*: Mr. Ross.]

240a. *Urban Sociology*: Mr. William Phillips.

See Sociology 240a.

270b. *Medieval Cities*: Mr. Brand. See History 270b.

300b. *The American City in the Twentieth Century*: Mr. Speizman (Graduate School of Social Work and Social Research).

Social transformations under the impact of rapid urbanization. Includes some comparative study of urbanization in other societies.

301b. *Greek Architecture*: Mrs. Ridgway.

See Archaeology 301b.

304b. *The Dynamics of Environmental Systems*: Mr. Anderson. (Chemistry).

(INT.) Principles of the structure and function of ecosystems; techniques for the simulation of complex systems; the impact of man on the environment and man's management of resources. Three hours lecture-discussion weekly.

Prerequisites: one year of a natural and of a social science, and some familiarity with digital computation.

[305a. *The Italian City State in the Renaissance*: Mrs. Lane.]

[306a. *Le thème de Paris dans la littérature française*: Miss Lafarge.]

[311b. *Colonial Towns in North and South America*: Mrs. Dunn.]

[316b. *Ethnic Group Politics*: Mr. Ross.]

[Art 56 (Swarthmore) *The City*: Mr. Kitao.]

399. *Senior Conference*: Mrs. Lane and members of the Committee on the (INT.) Growth and Structure of Cities.

II. Interdepartmental Area of Concentration

Hispanic and Hispanic-American Studies

Major Advisors: Professor Dunn (History)

Professor King (Spanish)

The program is designed for students interested in a comprehensive study of the society and culture of Spanish-America and/or Spain. Its aims are (1) to provide the student, through a formal major in Anthropology, History, History of Art, History of Religion, Economics, Music, Political Science, Sociology, or Spanish, with a valid means for thorough study of one aspect of Hispanic or Hispanic-American culture, (2) to afford an introduction, through the study of allied courses dealing with Spain or Spanish-America, to other aspects of the cultural complex, (3) to effect a synthesis of the student's studies through a Senior Conference, in which all students in the program participate, on a broad topic that cuts across all the major areas involved.

Requirements: Competence in Spanish; in addition to the courses in the major department, at least 2½ units of work from courses listed below and from selected courses at Bryn Mawr's *Centro de Estudios Hispánicos* in Madrid; in the junior or senior year, a long paper or project dealing with Spain or Spanish America; the Senior Conference in Hispanic Studies. (In effect, the student supplements a major in one of the departments listed above with a concentration in Hispanic or Hispanic American Studies.)

Courses: Anthropology 101, [204], [305a], Economics [202b], History [207], [211b], [212], [310b], [311b], 355a (Haverford), History of Art 213, History of Religion 104a, [300a], [24 (Swarthmore)], Interdepartmental 308, 310, Philosophy 314b, Political Science 321a, Sociology 102a, Spanish: any course including those given in the Centro except 001, 003 and 202.

III. Interdepartmental Courses

Each year, certain courses are offered which cut across well-defined areas of knowledge and emphasize relationships among them. Such courses may be taught by two or more members of the faculty working in close cooperation. Since the material considered requires some background in at least two disciplines, the interdepartmental courses are usually offered at the advanced level. For students who have progressed to the more complex aspects of their major subjects, the interdepartmental courses provide an opportunity to apply their training to new and broader problems and to benefit from the experience of seeing their own subject from the points of view of several specialists. To facilitate free discussion registration is generally restricted to a limited number of well-qualified students.

205b. *Narrative Techniques in Continental Fiction*: Mr. Altman.

Achebe, Balzac, the Bible, Boccaccio, Cervantes, Kafka, the *Song of Roland*, Vergil, Zola, and a radically new approach to the study of narrative. Optional discussions will treat comic books, narrative art, selected films, and other related topics.

210a. *The Soviet System*: Mr. Hunter (Haverford).

See Economics 210a, page 69.

213a. *Myth in Practice and Theory*: Miss Lang.

Greek and other myths will be examined from two points of view: as a testing ground for various approaches to the study and interpretation of myths, both ancient and modern; as raw material for literary exploitation and development.

304b. *The Dynamics of Environmental Systems*: Mr. Anderson.

See Chemistry 304b.

- 307a. *Introduction to Celtic Civilization*: Miss Dorian.
The course will trace the thread of Celtic civilization from the emergence of the Celts in pre-history to their marginal survival in modern times, concentrating on the contributions of mythology, the bardic tradition and the legal system to the uniqueness of Celtic society and on the ancient continuities to be found in surviving Celtic folk custom and tradition.
308. *Language in the Social Context*: Miss Dorian.
Language in the social context: human versus animal communications; childhood language acquisition; bilingualism; regional dialects; usage and the issue of "correctness"; social dialects; speech behavior in other cultures.
- [310. *Introduction to Linguistic Techniques*: Miss Dorian.]
- 312b. *Field Methods in Linguistics*: Miss Dorian.
Practical experience in transcription and analysis of an unfamiliar language. There will be an informant, and students will be able to develop their own methodology for approaching a language with which they have no previous experience.
- [313a. *History of Science: Antiquity to the Renaissance*: Mr. Culotta.]
- 314a. *The Rise of Modern Science*: Mr. Culotta.
&b. See History 314a., page 99.
353. *Biochemistry*: Mr. Conner, Mr. Prescott, Mr. Young.
See Biology 353, page 59.
- 357b. *Computer Usage in the Life Sciences*: Mrs. Pruett.
See Biology 357b, page 60.

Performing Arts

- 101a. *Modern Dance: Techniques and Choreography*. Mrs. Mason,
& b. Mrs. Lember.
- [201a. *Modern Dance: Advanced Techniques and Choreography*: Mrs. Mason, Mrs. Lember. Prerequisite: Performing Arts 101a & b.
403. *Voice or Instrument*.
Students who are sufficiently advanced and who have completed at

least one year of voice or music lessons while at the College may with the approval of the Department of Music offer for one unit of academic credit a year of voice or instrument lessons. The unit will include the lessons and also a recital or proficiency test arranged by the Music Department.

Physical Education

Director: Anne Lee Delano, M.A.

Instructors: Linda Fritsche Castner, M.S.

Jan Eklund Fisher, M.ED.

Barbara Lember, B.F.A.

Ann Carter Mason, B.S.

Mary L. O'Toole, M.S.

Janet A. Yeager

The Department of Physical Education has developed a program to:

1. Recognize the student with a high degree of neuromuscular coordination and physical stamina, and encourage her to maintain this status.
2. Provide incentive for all students to find some form of activity in which they may find pleasure and show improvement.
3. Contribute to the total well-being of the student.

The program provides a Physical Education Profile Test optional for freshman and sophomores. Above-average performance releases the student from physical education for the year.

There is a two year requirement to be completed preferably by the end of the sophomore year. In the freshman year each student will take three hours per week during the first semester; two hours in an activity of her choice and one hour per week in a specialized unit. The units are Dance Orientation, Relaxation, Sports Orientation. In the second semester and during the sophomore year each student will participate two hours per week in an activity of her choice. Each semester is divided into two terms in order that every student may participate in a variety of activities should she wish to do so.

All students must complete the freshman and sophomore requirements satisfactorily. Upperclassmen are invited to elect any of the activities offered. Transfer students will have their physical education requirement reviewed by the Director of Physical Education.

The Optional Test For Release

Areas contributing to a physical education profile to be determined by testing, using batteries of standardized tests and procedures, adapted to college women:

1. Aptitude and Achievement Battery (performance skill)
 - a. Standing broad jump
 - b. Sand bag throw
 - c. Obstacle course
2. Fitness Battery (strength and endurance)
 - a. Standing broad jump
 - c. Push-ups—modified
 - b. Sit-ups
 - d. 12-minute run
3. Body weight control

The Swimming Test (for survival)

1. Jump into deep end of pool (feet first entry), demonstrate two strokes while swimming lengths of pool for ten minutes without stopping, resting or touching bottom or sides of pool, backfloat motionless for two minutes, tread water one minute.
2. The swimming test is administered to every new student at the beginning of the year unless she is excused by the College Physician.
3. Students *unable* to pass the test must register for beginning swimming.

Seasonal Offerings

Fall: archery, fencing, golf, hockey, modern dance, riding,* swimming, tennis, volleyball and American Red Cross Senior Life Saving Course. *Winter:* badminton, basketball, exercise therapy, fencing, folk

dance, gymnastics, modern dance, riding,* squash, swimming, trampoline, volleyball, and American Red Cross Water Safety Instructor Training Course. *Spring*: archery, golf, gymnastics, lacrosse, riding, swimming, tennis and American Red Cross Senior Life Saving.

A Modern Dance Club and Varsity teams are open to students with special interests in those areas.

* Open only to Sophomores with permission of the Department, and to Freshmen who have satisfied the requirements.

Financial Aid

The scholarships listed on the following pages have been made available to able and deserving students through the generosity of alumnae and friends of the College. Many of them represent the income on endowed funds which in some cases is supplemented by an additional grant, usually taken from expendable gifts from alumnae and parents. A student requesting aid does not apply to a particular fund but is considered for all awards administered by the College for which she is qualified.

The Alumnae Regional Scholarship Program is the largest single contributor to Bryn Mawr's Scholarship awards. Bryn Mawr is the only college with an alumnae-based scholarship program independent, yet coordinate, with the College's own financial aid program. The Alumnae raise funds, interview candidates requesting and needing aid, and choose their scholars. An Alumnae Regional Scholarship carries with it special significance as an award for excellence, academic and personal.

An outstanding scholarship program has been established by the National Merit Scholarship Corporation, and several large corporations sponsor scholarship programs for children of employees. In addition to the generous awards made by these companies there are many others made by foundations and by individual and professional groups. Some of these are regional in designation. Students are urged to consult their schools and community agencies for information in regard to such opportunities.

Financial aid is held each year by approximately forty per cent of the undergraduate students. The value of the scholarships ranges widely, but the average grant is approximately \$1800. Requests for financial aid are reviewed by the Scholarship Committee and judged on the basis of the student's academic promise and achievement on the one hand, and, on the other, her financial situation and that of her family. Bryn Mawr College participates in the College Scholarship Service of the College Entrance Examination Board. Participants in the Service subscribe to the principle that the amount of aid granted a student should be based upon financial need. The Service assists colleges and other agencies in determining the student's need for financial assistance. All applicants must submit in support of application for financial aid the form entitled Parents' Confidential Statement which is prepared by the Service. When the total amount of aid needed has been determined, awards are made in the form of grants and loans (for loan information, see page 177. Students receiving assistance are expected to contribute to their educational expenses through earnings in the summer and during the academic year. Although jobs are not awarded as part of the student's financial aid, students qualifying for financial aid are given priority on campus employment. Employment opportunities are described on page 53.

Scholarships are available to entering students, including students entering on transfer, and to students who have completed one or more years of study in the College.

Applications for Financial Aid Available at Entrance

Application forms for Financial Aid are included in application materials sent to applicants who have submitted the preliminary application for admission. Each candidate for aid must also file with the College Scholarship Service a form entitled Parents' Confidential Statement in Support of Application for Financial Aid. These two forms must be filed with the College and with the College Scholarship Service *no later than January 1* of the student's final year in high school in the case of regular applicants, and *no later than October 1* in the case of applicants under the Early Decision Plan. Applications for financial aid for transfer students are due *no later than March 1*.

The fact that a student has applied for financial assistance is not

taken into consideration in evaluating the candidate's application for admission to the College.

Since scholarship funds of the College are not sufficient to cover the needs of the many well-qualified applicants, students are urged to consult with their school counselors about national and local scholarships which may be available and to submit appropriate applications. Specific questions regarding aid at Bryn Mawr should be directed to the Financial Aid Officer.

Undergraduate Financial Aid

Application for the renewal of financial aid must be made annually. The renewal of the award depends on the student's maintaining a good record and her continued need for assistance. Adjustments are made to reflect changes in the financial situation of the family. Marriage or reaching the age of 21, however, are not considered valid reasons for the withdrawal of parental support or for an increase in financial aid.

The necessary forms for renewal may be obtained in the Financial Aid Office and should be filed with the College Scholarship Service no later than January 31.

Scholarship Funds

The Mary L. Jobe Akeley Scholarship Fund was established by bequest of Mary L. Jobe Akeley. The income from this fund of \$147,153 is to be used for undergraduate scholarships with preference being given to students from Ohio. (1968)

Alumnae Regional Scholarships are available to students in all parts of the United States and Canada. These scholarships, raised by alumnae, vary in amount but may cover full fees for four years. The awards are made by local alumnae committees and are announced to the candidates immediately after their notification of admission to the College. Holders of these scholarships who maintain a high standard of academic work and conduct, and who continue to need financial aid after the freshman year, are assured assistance either from alumnae committees in their districts or from the College. (1922)

The Alumnae Bequest Scholarship Fund, now totaling \$8,196, was

established by bequests received for scholarships from alumnae of the College. (1965)

The Marion Louise Ament Scholarship Fund, now totaling \$73,414, was established by bequest of Berkley Neustadt in honor of his daughter, Marion Louise Ament of the Class of 1944. The income is to be used for scholarships. (1967)

The Evangeline Walker Andrews May Day Scholarship was established by bequest of Evangeline Walker Andrews of the Class of 1893. The income from this fund of \$10,000 is to be used for undergraduate scholarships in the Department of English. Mrs. Andrews originated the Bryn Mawr May Day which was first held in 1900. (1963)

The Edith Heyward Ashley and Mabel Pierce Ashley Scholarship Fund was founded by bequest of Mabel Pierce Ashley of the Class of 1910. In 1969, the fund was increased by \$25,000 by bequest of Edith Heyward Ashley of the Class of 1905. The fund now totals \$50,000 and the income is to be awarded as a scholarship or scholarships to undergraduate students majoring in History or English. (1963)

The Elizabeth Congdon Barron Scholarship Fund. In 1960, by Mrs. Barron's bequest of \$2,500, the Elizabeth Congdon Barron Fund was established "for the general purposes of the College." Through gifts from her husband, Alexander J. Barron, the fund was increased to \$25,000 and the Elizabeth Congdon Barron Scholarship Fund was established. Through further gifts from Mr. Barron, the endowment has been raised to \$55,000. (1964)

The Elizabeth P. Bigelow Memorial Scholarship Fund was established by gifts now amounting to \$50,209 from Mrs. Henry B. Bigelow in memory of her daughter Elizabeth P. Bigelow, who was graduated *cum laude* in 1930. (1960)

The Book Shop Scholarships are awarded annually from the income from the Book Shop Fund, which now amounts to \$30,855. (1947)

The Bertha Norris Bowen and Mary Rachel Norris Memorial Scholarship Fund was established by bequest under the will of Mary Rachel

Note: *The dates in parentheses in the listings on this and the following pages indicate the year the scholarship was established.*

Norris, '05, in memory of Bertha Norris Bowen, who was for many years a teacher in Philadelphia. (1973)

The Mariam Coffin Canaday Scholarship Fund was established by a gift of \$18,866 from the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The income from this fund was capitalized until in 1969 the fund reached the amount of \$25,000. The income henceforth is to provide scholarships with preference given to students from Toledo, Ohio, or from District VI of the Alumnae Association. (1962)

The Antoinette Cannon Memorial Scholarship Fund was established by a gift of \$30,400 by Janet Thornton of the Class of 1905 in memory of her friend Antoinette Cannon of the Class of 1907. (1963)

The Jeannette Peabody Cannon Memorial Scholarship Fund, now totalling \$13,441, was established in memory of Jeannette Peabody Cannon, Class of 1919, through the efforts of the New England Alumnae Regional Scholarship Committee, of which she was a member for twenty years. The scholarship is awarded every three years on the nomination of the Alumnae Scholarship Committee to a promising member of the freshman class, residing in New England, who needs financial assistance. The scholarship may be held during the remaining three years of her college course provided a high standard is maintained. In 1962, the fund was increased from \$7,405 to \$13,441 by a generous gift from Mrs. Donald Wing of New Haven. (1949)

The Susan Shober Carey Award was founded in memory of Susan Shober Carey by gifts now totalling \$3,300 from the Class of 1925 and is awarded annually by the President. (1931)

The Florence and Dorothy Child Memorial Scholarship of Bryn Mawr College was founded by bequest of Florence C. Child of the Class of 1905. The income from this fund of \$115,494 is to be used for the residence fees of students who without such assistance would be unable to live in the halls. Preference is to be given to graduates of the Agnes Irwin School and to members of the Society of Friends. If no suitable applicants are available in these two groups, the scholarship aid will then be assigned by the College to students who could not live in residence without such assistance and who are not holding other scholarships. (1957)

The Augusta D. Childs Scholarship Fund was established by bequest of \$45,000 from the estate of Augusta D. Childs. The income is to be used for undergraduate scholarships. (1970)

The Jacob Orié and Elizabeth S. M. Clarke Memorial Scholarship was established by bequest of \$5,000 from the estate of Elizabeth Clarke and is awarded annually to a student born in the United States or any of its territories. (1948)

The Class of 1903 Scholarship Fund was established by gift of \$12,295 on the occasion of the fiftieth reunion of the Class. The income from this fund is to be awarded annually to a member of the freshman, sophomore or junior class for use in the sophomore, junior or senior years. (1953)

The Class of 1922 Memorial Scholarship Fund was established at the suggestion of members of the Class of 1922 as a perpetual class fund to which members of the class can contribute during the Tenth Decade Campaign and beyond. The basis for this fund is an unrestricted bequest of \$10,000 from the estate of Margaret Crosby, '22. (1973)

The 1967 College Bowl Scholarship Fund of \$16,000 was established by the Bryn Mawr College team from its winnings on the General Electric College Bowl Television Program. The scholarship grants were donated by the General Electric Company and by Seventeen Magazine and supplemented by gifts from the Directors of the College. The members of the team were Ashley Doherty (1971), Ruth Gais (1968), Robin Johnson (1969) and Diane Ostheim (1969). Income from this fund will be awarded to an entering freshman in need of assistance. (1967)

The Julia Cope Collins Scholarship was established by bequest of \$10,000 from the estate of Julia Cope Collins, Class of 1889. (1959)

The Alice Perkins Coville Scholarship Fund, now totalling \$76,587, was established by Agnes Frances Perkins of the Class of 1898 in honor of her sister, Alice Perkins Coville. The income from this scholarship fund is used to aid a deserving student in need of financial assistance. (1948)

The Regina Katharine Crandall Scholarship was established by a group

of her students as a tribute to Regina Katharine Crandall, Margaret Kingsland Haskell Professor of English Composition from 1918 to 1933. The income from this fund, which now amounts to \$10,225, is awarded to a sophomore, junior or senior who in her written English has shown ability and promise and who needs assistance to continue her college work. (1950)

The Annie Lawrie Fabens Crozier Scholarship Fund was established by a gift of \$31,656 from Mr. and Mrs. Abbott P. Usher in memory of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier of the Class of 1951. The scholarship, in varying amounts up to full tuition, is to be awarded to a junior or senior of distinction who is majoring in English. (1960)

The Rebecca Taylor Mattson Darlington Memorial Scholarship Fund was established by members of her family in memory of Rebecca Taylor Mattson Darlington, Class of 1896. The income is to be used for undergraduate scholarships. (1967)

The E. Merrick Dodd and Winifred H. Dodd Scholarship Fund of \$2,000 was established by bequest of Dr. and Mrs. Dodd. (1953)

The Abby Slade Brayton Durfee Scholarship Fund, which now amounts to \$12,713, was founded in honor of his wife by bequest of Randall Nelson Durfee and increased by Mrs. Durfee and by Randall N. Durfee, Jr. and Mrs. Charles Bennett Brown of the Class of 1930. Preference is given to candidates of English or American descent and to descendants of the Class of 1894. (1924)

The Anne Long Flanagan Scholarship was established by a gift of \$29,687 from Anne Long Flanagan of the Class of 1906 on the occasion of the 55th reunion of the class. The income is to be used to provide scholarships for Protestant students. (1961)

The Cora B. Fohs and F. Julius Fohs Perpetual Scholarship Fund was established by a gift of \$75,000 from the Fohs Foundation. The income only is to be used. (1965)

The Foundation Scholarships, varying in amount up to full tuition and tenable for four years, are made available by the Trustees of Bryn Mawr College. They are awarded to members of the Society of Friends

who cannot meet the full expenses of tuition and residence. (1894)

The William Franklin Scholarship Fund was established by a bequest of \$35,985 from Susan B. Franklin of the Class of 1889. The income from this fund is to be used for scholarships for deserving girls, preference being given whenever possible to girls from the Rogers High School, Newport, Rhode Island. (1957)

The Edgar M. Funkhouser Memorial Scholarship Fund of \$30,000 was established from his estate by Anne Funkhouser Francis of the Class of 1933. Awards may vary in amount up to full tuition and be tenable for four years. Income from this fund may be awarded annually, first preference being given to residents of southwest Virginia; thereafter to students from District IV eligible for aid in any undergraduate year. (1964)

The Helen Hartman Gemmill Scholarship, value \$500, first given for the year 1970-71, is awarded annually to a student majoring in English from funds provided by the Warwick Foundation. (1967)

The Anna Hollowell Memorial Scholarship was founded in memory of Anna Hollowell by her family. The income on a fund of \$2,585 is awarded annually to the junior in need of aid who has the highest academic record. (1912)

The Katharine Hepburn Scholarship, value \$1,000, first given for the year 1969-70, is awarded annually in honor of Katharine Hepburn to a student interested in the study of drama and motion picture, and in the cultivation of English diction and of literary appreciation. (1952)

The Katharine Houghton Hepburn Memorial Scholarship was given in memory of Katharine Houghton Hepburn of the Class of 1900. The income on this fund, now totaling \$21,130, is awarded for the junior or senior year to a student who has demonstrated both ability in her chosen field and independence of mind and spirit. (1957)

The Jeanne Crawford Hislop Memorial Scholarship Fund of \$5,000 was given in memory of Jeanne Crawford Hislop of the Class of 1940 by Mr. and Mrs. John H. Hislop and Mrs. Frederic W. Crawford. The income from this fund has been supplemented by gifts from Mrs. John H. Hislop. This scholarship, awarded to a junior, may be renewed for the senior year. (1939)

The George Bates Hopkins Memorial Scholarships were founded by a gift of \$10,056 from Mrs. Elizabeth Hopkins Johnson in memory of her father. Preference is given to students of Music and, in default of these, to students majoring in History, and thereafter to students in other departments. (1921)

The Maria Hopper Scholarships, two in number, were founded by bequest under the will of Maria Hopper of Philadelphia and are awarded annually. The income from this fund of \$10,224 is used for aid to a sophomore. (1901)

The Leila Houghteling Memorial Scholarship Fund in the amount of \$10,180 was founded in memory of Leila Houghteling of the Class of 1911 by members of her family and a group of her contemporaries. It is awarded every three years on the nomination of the Alumnae Scholarships and Loan Fund Committee to a member of the freshman class in need of financial assistance and is held during the remaining three years of her college course. (1929)

Huguenot Society of America Grant. On the recommendation of the College a student of Huguenot ancestry may be nominated for a grant up to \$1,000 to be used for college expenses. (1962)

The Evelyn Hunt Scholarships, two in number, were founded in memory of Evelyn Hunt by bequest of \$10,000 under the will of Evelyn Ramsey Hunt of the Class of 1898. (1931)

The Lillia Babbitt Hyde Scholarship Fund was established by gifts of \$25,600 from the Lillia Babbitt Hyde Foundation to establish the Lillia Babbitt Hyde Scholarship for award in so far as possible to students whose major subject will lead to a medical education or a scientific education in chemistry. (1963)

The Jane Lilley Ireson Scholarship was established by a bequest of \$246,776 under the will of Jennie E. Ireson, her daughter. The income on each \$5,000 of this fund is to be awarded as a scholarship to a worthy student who may require financial assistance. (1959)

The Alice Day Jackson Scholarship Fund of \$10,195 was given by the late Percy Jackson in memory of his wife, Alice Day Jackson. The income from this fund is awarded annually to an entering student. (1930)

The Kathryn M. Kalbfleisch and George C. Kalbfleisch Scholarship Fund was established under the will of Kathryn M. Kalbfleisch '24, the income from the fund of \$108,276 is to be used for scholarships. (1972)

The Alice Lovell Kellogg Fund was founded by a bequest of \$5,000 by Alice Lovell Kellogg of the Class of 1903. The income is to be used for undergraduate scholarships. (1967)

The Minnie Murdoch Kendrick Memorial Scholarship, tenable for four years, was founded by bequest under the will of George W. Kendrick, Jr., in memory of his wife. The income on this fund of \$5,362 is awarded every four years to a candidate nominated by the Alumnae Association of the Philadelphia High School for Girls. (1916)

The Misses Kirk Scholarship Fund, now amounting to \$1,401, was founded in honor of the Misses Kirk by the Alumnae Association of the Kirk School in Bryn Mawr. (1929)

The Clara Bertram Little Memorial Scholarship was founded by Eleanor Little Aldrich, in memory of her mother. The income from a fund now totalling \$11,000 is awarded to an entering student from New England on the basis of merit and financial need. (1947)

The Mary Anna Longstreth Memorial Scholarship, established by a gift of \$5,000 and carrying free tuition, was given in memory of Mary Anna Longstreth by alumnae and children of alumnae of the Mary Anna Longstreth School and by a few of her friends. (1913)

The Lorenz-Showers Scholarship Fund now amounting to \$5,000 was established by Justina Lorenz Showers of Dayton, Ohio, of the Class of 1907, in honor of her parents, Edmund S. Lorenz and Florence K. Lorenz, and of her husband, John Balmer Showers. (1943)

The Alice Low Lowry Memorial Scholarship Fund was established by gifts amounting to \$12,238 in memory of Alice Low Lowry of the Class of 1938 by members of her family and friends. The income is to be used for scholarships. (1968)

The Katharine E. McBride Undergraduate Scholarship Fund was established by a gift of \$5,000 made by Gwenn Davis Mitchell, Class of 1954. This fund now amounts to \$5500. The income is to be used for scholarships. (1969)

The Gertrude Howard McCormick Scholarship Fund was established by gift of \$25,000 by the late Gertrude Howard McCormick. The scholarship, value \$1,000, is awarded to a student of excellent standing, preferably for her freshman year. If she maintains excellent work in college, she may continue to receive scholarship aid through her sophomore, junior and senior years. (1950)

The Beatrice Miller Memorial Scholarship Fund was established by a bequest of \$83,966 from the Estate of Beatrice Miller Ullrich of the Class of 1913. The income only is to be used for scholarships. (1969)

The Constance Lewis and Martha Rockwell Moorhouse 1904 Memorial Scholarship Fund, now amounting to \$17,930, was established by the Class of 1904 in memory of Constance Lewis and Martha Rockwell Moorhouse of the Class of 1904. (1920)

The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Scholarship Fund, amounting to \$13,000, was established by members of their families in memory of Evelyn Flower Morris of the Class of 1903 and Jacqueline Pascal Morris of the Class of 1908. (1959)

The Jean Brunn Mungall 1944 Memorial Fund, now amounting to \$25,068, was established by the Class of 1944. The class on its 25th anniversary in May 1969 increased the fund by \$16,600. The income is to be used for scholarships. (1955)

The Mary McLean and Ellen A. Murter Memorial Fund, now amounting to \$14,320, was founded in memory of her two aunts by bequest of Mary E. Stevens of Germantown, Philadelphia. By vote of the Board of Directors the income is used for an annual scholarship. (1933)

The Frank L. Neall and Mina W. Neall Scholarship Fund was established by a legacy of \$25,000 from the Estate of Adelaide W. Neall of the Class of 1906 in memory of her parents. The income is to be used for scholarship purposes at the discretion of the Trustees of the College. (1957)

The New Hampshire Scholarship Fund of \$15,000 was established in 1965 by the Spaulding-Potter Charitable Trust. A matching fund was

raised by contributions from New Hampshire alumnae. Income from the two funds will be awarded each year to an undergraduate from New Hampshire on the recommendation of the New England Regional Scholarship Committee. (1965)

The Alice F. Newkirk Scholarship Fund was founded by a bequest of \$2,500 by Alice F. Newkirk. The income is for scholarships. (1965)

The Mary Frances Nunns Scholarship was established by a bequest of \$25,275 under the will of Mary Frances Nunns. The income only is to be used. (1960)

The Florence Morse Palmer Scholarship was founded in memory of Florence Morse Palmer by her daughter, Jean T. Palmer of the Class of 1924, by gifts now totalling \$10,000. (1954)

The Margaret Tyler Paul Scholarship was established by a 40th Reunion gift of \$30,000 from the Class of 1922. (1963)

The Fanny R. S. Peabody Scholarship Fund was established by bequest of \$177,927 in the will of Fanny R. S. Peabody. The income from the Peabody Fund is awarded to students from the western states. (1943)

The Delia Avery Perkins Scholarship was established by bequest of \$58,474 from Delia Avery Perkins of the Class of 1900. Mrs. Perkins was Chairman of the New Jersey Scholarship Committee for a number of years. The income on this fund is to be awarded to students entering from Northern New Jersey. (1965)

The Ethel C. Pfaff Scholarship Fund was established by a bequest of \$295,616 from Ethel C. Pfaff of the Class of 1904. The income from this fund is to be awarded to entering freshmen. (1967)

The Philadelphia Board of Public Education Scholarships, tenable for four years, are awarded to graduates of Philadelphia high schools nominated by the Board of Public Education of Philadelphia. (1898)

The Louise Hyman Pollak Scholarship was founded by the Board of Trustees from a bequest of \$5,061 by Louise Hyman Pollak of the Class of 1908. The income from this fund, now totalling \$6,681, which has been supplemented by gifts from the late Julian A. Pollak, and his son, David Pollak, is awarded annually to an entering student from one of the central states, east of the Mississippi River. Preference is given to residents of Cincinnati. (1932)

The Anna M. Powers Memorial Scholarship was founded in memory of Anna M. Powers by a gift from her daughter, Mrs. J. Campbell Harris. The income on this fund of \$5,542 is awarded annually to a senior. (1902)

The Thomas H. Powers Memorial Scholarship was founded in memory of Thomas H. Powers by bequest under the will of his daughter, Mrs. J. Campbell Harris. The income on this fund of \$4,598 is awarded annually to a senior. (1902)

The Anna and Ethel Powers Memorial Scholarship was established by a gift of \$1,000 in memory of Anna Powers of the Class of 1890 by her sister, Mrs. Charles Merrill Hough. The fund is now re-established at \$11,308 in memory of both Anne Powers and her sister, Mrs. Hough (Ethel Powers), by Nancy Hough Smith of the Class of 1925. (1919)

The James E. Rhoads Memorial Scholarships were founded in memory of the first President of the College, Dr. James E. Rhoads, by the Alumnae Association of Bryn Mawr College. In 1958 and 1959, the Alumnae Association increased the fund to \$27,010, the income from which is awarded annually to two students. The James E. Rhoads Memorial Junior Scholarship is awarded to a student who has attended Bryn Mawr College for at least three semesters, has done excellent work and expresses her intention of fulfilling the requirements for the degree of Bachelor of Arts at Bryn Mawr College. The James E. Rhoads Memorial Sophomore Scholarship is awarded to a student who has attended Bryn Mawr College for at least one semester and who also meets the above conditions. (1898)

The Ida E. Richardson, Alice H. Richardson and Edward P. Langley Scholarship Fund was established by bequest of \$81,065 under the will of Edward P. Langley. The income is to be used for scholarships. (1970)

The Amelia Richards Scholarship was founded in memory of Amelia Richards of the Class of 1918 by bequest of \$11,033 under the will of her mother, Mrs. Frank P. Wilson. It is awarded annually by the Trustees on the nomination of the President. (1921)

The Maximilian and Reba E. Richter Scholarship Fund was established by a bequest of \$50,000 in the will of Max Richter, father of Helen Richter Elser of the Class of 1913. The income from this fund is to be used to provide assistance for one or more students in the obtaining of either an academic or professional degree. The fund shall be administered on a non-sectarian basis to such applicants as are deemed worthy by habits of character and scholarship. No promises of repayment shall be exacted but it is hoped that students so benefited will desire when possible to contribute to the fund in order that similar aid may be extended to others. Such students shall be selected from among the graduates of public high schools or public colleges in the City of New York. (1961)

The Serena Hand Savage Memorial Scholarship was established in memory of Serena Hand Savage of the Class of 1922 by her friends. The income from a fund of \$22,952 is awarded to a member of the junior class who shows great distinction of scholarship and character and who needs financial assistance. This scholarship may be renewed in the senior year. (1951)

The Constance Schaar Scholarship Fund, now totaling \$4,400, was established in 1964 by her parents and friends in memory of Constance Schaar of the Class of 1963. The Class of 1963 added their reunion gift in 1964 to this fund. (1964)

The Scholarship Endowment Fund was established by a gift of \$4,300 from Constance E. Flint. The income only is to be used for scholarships. (1970)

The Judith Harris Selig Scholarship Fund was established in memory of Judith Harris Selig of the Class of 1957 by members of her family, classmates and friends. In 1970, the Fund was increased by a further gift of \$18,000 from her parents, Dr. and Mrs. Herman S. Harris. The income from the fund, now totaling \$30,078, is to be used for undergraduate scholarships. (1968)

The Mary Williams Sherman Memorial Scholarship Fund, now amounting to \$4,150, was established by bequest of Bertha Williams of Princeton, New Jersey. (1942)

The Shippen Huidekoper Scholarship Fund of \$5,000 was established

by an anonymous gift. The income is awarded annually on the nomination of the President. (1936)

The Frances Marion Simpson Scholarships, carrying up to full tuition and tenable for four years, were founded in memory of Frances Simpson Pfahler of the Class of 1906 by Justice Alexander Simpson, Jr., by gifts amounting to \$20,682. One scholarship is awarded each year to a member of the entering freshman class who cannot meet in full the fees of the College. In awarding these scholarships first preference is given to residents of Philadelphia and Montgomery Counties who have been prepared in the public schools of these counties; thereafter, under the same conditions, to residents of other counties of Pennsylvania, and, in special cases, to candidates from other localities. Holders of these scholarships are expected to repay the sums advanced to them. If they become able during their college course to pay the tuition fees in whole or in part, they are required to do so. (1912)

The Gertrude Slaughter Scholarship Fund was established by bequest of \$19,909 by Gertrude Taylor Slaughter of the Class of 1893. The income on this fund is to be used for undergraduate scholarships, preferably to students of Greek or Latin. (1964)

The Anna Margaret Sloan and Mary Sloan Scholarships were founded by bequest of Mary Sloan of Pittsburgh. The income from this fund of \$16,858 is awarded annually to students majoring in Philosophy or Psychology. (1942)

The Cordelia Clark Sowden Scholarship Fund was established by a bequest of \$15,000 from the Estate of Helen C. Sowden. The income from this fund is used for scholarships to be awarded by Bryn Mawr College under the rules in effect at the time of the award. (1957)

The Amy Sussman Steinhart Scholarship, carrying full tuition, was founded in memory of Amy Sussman Steinhart of the Class of 1902 by her family and friends. The income from gifts now totalling \$33,652 is awarded annually to an entering student from one of the states on the west coast. (1932)

The Mary E. Stevens Scholarship Fund was given in memory of Mary E. Stevens by former pupils of The Stevens School in Germantown. The income on this fund of \$3,188 is awarded annually to a junior. (1897)

The Summerfield Foundation Scholarship was established by a gift from the Solon E. Summerfield Foundation. The income from this fund, which now totals \$16,000, is to be used to assist able students who need financial help to continue their studies. (1958)

The Mary Hamilton Swindler Scholarship was established in honor of Mary Hamilton Swindler, Professor of Classical Archaeology from 1931 to 1949, by a group of friends and former students, by gifts totaling \$8,493. The income from this fund is used for a scholarship for the study of Archaeology. (1950)

The Elizabeth P. Taylor Scholarship Fund, now amounting to \$20,746, was established by a bequest from Elizabeth P. Taylor of the Class of 1921. (1961)

The Ethel Vick Wallace Townsend Memorial Fund was established by Elbert S. Townsend in memory of his wife, Ethel Vick Wallace Townsend of the Class of 1908. The income on this fund, held by the Buffalo Foundation, is to be used for undergraduate scholarships. (1967)

The Trustees' Scholarships, varying in amount up to full tuition, and tenable for four years, are made available by the Trustees of Bryn Mawr College for students prepared in the high schools of Philadelphia and its suburbs. Two of these scholarships are awarded annually to candidates who have received all their preparation for entrance in Philadelphia high schools and are recommended by the Board of Public Education of Philadelphia; two are awarded annually to candidates who have received all their preparation for entrance in public schools in the suburbs of Philadelphia and are awarded by the College after consultation with the principals of the schools presenting candidates. The amount of the award varies according to the need of the applicant. (1895)

Two or sometimes three of these scholarships are supported by the income from *The Jacob Fussell Byrnes and Mary Byrnes Fund*, which was established in memory of her mother and father by a bequest of \$51,513 under the will of Esther Fussell Byrnes. (1948)

The Mildred Clarke Pressinger von Kienbusch Scholarship Fund was established by C. Otto von Kienbusch in memory of his wife, Mildred Clarke Pressinger von Kienbusch, of the Class of 1909. The income

from this fund of \$25,000 will be awarded each year to a student in need of assistance. (1968)

The Julia Ward Scholarship Fund was established by a gift of \$7,075 for a scholarship in memory of Julia Ward of the Class of 1923 by one of her friends and by additional gifts from others. The income on this fund which now amounts to \$30,146 is to be used for undergraduate scholarships. (1962)

The Eliza Jane Watson Scholarship Fund was established by gifts of \$25,000 from the John Jay and Eliza Jane Watson Foundation. The income from this fund is to be used to assist one or more students as selected by the College to meet the cost of tuition. (1964)

The Elizabeth Wilson White Memorial Scholarship was founded in memory of Elizabeth Wilson White by a gift of \$7,513 by Thomas Raeburn White. It is awarded annually by the President. (1923)

The Thomas Raeburn White Scholarships, established by a gift of \$25,000, made by Amos and Dorothy Peaslee on April 6, 1964 in honor of Thomas Raeburn White, Trustee of the College from 1907 until his death in 1959, Counsel to the College throughout these years and President of the Trustees from 1956 to 1959. The income from this fund is to be used for scholarships to undergraduate students studying foreign languages, with preference given to those students who will be studying abroad. (1964)

The Mary R. G. Williams Scholarship Fund was established from the Fund for Promoting College Education for Women established by bequest of Mary R. G. Williams. The income from this fund of \$5,694 will be used for emergency grants for students who are paying their own way through college. (1957)

The Mary Peabody Williamson Scholarship was founded by bequest of \$1,000 by Mary Peabody Williamson of the Class of 1903. (1939)

The Marion H. Curtin Winsor Memorial Scholarship was established by a bequest of \$10,000 in the will of Mary Winsor, in memory of her mother. The income on this fund is to be awarded to a resident Black student. (1960)

The Mary Winsor Scholarship in Archaeology was established by a bequest of \$3,000 under the will of Mary Winsor. The income only is to be used. (1960)

The Ellen Winsor and Rebecca Winsor Evans Memorial Scholarship Fund was established by a bequest of \$5,230 in the will of Rebecca Winsor Evans. The scholarship is to be awarded to a resident Black student. (1962)

The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Fund was established by a bequest of \$5,230 in the will of Ellen Winsor. The scholarship is to be awarded to a resident Black student. (1962)

The Gertrude Miller Wright Scholarships were established under the will of Dorothy M. Wright, 1931, for needy students of Bryn Mawr College. (1973)

The Lila M. Wright Memorial Scholarship was founded in memory of Lila M. Wright by gifts totalling \$2,987 from the alumnae of Miss Wright's School of Bryn Mawr. (1934)

The Georgie W. Yeatman Scholarship was founded by bequest of \$1,000 under the will of Georgie W. Yeatman of Philadelphia. (1941)

Scholarships for Foreign Students

The Bryn Mawr Canadian Scholarship will be raised and awarded each year by Bryn Mawr alumnae living in Canada. The scholarship, varying in amount, will be awarded to a Canadian student entering either the undergraduate or graduate school. (1965)

The Chinese Scholarship comes in part from the annual income of a fund now totalling \$30,027 established by a group of alumnae and friends of the College in order to meet all or part of the expenses of a Chinese student during her four undergraduate years at Bryn Mawr College. (1917)

The Marguerite N. Farley Scholarships for foreign students were established by bequest of Marguerite N. Farley. The income from a fund of \$331,425 will be used for scholarships for foreign graduate and undergraduate students covering part or all of their expenses for tuition and residence. (1956)

The Margaret Y. Kent Scholarship Fund, Class of 1908, was established by bequest of Margaret Y. Kent of the Class of 1908. The income from the fund of \$7,000 is to be used to provide scholarship assistance to foreign students. (1967)

The Special Trustees' Scholarship is awarded every four years to a foreign student. It carries free tuition and is tenable for four years. The scholarship for students from foreign countries was first offered by the Trustees in 1940.

The Undergraduate Scholarship, raised by the Undergraduate Association and awarded by the Association in consultation with the Director of Admissions, is awarded each year to a foreign student entering Bryn Mawr. (1938)

Prizes and Academic Awards

The following awards, fellowships, scholarships and prizes are in the award of the Faculty and are given solely on the basis of academic distinction and achievement.

The Bryn Mawr European Fellowship, value \$1,000, has been awarded each year since the first class was graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study at some foreign university. The holder of this fellowship receives in addition an *Elizabeth S. Shippen Scholarship for Foreign Study*.

The Commonwealth Africa Scholarship was established by a grant of \$50,000 from the Thorncroft Fund, Inc. at the request of Helen and Geoffrey de Freitas. The income from this fund will be used to send, for at least six months, a Bryn Mawr graduate to a university or college in Commonwealth Africa, or former British colony in Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. (1965)

The Gertrude Slaughter Fellowship was established by a bequest of \$50,000 in the will of Gertrude Taylor Slaughter of the Class of 1893. The Fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year's study in the United States or abroad. (1964)

The Maria L. Eastman Brooke Hall Memorial Scholarship was founded in memory of Maria L. Eastman, Principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts totalling \$3,310 from the alumnae and former pupils of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

The Charles S. Hinchman Memorial Scholarship was founded in memory of the late Charles S. Hinchman of Philadelphia by a gift of \$12,000 made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subject and is held during the senior year. (1917)

The Sheelah Kilroy Memorial Scholarships in English were founded in memory of their daughter Sheelah, by Dr. and Mrs. Philip Kilroy by a gift of \$5,000. These scholarships are awarded annually on the recommendation of the Department of English as follows: to a student for excellence of work in second-year or advanced courses in English, and to the student in the first-year course in English Composition who writes the best essay during the year. (1919)

The Elizabeth S. Shippen Scholarships were founded by two bequests of \$5,000 each under the will of Elizabeth S. Shippen of Philadelphia. Three scholarships are awarded annually, one to the member of the senior class who receives the Bryn Mawr European Fellowship, and two to members of the junior class, as follows: 1. *The Shippen Scholarship in Science*, to a student whose major subject is Biology, Chemistry, Geology or Physics; 2. *The Shippen Scholarship in Foreign Languages*, to one whose major subject is French, German, Greek, Italian, Latin, Russian or Spanish. To be eligible for either of these two scholarships a student must have completed at least one semester of the second-year course in her major subject. Neither may be held by the winner of the Charles S. Hinchman Memorial Scholarship. Work in elementary courses will not be considered in awarding the scholarship in foreign languages; 3. *The Shippen Scholarship for Foreign Study* (See European Fellowship, page 172). (1915)

The Academy of American Poets Poetry Prize of \$100 has been recently awarded each year to the student who submits to the Department of English the best poem or group of poems. The award, given by the Academy of American Poets, was first made in 1957.

The Horace Alwyne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the College. (1970)

The Bain-Swiggett Poetry Prize was established by a gift of \$1,000 from Mr. and Mrs. Glen Levin Swiggett. This prize is to be awarded annually by a committee of the Faculty on the basis of work submitted. The income only is to be used. (1958)

The Hester Ann Corner Prize for distinction in literature was established in memory of Hester Ann Corner of the Class of 1942 by gifts

totalling \$2,625 from her classmates and friends. The award is made annually to a junior or senior on the recommendation of a committee composed of the chairmen of the Departments of English and of classical and modern foreign languages. (1950)

The Katherine Fullerton Gerould Memorial Prize was founded in 1946 by a gift of \$1,300 from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901-10. The fund was increased by bequest of \$2,400 by one of her former students. It is awarded by a special committee to a student who shows evidence of creative ability in the fields of informal essay, short story, longer narrative or verse. (1946)

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American History, a second to a student doing advanced work in American History for an essay written in connection with that work. The income from this fund of \$1,970 has been supplemented since 1955 by annual gifts from the Society. (1903)

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning, in the year of her retirement, by her class—1915. The income on a fund of \$2,600 is to be awarded as the Department of History may determine. (1957)

The *Alexandra Peschka Prize* was established in memory of Alexandra Peschka of the Class of 1964 by gifts from her family and friends. The prize of \$100 is awarded annually to a member of the freshman or sophomore class for the best piece of imaginative writing in prose. The award will be made by a committee of the Department of English who will consult the terms stated in the deed of gift. (1968)

The Jeanne Quistgaard Memorial Prize was given by the Class of 1938 in memory of their classmate, Jeanne Quistgaard. The income on this fund of \$690 may be awarded every two years to a student in Economics. (1938)

The Charlotte Angas Scott Prize in Mathematics. A prize to be awarded annually to an undergraduate on the recommendation of the Department of Mathematics was established by an anonymous gift in memory of Charlotte Angas Scott, Professor of Mathematics and a member of the faculty of Bryn Mawr College from 1885-1924. The income only from this gift is to be used. (1961)

The Katherine Stains Prize Fund in Classical Literature was established by Katherine G. Stains in memory of her parents, Arthur and Katheryn Stains, and in honor of two excellent twentieth-century scholars of Classical Literature, Richmond Lattimore and Moses Hadas. The income on the fund of \$1,000 is to be awarded annually as a prize to an undergraduate student for excellence in Greek Literature, either in the original or in translation. (1969)

The M. Carey Thomas Essay Prize is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh of the Class of 1920. (1943)

The Emma Osborn Thompson Prize in Geology was founded by bequest of Emma Osborn Thompson of the Class of 1904. From the income on the bequest of \$500 a prize is to be awarded from time to time to a student in Geology. (1963)

The Hope Wearn Troxell Memorial Prize is awarded annually by the alumnae of Southern California to a student from alumnae District IX, with first consideration to a student from Southern California. The prize is awarded in recognition of the student's responsible contribution to the life of the College community. (1973)

The Esther Walker Award was founded by the bequest of \$1,000 from William John Walker in memory of his sister, Esther Walker, of the Class of 1910. It may be given annually to a member of the senior class who in the judgment of the Faculty shall have displayed the greatest proficiency in the study of living conditions of Northern Blacks. (1940)

The Anna Pell Wheeler Prize in Mathematics. A prize to be awarded annually to an undergraduate on the recommendation of the Department of Mathematics was established by an anonymous gift in honor of Anna Pell Wheeler, Professor Emeritus of Mathematics and a member of the faculty of Bryn Mawr College until her death in 1966. The income only from this gift is to be used. (1961)

Scholarships for Medical Study

The following scholarships may be awarded to seniors intending to study medicine, after their acceptance by a medical school, or to graduates of Bryn Mawr intending or continuing to pursue medical education. Applications for the scholarships should be made to the Dean of the College before April 15 preceding the academic year in which the scholarship is to be held. Applications for renewal of scholarships must be accompanied by letters of recommendation from instructors in the medical school.

The Linda B. Lange Fund was founded by bequest of \$30,000 under the will of Linda B. Lange of the Class of 1903. The income from this fund will provide the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded on recommendation of the President and Faculty to a member of the graduating class or a graduate of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolph Blankenburg in memory of her mother by a gift of \$10,000. The scholarship is awarded by a committee of the Faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Jane V. Myers Memorial Medical Scholarship Fund of \$10,000 was established by Mrs. Rudolph Blankenburg in memory of her aunt. The scholarship is awarded by a committee of the Faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest of \$21,033 under the will of Paul J. Sartain. The income from this fund is to establish a scholarship which is awarded to a member of the graduating class who in the judgment of the Faculty needs and is deserving of assistance for the study of medicine. This scholarship may be continued for the duration of her medical course. (1948)

Loan Funds

Bryn Mawr College administers two kinds of loan programs. The first consists of four funds established through the generosity of alumnae and friends of the College. Applications for loans must be accompanied by the Parents' Confidential Statement prepared by the College Scholarship Service of the College Entrance Examination Board.

The Students' Loan Fund of the Alumnae Association of Bryn Mawr College was founded by the Class of 1890 for the use of students who need to borrow money in order to continue their college work. The fund is managed by the Alumnae Scholarships and Loan Fund Committee.

Loans may be used for any purpose approved by the committee, but not more than \$500 may be borrowed by a student in any one year. The total for four years must not exceed \$1,500. Students who wish loans may obtain from the Financial Aid Office or the Alumnae Office the necessary blanks which must be accompanied by a letter of recommendation from the Financial Aid Officer. As a rule, money is not loaned to freshmen or to students in their first semester of graduate work.

While the student is in college no interest is charged, but she may reduce the principal of the loan if she so desires. The interest rate is three per cent, to be paid after the student leaves college. The entire principal must be repaid within five years from the time the student leaves college at the rate of twenty per cent each year.

Contributions to the Loan Fund may be sent to the Chairman of Scholarships and Loan Fund, Bryn Mawr College Alumnae Association, Bryn Mawr, Pennsylvania.

The Mary Hill Swope Loan Fund was established June 1, 1945, by a gift of the late Mrs. Gerard Swope (Mary Hill, A.B. 1896) under the following conditions:

To assist in the education of young women irrespective of color or creed attending Bryn Mawr College, the income of the fund to be loaned to students in the following manner:

a. The following order of preference shall be followed in awarding such loans—to students coming from New Jersey, to students coming from Missouri, to students coming from any other location who have had not less than one year of residence at the College.

b. The loans in the above order of preference, and in the following manner, shall be awarded by the President of Bryn Mawr College, or by a committee appointed by him from time to time.

c. Applicants for loans shall be considered not only from the standpoint of academic attainment and financial need, but also from the standpoint of character and personal qualifications for deriving the greatest good from a continuation of their studies.

d. These loans shall be used primarily to enable the exceptional student to continue her studies, which otherwise would be prevented through lack of means.

e. Except under extraordinary circumstances, the maximum amount which may be borrowed annually is \$500. No interest is charged while the student is in college. The interest rate is three per cent, to be paid after the student leaves college. The principal is to be repaid within five years from the time the student graduates or leaves Bryn Mawr at the rate of twenty per cent each year.

The Gerard and Mary Hill Swope Loan Fund was established in 1962 under the following conditions:

a. Non-scholarship students and graduate students are also eligible to apply for loans from this fund.

b. The maximum amount which can be borrowed for any given academic year is \$500.

c. While the student is in college or graduate school no interest is charged, but she may reduce the principal of the loan if she so desires. The interest rate is three per cent, to be paid after the student leaves

college. The entire principal must be repaid within five years from the time the student leaves college at the rate of twenty per cent each year.

d. Loans are awarded by the Scholarship Committees of the Undergraduate School, the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research.

The Clareth Fund was established in 1971 by a bequest to the College from the Estate of Ethel S. Weil. The income only is to be used for students "specializing in economics or business." There is no interest due but the student must begin to repay the loan within six years after graduation.

The second kind of loan program, administered by the College, is based on government funds made available through *The National Direct Student Loan Program*. Applications for loans must be accompanied by the Parents' Confidential Statement prepared by the College Entrance Examination Board. The 3% interest and repayment begin one year after the student has completed her education.

Students who, upon graduation, teach on a full-time basis in public or private non-profit elementary and secondary schools and in institutions of higher education are allowed cancellation of their debts at the rate of ten per cent for each year of teaching up to a maximum cancellation of fifty per cent of the total loan.

The Government Insured Student Loan Program is a government subsidized program which was instituted to enable students to meet educational expenses. Application is made through the student's local bank. Each year the student may borrow up to \$1500. Repayment begins nine months after the student is no longer enrolled, at least half-time, at an accredited institution. The interest is 7%. The government will pay this interest until the repayment period begins provided the financial situation of the family warrants it. The Parents' Confidential Statement must be submitted to the institution in order to determine whether or not the family qualifies for this interest benefit. If the family does not wish to submit financial information, the student is still eligible for the loan but she is responsible for the interest payments while she is in school.

Alumnae Representatives

Officers of the Alumnae Association

- President*, Mrs. Richard H. Dana, 180 E. 95th Street,
New York, New York 10028
- First Vice President*, Mrs. Marcus Aaron, 1925 Wightman Street,
Pittsburgh, Pennsylvania 15217
- Second Vice President*, Mrs. Constantin Alio, Mill Run Farm,
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- Corresponding Secretary*, Mrs. J. Peter Schmitz, 6401 Wyndon Boulevard,
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- Treasurer*, Mrs. Richard C. Bull, 531 Spring Mill Road,
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- Chairman, Alumnae Fund*, Mrs. Stuart H. Carroll, 325 Pembroke Avenue,
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- Chairman, Selection Committee*, Mrs. Jean Ellis, 444 E. 82nd Street, Apt. 12B,
New York, New York 10028
- Chairman, Scholarship & Loan Fund Committee*, Miss Diana D. Lucas,
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- Chairman, Wyndham Committee*, Mrs. John C. Williams,
605 New Gulph Road, Bryn Mawr 19010
- Executive Director*, Mrs. Herbert W. Reisner
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Alumnae Directors of Bryn Mawr College

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- Mrs. Thomas Thacher, Dodgewood Road, Bronx, New York 10471
- Mrs. Cornelius C. Vermeule III, 47 Coolidge Hill Road,
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Officers of Alumnae Groups and College Representatives

District I: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut (except Fairfield County)

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Information Chairman, Mrs. Martin A. Hitchcock, 29 Wildwood Street,
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Club Presidents:

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Hartford Mrs. John Hincks, 26 Sycamore Road,
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New Haven Mrs. Frederick D. Sperry, 120 Killdeer Road,
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Schenectady Mrs. Richard A. Gillis, R. D. 3, Box 28-A,
Averill Park, New York 12018

Buffalo Mrs. Stephen J. Bos, 132 Highland Avenue,
Buffalo, New York 14222

Candidates for admission who wish to talk with an alumna are invited to write to the Admissions Information Chairman in their area.

Alumnae Representatives

- Syracuse Mrs. William L. Broad, Field Place, Mott Road,
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Princeton Mrs. James C. Crimmins, 287 Nassau Street,
Princeton, New Jersey 08540

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Devon, Pennsylvania 19333

Information Chairman, to be announced

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- Pennsylvania . . Mrs. Frank M. Masters, Jr.,
R. D. 4, Harrisburg, Pennsylvania 17112

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- Pennsylvania . . Mrs. Frank Gaffney, 1112 Shady Avenue,
Pittsburgh, Pennsylvania 15238
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Venezuela:

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Index

- Absence
 - from Classes, 41
 - from College, 31
- Academic Awards, 172
- Academic Honors, 46
- Academic Honor System, 40-41
- Academic Schedule, 3-4
- Academic Standards, 40-41
- Administration, Officers of, 7, 17
- Admission, 26
- Advanced Placement, 29
- Advising, 40
- Alliance for Political Affairs, 24
- Alumnae Officers, 181
- Alumnae Representatives, 181
- Anthropology, 55
- Anthropology Museum and Laboratory, 34
- Application for Admission, 27
- Archaeology, Classical and Near Eastern, 64
- Archaeology Collections, 33
- Arts Council, 24
- Athletic Association, 24
- Attendance at Classes, 41
- Auxiliary Libraries, 32
- Avignon, Summer Institute, 50, 85
- Bachelor of Arts Degree,
 - Requirements for, 44-48
- Biology, 58
- Biochemistry, 59
- Black Cultural Center, 25
- Board of Directors, 5
 - Committees of, 6
- Boyce Collection, 33
- Buildings and Grounds Committee,
 - Directors, 6
- Canaday, Mariam Coffin,
 - Library, 32-33
- Canaday, Ward, Collection, 34
- Career Planning and Placement,
 - Office of, 53
- Charges, Minor Fees, 39
- Charges, Reduction of for
 - Absence, 38
- Chemistry, 61
- Child Study Institute, 19, 72
- Classical and Near Eastern
 - Archaeology, 64
- Classical Languages, 143
- Classical Studies, 143
- College Entrance
 - Examination Board, 27
- College History, 21-22
- Computer Center, 35
- Conduct, 40
- Cooperation with Neighboring
 - Institutions, 22-23, 33, 47
- Coordination in the Sciences,
 - Plan for, 49
- Correspondence, Names for, 1
- Council of the Undergraduate
 - College, 40-41
- Course Numbers, Key to, 54
- Creative Work in the Arts, 50
- Credit for Work at Other
 - Institutions, 29, 47
- Curriculum, 44-52
- Curriculum Committee, 25
- Curtis Collection, 33
- Deans, 40
- District Councilors, 182-185
- Early Admission, 28
- Early Decision Plan, 28
- Economics, 66
- Education, Department of, 72
- Employment and Vocational
 - Counseling, 53
- English, 74
- Entrance Requirements, 26-30
- Entrance Tests, 27
- European Fellowship, 172
- Excavations, 65
- Executive Committee, Directors, 6
- Expenses, 38-39
- Faculty, 7-17
- Fee, Residence and Tuition, 38-39
- Finance Committee, Directors, 6
- Financial Aid, 153
- Fine Art, 102
- Flexner Lectures, 23
- Foreign Students, 30, 170
- French, 81
- French House, 50
- French Studies, 144
- Freshmen, Arrival of, 40
- General Deposit, 38-39
- Geology, 86
- German, 89
- German House, 50
- Goldman, Hetty, Collection, 33
- Goodhart, Medieval Library, 32
- Government, Student, 24
- Grades, 47
- Graduate School, 21
- Greek, 91
- Growth and Structure of Cities, 146
- Guidance
 - Academic, 40
 - Vocational, 53

- Haverford College, Cooperation with, 22-23, 33, 47
- Health, 41
- Hispanic and Hispanic-American Studies, 148
- History, Department of, 93
- History of Art, 100
- History of Religion, 103
- History of Science, 99
- Honors, Degree with, 47
- Honors Work, 46
- Hygiene, 48
- Infirmary, 41
- Insurance
 - Health, 43
 - Personal Property, 43
- Interdepartmental
 - Courses, 49-50, 149
 - Work, 143
- Intercollegiate Center for
 - Classical Studies in Rome, 52
- Italian, 106
- Junior Year Abroad, 51
- King Collection, 33
- Laboratories, 34
- Language Examinations, 45
- Language Houses, 50
- Language Laboratory, 35
- Language Requirement, 45
- Latin, 108
- League, 24
- Leaves of Absence, 31
- Libraries, 32-33
- Library Committee, Directors, 6
- Loan Funds, 177
- Madrid, Summer Institute, 51
- Major and Allied Work, 46
- Mathematics, 110
- Medical School Scholarships, 176
- Music, 112
- National Direct Student Loan
 - Program, 179
- Non-resident Students, 37
- Officers
 - Administration, 8, 17-18
 - Alumnae Association, 181
 - Board of Directors, 5
- Performing Arts, 150
- Phebe Anna Thorne School, 19, 72
- Philosophy, 115
- Physical Education, 48, 151
- Physical Examination, 42
- Physics, 120
- Placement Tests, 29
- Political Science, 123
- Premedical Preparation, 48-49
- Presidents of the College, 22
- Prizes, 172
- Psychology, 130
- Readmission, 31
- Religious Life Committee,
 - Directors, 6, 24
- Requirements for Admission, 26-31
- Requirements for the
 - A.B. Degree, 44-48
- Residence, 35-37
 - During Vacations, 37
 - Halls, 35-36
 - Rules for, 36-37
- Riegel Museum, 33
- Russian, 134
- Scholarships, 155, 172
- Science Center, 34-35
- Sciences, Plan for
 - Coordination in, 49
- Secondary School Studies,
 - Program of, 26
- Senior Conference, 46
- Shaw Lectures, 23
- Skinner Theater Workshop, 23
- Sociology, 136
- Spanish, 140
- Spanish House, 50
- Staff, 17-20
- Student Organizations, 23-25
- Students' Association for
 - Self-Government, 24
- Students' Loan Fund, 177
- Summer Institutes Abroad, 50-51
- Summer School Work, 47
- Supplementary Requirements for the Degree, 48
- Swarthmore College,
 - Cooperation with, 22-23, 33, 47
- Teaching, Preparation for, 49
- Thomas, M. Carey, Library, 32-33
- Transfer Students, 29-30
- Trustees, 5
- Tuition, 38-39
- Undergraduate Association, 24
- Union Library Catalogue, 33
- U. S. Army Map Collection, 35
- Vacations, Residence during, 37
- Vaux Collections, 34, 35
- Vocational Guidance, 53
- Werkman Fund, 53
- Withdrawal from College, 31
- Woodward, Quita,
 - Memorial Library, 33
- Work-Study Program, 53

Directions to Bryn Mawr

Bryn Mawr College is located approximately eleven miles west of Philadelphia and nine miles east of Paoli.

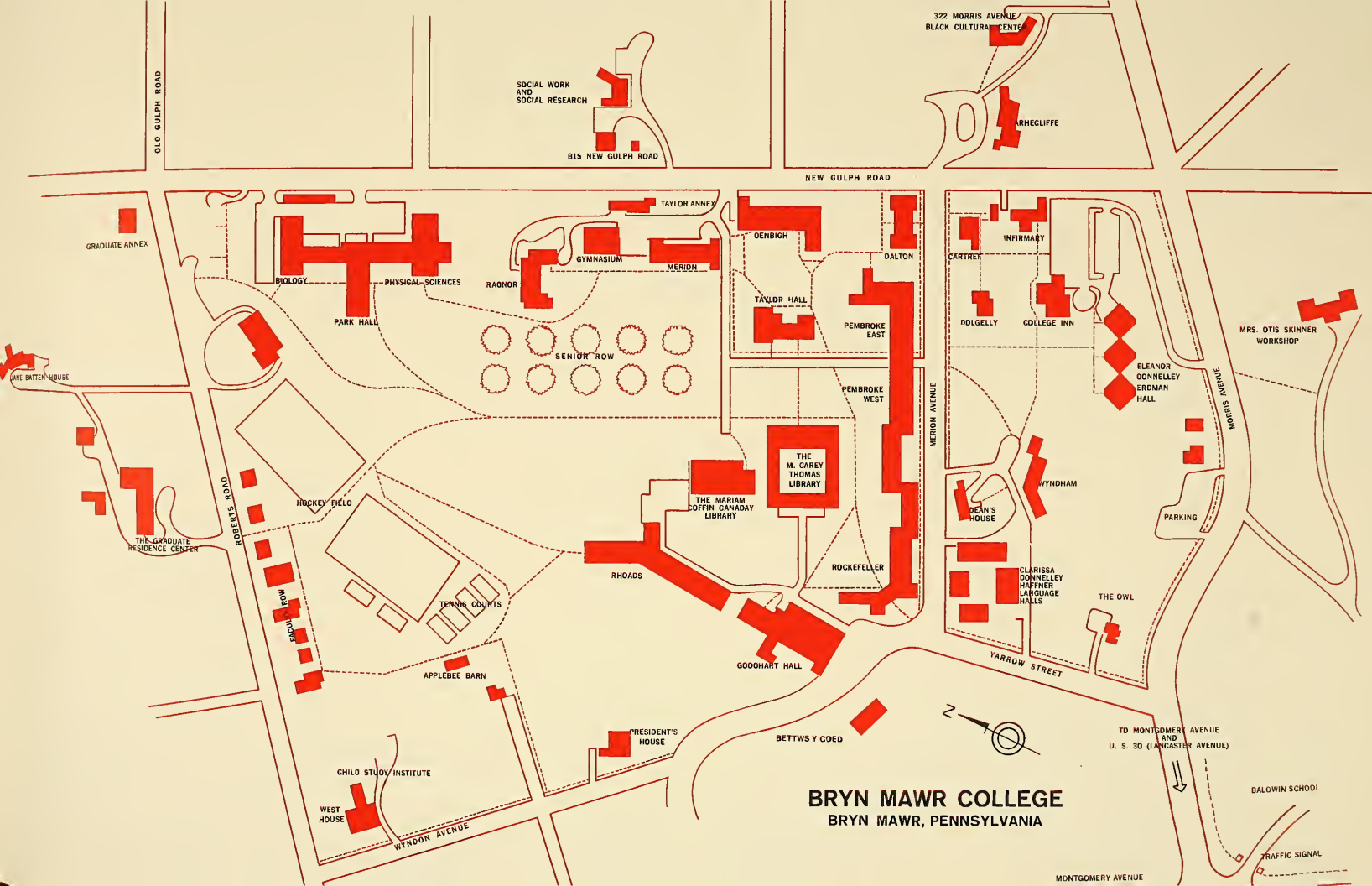
By air: From the Philadelphia International Airport take the airport limousine to 30th Street Station in Philadelphia and from there the Paoli Local to Bryn Mawr, or take a taxi directly to Bryn Mawr from the airport, a distance of 14 miles.

By automobile: From the east or west take U. S. 30 or the Pennsylvania Turnpike. From the Valley Forge Exit of the Turnpike, take the Schuylkill Expressway (Pa. #43 - Interstate #76), turning right at exit number 36, Pa. #320, Gulph Mills, which is 3.5 miles east of the toll gate; continue into Montgomery Avenue to the town of Bryn Mawr, a distance of 4 miles from the Expressway. Turn left at the traffic light at the intersection of Morris and Montgomery Avenues and take Morris Avenue to the next traffic light. Turn left on to New Gulph Road. Visitors may use the College parking lot, entering at Merion Gate, which is directly opposite 815 New Gulph Road. The parking lot on Morris Avenue also may be used by visitors.

By bus: All Greyhound buses arrive at the Philadelphia terminal at 17th and Market Streets, adjoining Suburban Station. Trailways buses arrive at 13th and Arch Streets, three blocks from Suburban Station. Take the Paoli Local from Suburban Station to Bryn Mawr.

By railroad: Connections from the east, north and south are best made from 30th Street Station, Philadelphia, on the Paoli Local of the Penn Central Railroad, which leaves the station every thirty minutes. Those coming by rail from the west are advised to leave the train at Paoli (rather than North Philadelphia) and take the Local from Paoli to Bryn Mawr.

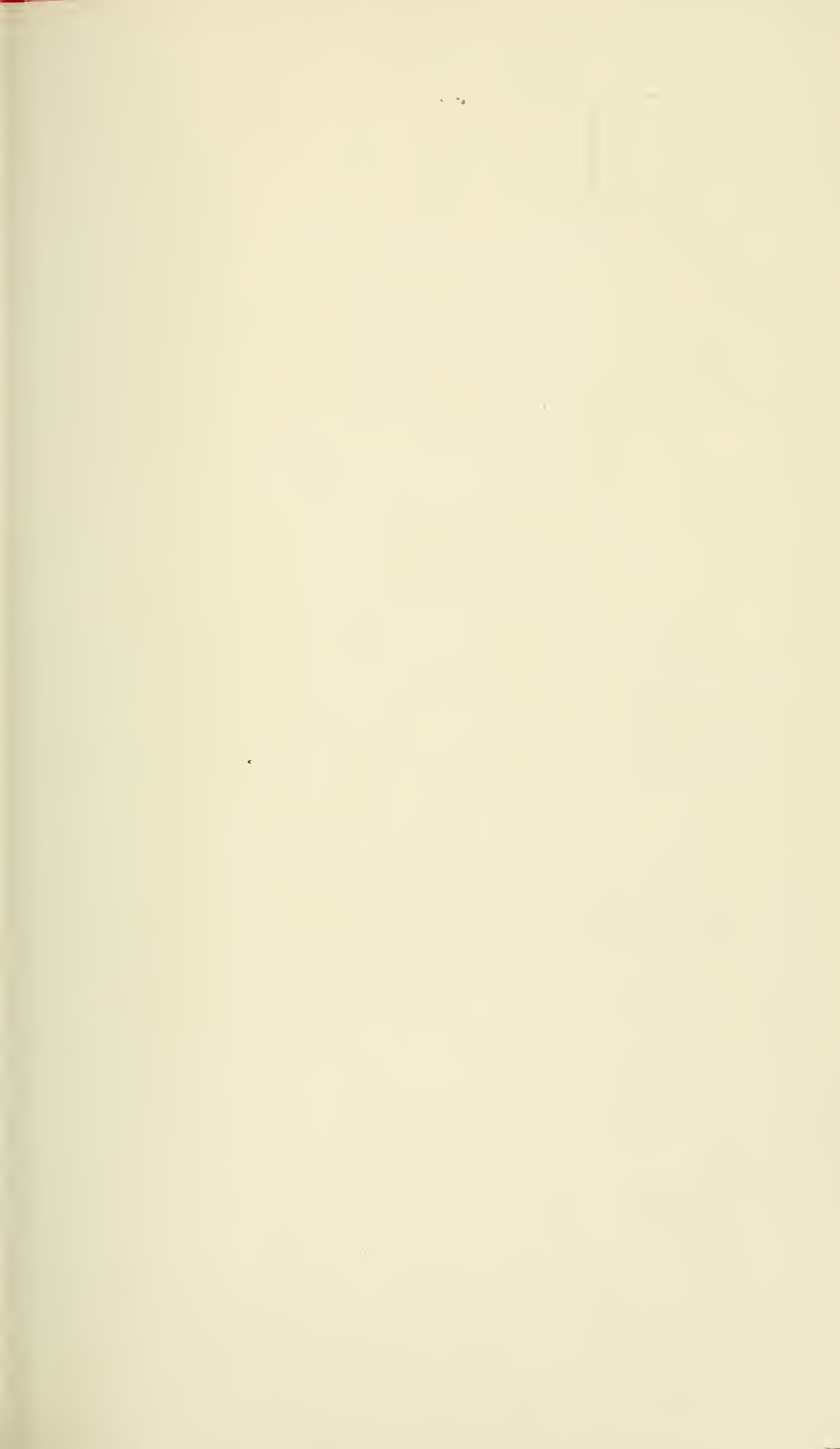
To walk to the College from the Bryn Mawr Station, go one block to the traffic light at the intersection of Morris and Montgomery Avenues, cross Montgomery on to Morris and take the next left on to Yarrow Street, which leads directly to the campus.



BRYN MAWR COLLEGE
 BRYN MAWR, PENNSYLVANIA

MONTGOMERY AVENUE





BRYN
MAWR

Undergraduate College

1973-74

BRYN MAWR
COLLEGE CALENDAR

**THE GRADUATE SCHOOL
OF SOCIAL WORK &
SOCIAL RESEARCH**

1973-74

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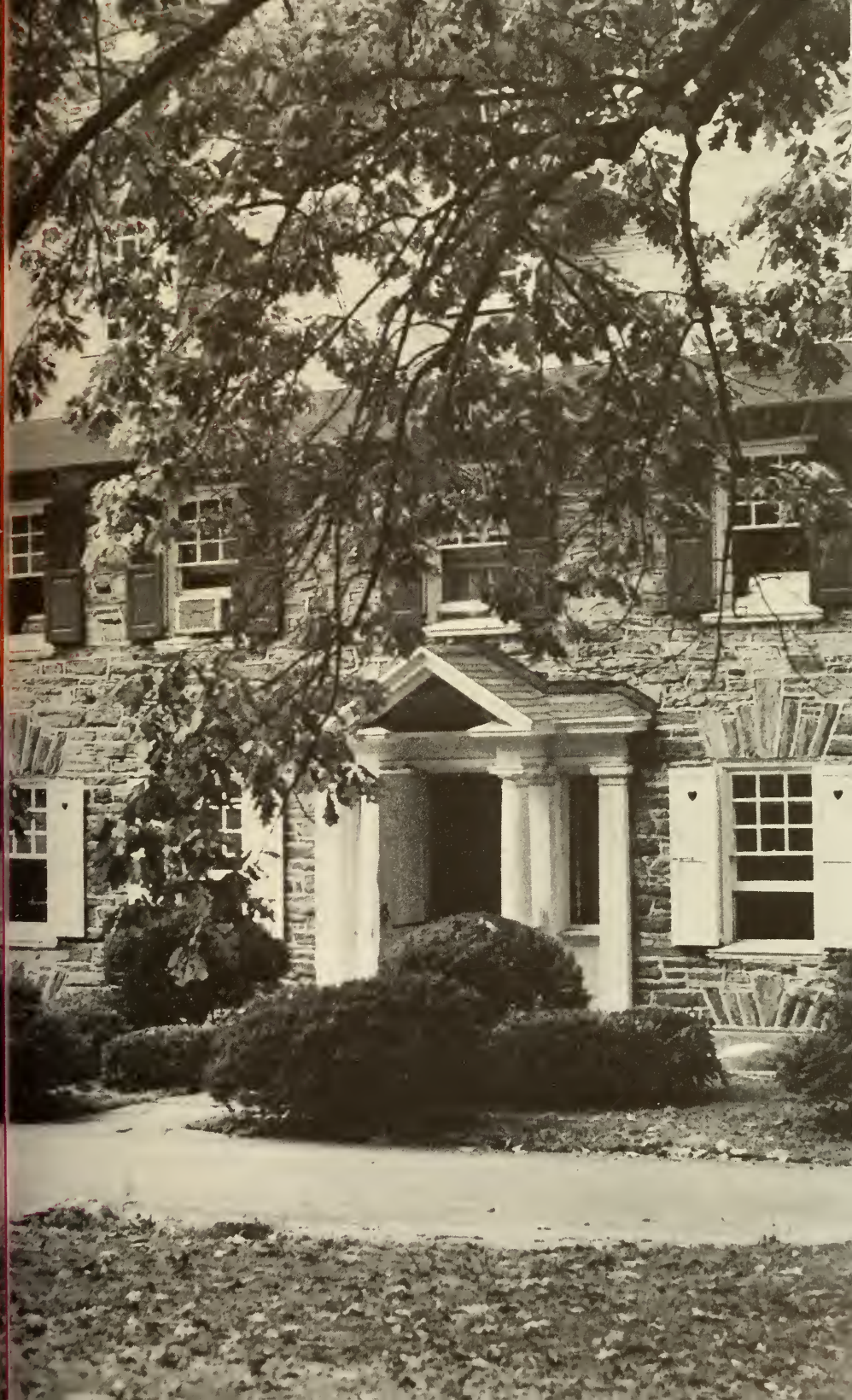
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Bryn Mawr College Calendar
The Graduate School
of Social Work and Social Research

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Issue for the Session 1973-74

September 1973 *Volume LXVI Number 4*

The Graduate School of Social Work and Social Research of Bryn Mawr College offers a basic two-year program leading to the degree of Master of Social Service and an advanced program leading to the degree of Doctor of Philosophy.

The Master's degree program is based upon the premise that preparation for social work practice and research requires a core of knowledge as well as skill in the application of this knowledge. A curriculum of concurrent course work and practicum is provided.

The Doctor of Philosophy program is planned to broaden the student's knowledge of social welfare in general, and, through intensive research, to deepen his or her knowledge in one field in particular. The curriculum is intended for full-time study; however, students who have been admitted to the doctoral program may arrange to begin on a part-time basis.

CORRESPONDENCE regarding admission to The Graduate School of Social Work and Social Research should be addressed to:

Office of Admissions
The Graduate School of Social Work and Social Research
Bryn Mawr College
815 New Gulph Road
Bryn Mawr, Pennsylvania 19010

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Contents

Academic Calendar	6
Admission to The Graduate School of Social Work and Social Research	8
Foreign Applicants	8
Financial Aid	9
Transfer Credit	10
Registration	11
Mutual Accountability	11
The Master's Student Adviser	12
The Doctoral Student Adviser	12
Programs and Degrees	14
Master of Social Service	14
Doctor of Philosophy	17
Resources for Graduate Work at the College	19
Program for Master of Social Service	20
Master's Paper	33
Practicum	33
Program for the Doctor of Philosophy	37
Fees	42
History of the School	44
Graduate Student Housing	47
Health	48
Medical Services	48
Medical Requirements	48
Insurance	49
Office of Career Planning and Placement	50
Student and Alumni Associations	51
Recruitment of Minority Group Students	51
College Facilities	52
Trustees of Bryn Mawr College	53
Board of Directors of Bryn Mawr College	54
Standing Committees of the Board of Directors	55
Officers of the College	56
Officers of Administration of the College	56
Advisory Board of the School	58
Faculty of the School	59
Administration of the School	60
Standing Committees of the Faculty	61

Frontispiece—

*The Graduate School of Social Work and Social Research
Commencement, 1973*

Academic Calendar 1973-74

The Graduate School of Social Work and Social Research

First Semester

1973

- Sept. 4 *Graduate residences open.*
- Sept. 5 *Registration of all Social Work Students.*
- Sept. 6 *Convocation. First semester seminars begin.*
- Sept. 20 *Practicum begins.*
- Oct. 19 *Fall vacation begins at 5 p.m. (Practicum continues on regularly scheduled days.)*
- Oct. 24 *Fall vacation ends at 8:40 a.m.*
- Oct. 27 *Graduate School Foreign Language Test for Ph.D. students.*
- Nov. 21 *Thanksgiving holiday begins after last seminar. (No practicum.)*
- Nov. 26 *Thanksgiving holiday ends at 8:40 a.m.*
- Dec. 11 *Last day of seminars for first semester; practicum continues on regularly scheduled days.*
- Dec. 11-12 *Registration for second semester.*
- Dec. 17-19 *Examinations.*
- Dec. 19 *Winter vacation begins at 5:30 p.m. (No seminars or practicum.)*

1974

- Jan. 3 *Practicum resumes on regularly scheduled days.*
- Jan. 11 *Last day of practicum in first semester.*

Second Semester

1974

- Jan. 14 *Convocation. Second semester seminars and practicum resume on regularly scheduled days.*
- Jan. 19 *Graduate School Foreign Language Test for Ph.D. students.*
- Mar. 8 *Spring vacation begins at 5 p.m. (Practicum continues on regularly scheduled days.)*
- Mar. 18 *Spring vacation ends at 8:40 a.m.*
- Mar. 27 *Ph.D. dissertations must be submitted to the Office of The Graduate School of Social Work and Social Research.*
- Apr. 26 *Last day of seminars and practicum.*
- Apr. 27 *Graduate School Foreign Language Test for Ph.D. students.*
- Apr. 29 *Master's Papers due.*
- May 1-3 *Examinations.*
- May 13 *Conferring of degrees and close of 89th academic year of the College and the 58th year of the School. Graduate residences close.*

Admission to The Graduate School of Social Work and Social Research

The Graduate School of Social Work and Social Research is open to qualified graduates from colleges or universities of recognized standing. Both men and women are admitted to the School and are accepted as candidates for the degrees of Master of Social Service and Doctor of Philosophy.

Application for admission, to be made to the Office of Admissions of the School, must be supported by official transcripts of the applicant's academic record, both graduate and undergraduate. The Miller Analogies Test is required. (Instructions concerning this test will be given after the application has been received.) A letter from the dean of each college or university attended and letters from two or more professors with whom the applicant did his or her preparation are required and will be requested by the School.

An application fee of \$15 must accompany the application. This fee is not refunded or credited toward tuition. The closing date of applications is February 15.

A personal interview is usually arranged with a member of the faculty of the School or with an appropriate person near the residence of an applicant living a considerable distance from Bryn Mawr.

Within ten days after official notice of admission to The Graduate School of Social Work and Social Research, an enrollment fee of \$100 is to be paid to the Comptroller of Bryn Mawr College. This fee is credited to the tuition for the first semester. It is not refunded if the student fails to register.

Foreign Applicants

The closing date for applications is February 15 for admission the following September. Applications must include the scores of the Test of English as a Foreign Language (TOEFL). Candidates who will be offering scores of the TOEFL must register for it in September and take the test not later than October of the year preceding the year in which they wish to enter.

For information concerning the TOEFL write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. Tests are given on October 20, 1973; January 5, March 23, and June 1, 1974.

A very limited amount of financial support is available for foreign students.

Financial Aid

A limited amount of financial aid is available for full-time students in The Graduate School of Social Work and Social Research. Some fellowships and scholarships are provided from the general funds of the College, the Alumnae Association, from the gifts of alumni and other generous donors, and from government agencies and private foundations.

Bryn Mawr also participates in the National Direct Student Loan Program. Loans are available to qualified graduate students under this title.

Other loan funds—the Bertha Goldstein Memorial, the Rachel Pflaum Memorial, the Ethel Rupert Memorial and the Carola Woerishoffer Club Fund—from which small amounts can be borrowed are also available.

The terms of the various awards and loans differ and will be discussed with the applicant at the time of the admission interview. Both merit and need are factors to which consideration is given in making certain awards. Requests for financial assistance are considered after the application process is completed and applicants have been admitted into The Graduate School of Social Work and Social Research. The School requires that students seeking financial aid file an application for financial aid with the Graduate and Professional School Financial Aid Service. This form will be sent upon request after a student is admitted.

Students are urged to explore loans which are made available through the state in which they have established residence, such as the Pennsylvania Higher Education Assistance Authority loan in Pennsylvania.

Prizes

The Susan B. Anthony Memorial Prize, value \$500, commemorating the great work of Susan B. Anthony for women, was founded by her friend Anna Howard Shaw and her niece Lucy E. Anthony. It is offered every two years to a graduate student at Bryn Mawr College who has published or submitted in final form for publication the best study dealing with the industrial, social, economic or political position of women. The award is made by a committee of which the President of the College is chairman.

The Susan M. Kingsbury Grant in Social Research, value \$300, is awarded every third year on the recommendation of the Dean of The Graduate School of Social Work and Social Research to advanced students, men and women, preferably candidates for the degree of Doctor of Philosophy.

Transfer Credit

Transfer credit in an amount up to the equivalent of one year of the program for the M.S.S. may be allowed for work done at other accredited schools of social work. Such transfer credit will not be given until the candidate has completed a semester's work at Bryn Mawr. In each case transfer credit must be recommended by the Dean.

Residence Requirements

For the Ph. D. degree, candidates must be in full-time residence two years; this may be reduced to one year for Bryn Mawr graduates. Part of the work for the Ph. D. may be done in other institutions. For the M.S.S. degree candidates must be in full-time residence one year.

University of Pennsylvania Reciprocal Plan

Under the Reciprocal Plan, courses at the University of Pennsylvania Graduate School of Arts and Sciences are available to Bryn Mawr graduate students. All full-time students and such part-time students as intend to become candidates for the Ph. D. degree are eligible. The number of courses which may be taken at the University is limited to one per semester. The procedure for registration and payment of tuition fees is the same as for students enrolled wholly at Bryn Mawr, with the exception that the student will present a letter of introduction to the Dean of The Graduate School of Arts and Sciences of the University of Pennsylvania when registering there. The University charges a small general fee for the use of the library, a library deposit, which is refundable, and fees for late registration. Ordinarily students are not advised to undertake such work during their first year at Bryn Mawr.

Degree Candidacy

Students become candidates for advanced degrees only after they have met the School's requirements and, in the case of the Ph. D. degree, made formal application which has been approved by the members of the faculty on the Doctoral Committee of The Graduate School of Social Work and Social Research.

Continuing Enrollment

Students who have completed the required course work for the Ph. D. degree and are continuing independent work on their disser-

tations must retain their enrollment and degree candidacy by registering for one or more seminars each semester or must register under the continuing enrollment plan. Such enrollment does not carry academic credit.

Summer Work

Arrangements can be made for doctoral students to continue research during the summer or to enroll for tutorials and independent study. The amount of credit for the work and the tuition fee to be charged depend upon the particular circumstances. Students should register for such work with the Dean at The Graduate School of Social Work and Social Research early in May.

Registration

Every student in The Graduate School of Social Work and Social Research must register for courses during the registration period listed in the School Calendar. Permission to make any change in registration must be received from the Dean of the School. Students who do not complete their registration during the registration period or who change their selections after the close of the registration period are subject to the Late Registration Fee.

Only courses given in The Graduate School of Social Work and Social Research are described in this Calendar. Unless otherwise noted, these are for one semester. Descriptions of other graduate courses given at Bryn Mawr may be found in the Calendar of the Graduate School of Arts and Sciences.

Grading

Two grades are given for graduate work, *Satisfactory* and *Unsatisfactory*. Occasionally extensions may be given for the completion of work. However, there will be no extension beyond November 1 of the academic year following that in which the work was due. After November 1 the work will be graded *Unsatisfactory* or the term *Incomplete* will remain permanently on the record.

Mutual Accountability

The essential educational relationships in the School are based upon the principle that members of the Faculty and students are accountable to each other on an equitable basis. Procedures to implement this principle which have been developed through joint effort of members of the Faculty and members of the Student Association are:

1. It is the instructor's responsibility to provide the student with (a) an evaluation (i.e., Satisfactory, Unsatisfactory, or Incomplete grade) for the course or seminar, and (b) qualitative analyses of oral or written presentations, examinations, or other educational performances, as well as a written analysis of the student's semester performance at the end of the semester.

2. The student's responsibility, as a condition of receiving a grade, is to (a) participate in either an oral or written mid-term analysis of the quality of the course or seminar, (b) prepare an end-of-semester signed written analysis of the instructor's performance to be shared only with the instructor, and (c) in the interest of systematizing student contribution to the development of the School, particularly as related to questions of faculty reappointment, promotion, and tenure, prepare for the Dean and the instructor a signed evaluative statement regarding the instructor's work.

The Master's Student Adviser

At the beginning of each academic year a member of the Faculty is assigned to serve as adviser to each student. Responsibilities of the Adviser include: providing educational guidance in selection of a student's course of study; registering the student; orienting the student to the School, its curriculum, and its policies; identifying and consulting with the student on problems which may be interfering with the student's educational progress; informing the Dean when a student's performance places him or her in academic jeopardy and presenting to the Committee on the Evaluation of the Educational Performance of Master's Students a summary of the student's performance in each course; consulting with first-year students about choice of second-year practice options and Master's Paper requirements; representing the student's interests when necessary.

The faculty adviser is expected to schedule three conferences each semester, one of which may be the course registration conference. Additional conferences may be initiated by the student or scheduled by the adviser.

The Doctoral Student Adviser

The primary role of the adviser is to serve as: educational counselor; an interpreter of procedure and policy; a relayer of information on such matters as courses available in other settings and research and funding opportunities; a consultant on course selection. The adviser also has an educational and evaluative role in recommending the student for candidacy.

Exclusion

The College reserves the right to exclude at any time any student whose academic standing is unsatisfactory or whose conduct renders him or her an undesirable member of the college community. In such cases fees will not be remitted or refunded in whole or in part; fellowships and scholarships will be cancelled.

Withdrawal and Readmission

A student who has withdrawn from the School is not automatically readmitted. After a year's absence he or she may request readmission and should consult the Dean and the Chairman of Admissions concerning the procedure to be followed.

Leaves of Absence

A student whose academic work is in good standing may apply to the Dean for a leave of absence. A leave is generally requested for an academic year. If the student wishes to return to the program at the end of that year, he or she should write to the Dean requesting reinstatement. Available space in the program and length of time the student has been away from the School will be factors affecting reinstatement. A student extending leave beyond the approved period will need to reapply for admission to the School.

Medical Leave of Absence

The student may, on the recommendation of a physician, request a medical leave of absence for reasons of health at any time. Re-entrance will be granted upon evidence of the student's capacity to meet the demands of his or her program and recommendation of the Dean.

Programs and Degrees

Bryn Mawr College awards the degrees of Master of Social Service and Doctor of Philosophy in The Graduate School of Social Work and Social Research.

The Degree of Master of Social Service

The program for the M.S.S. degree is designed to prepare graduates for Social Service Delivery, Social Service Management, Community Planning and Development, or Social Planning. Two academic years of full-time study are required. The degree represents the completion of a concurrent program of course work and practicum. Provision is made for field instruction in a range of public and voluntary agencies and organizations with programs in such fields and settings as: Aging, Child and Family Welfare, Community Mental Health, Corrections and Criminal Justice, Family Counseling, Health, Intergroup Relations, Legal Services, Mental Retardation, Drug Abuse, Drug Dependency, Neighborhood Organization, Public Education, Public Welfare Administration, Social Planning, Social Rehabilitation, Social Welfare Research, and Urban Renewal.

Prerequisites. The prerequisite for the M.S.S. degree is a Bachelor's degree or its equivalent from a college or university of recognized standing in the United States, or a degree or certificate of the same standard from a foreign university.

PROGRAM OF WORK

The first-year program is similar for all students except for the selection of either Social Casework or Community Organization as the principal focus in social work practice. The first-year required courses are:

Social Casework I and II

or

Community Organization I and II

and the following:

Personality Theory or Normal Growth and Behavior

Social Theory or Organizations and Social Welfare

Social Welfare Policy and Services

Social Research and Statistics (two ½-semester courses)

Field Instruction I and II

In addition the student is expected to select two electives during the first year of study.

The courses required in the second year are in part determined by the student's area of practice concentration. These include a choice of Social Service Delivery, Social Service Management, Community Planning and Development, or Social Planning; and for all students, a practicum.

SECOND-YEAR OPTIONS

Community Planning and Development

Community Planning and Development is considered as planned intervention to increase individual influence in a highly organized society. Includes citizen participation in government services and interventive strategies for solving community social problems. Seeks clearer understanding of political, social and economic processes which influence communities. Emphasizes sustained process of strengthening horizontal patterns of community. Includes development of appropriate planning and organizing tools for those working in community. Areas of investigation include the budgetary process, proposal writing, manpower development, program development, grass roots organizing, and evaluation. Community Planning and Development is locality-centered and social change-oriented. The seminar throughout the year is intimately related to the students' field experiences.

Social Planning

Social Planning enables students to understand: the assumptions underlying planning in general; the elements of a general theory of planning; the inter-relationships among auspices, funding, clientele, discipline of the planner, objectives, and the planning process; and the distinctive criteria of social planning by social workers. Social Planning is viewed as planning for the distribution of resources.

Social Service Delivery

Social Service Delivery is concerned with a range of activities which is designed to enhance the social functioning of individuals, families, and small groups and to improve the structure of the systems through which organized social provisions of the community are offered. Direct and indirect methods of intervention, such as casework, family therapy, group therapy, and consultation, are among the activities utilized to accomplish these purposes.

Social Service Management

Social Service Management has as its central goal the improvement of the structure and quality of social services. Social Service

BRYN MAWR COLLEGE

Management prepares students to assume responsibility for organizing and marshalling the delivery of services; analysis, evaluation, and planning of programs; training and supervision of other categories of social welfare personnel; manpower development and examination and evaluation of policies; developing and monitoring organizational structure and procedures in relation to delivery of services.

REQUIREMENTS FOR THE MSS DEGREE

Candidates for the M.S.S. degree must complete a minimum of eighteen semester courses, including a practicum. Each student's program of study consists of a combination of required and elective courses. Each candidate also must submit an acceptable Master's Paper in an area of social work or social welfare.

ELECTIVES

The student, in consultation with his or her adviser, is expected to elect additional courses during the second year of study. Electives are offered in this School and in The Graduate School of Arts and Sciences at Bryn Mawr. With permission of the Dean of The Graduate School of Social Work and Social Research students in the School may elect courses in The Graduate School of Arts and Sciences of the University of Pennsylvania under the reciprocal plan.

The reduction of required courses and the increase in electives is one principle which has guided the development of the curriculum. Another principle provides the opportunity for each student who demonstrates competence in a required course, including the practicum, to request a waiver of this required course in favor of an additional elective.

SPECIAL PART-TIME PROGRAM

It is possible for a small number of students for the Master's degree to extend the two-year program to three years. The pattern is to complete the first graduate year's requirements over a period of two years on a part-time basis, and to complete the second year's requirements during the third year on a full-time basis.

Bryn Mawr does not enroll students except in degree programs.

NON-CREDIT SEMINAR

Supervision in Social Work

This seminar will relate basic learning theory to learning in social work. Emphasis will be placed on identifying learning patterns

of the student or staff member, the appropriate use of the supervisory method, and selection of educational experiences related to varying patterns. Given on an audit basis for those with limited field instruction or supervisory experience.

The Degree of Doctor of Philosophy

The curriculum for the Ph.D. provides a program of study from which a person may enter one of many careers, depending upon the changing needs and opportunities in social welfare and the interests and capabilities of the individual. Preparation for research and teaching are central to the goals of the program. Development of a variety of research competencies is encouraged; preparation for teaching in all areas of the social work curriculum, graduate and undergraduate, is also provided. The study of social work practice emphasizes theoretical work. Social policy development and analysis is given special attention.

The candidate for the Ph.D. degree should have ability of a high order, intellectual curiosity, critical judgment, independence, a broad general education, and usually a Master's degree. Some experience in social welfare is desirable.

The program is planned to broaden the student's knowledge of social welfare in general and, through intensive study and research, to deepen his or her knowledge in one field in particular. The curriculum includes the following areas:

Social Welfare

Theory in Social Work Practice

Social and Behavioral Sciences

Social Research

The following seminars are required:

Social Statistics I—one semester

Research—one semester

Social and/or Behavioral Sciences—two semesters

History and Philosophy of Social Welfare I—one semester

Theory in Social Work Practice—one semester

In general, a minimum of twelve semester seminars plus two courses focusing on the dissertation are completed in preparation for the Ph.D. degree. Beyond the required seminars doctoral students may elect courses in this School, The Graduate School of Arts and Sciences at Bryn Mawr, or The Graduate School of Arts and Sciences at the University of Pennsylvania under the reciprocal plan.

The requirements for the Ph. D. degree in The Graduate School of Social Work and Social Research are:

1. An acceptable baccalaureate degree and undergraduate preparation satisfactory to the School.
2. In general, a Master's degree from an accredited school of social work or social welfare and preparation satisfactory to the School. Exceptions may be made for a student who has completed a Master's degree and satisfactory preparation in an allied field and presents significant experience in social work or social welfare or for a student in the M.S.S. program whose competence and qualifications as demonstrated in performance in this program promises that he or she can meet the demands of the Ph. D. program without first completing the M.S.S. degree.
3. Completion of a minimum of two academic years in full-time residence in The Graduate School of Social Work and Social Research. For students who have completed the M.S.S. degree at Bryn Mawr, the residence requirement is reduced to one year.
4. Satisfactory completion of a course of study consisting of a minimum of twelve semester courses or seminars, including both those which are required and those which are elective. In addition, two tutorials in supervised work on the dissertation are required. These dissertation courses may be part of the residence requirement or in addition to it.
5. A reading knowledge of a modern foreign language tested by a written examination.
6. The acceptance of the student into candidacy for the Ph. D. degree.
7. Satisfactory completion of the Preliminary Examinations consisting of written examinations in four areas and an oral examination by the candidate's Supervising Committee. The oral examination is intended to test the candidate's general knowledge in his or her areas and fields rather than familiarity with particular courses.
8. The preparation of a dissertation judged to be worthy of publication. The dissertation must represent independent investigation and writing and must contain new material, results, or interpretations.
9. A satisfactory Final Oral Examination in the special area in which the dissertation has been written.
10. The publication of the dissertation in whole or in part. Microfilming is accepted as a method of publication.

Resources for Graduate Work at Bryn Mawr

The Mariam Coffin Canaday Library, and the eight auxiliary libraries of Bryn Mawr College, including the Art and Archaeology collection in the M. Carey Thomas Library, contain over 360,000 books and regularly receive nearly 2000 periodicals as well as many scholarly series. The Library has generous hours of opening throughout the year. Books are readily accessible on open stacks and in study rooms; individual carrels are available for advanced students.

The John D. Gordan Reference Center provides a focus for reference books and services in the new library. In its card catalog, the main entry cards of the Haverford College Library join those of the Bryn Mawr Library, thus bringing approximately 625,000 entries into one file. In addition, the Library is a member of the Union Catalogue of Pennsylvania, which locates nearly 7,000,000 volumes in the Philadelphia area and throughout the state, including the libraries of the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the Franklin Institute, the College of Physicians, the Rosenbach Foundation, the University of Pennsylvania and Temple University.

Through its membership in the Uni-Coll Corporation, a regional educational computer consortium, Bryn Mawr College has access to the resources and technical support of a major computing center. A high speed, remote batch terminal (printer at 600 lines per minute, card reader at 600 cards per minute) and nine teletypewriter terminals located on campus link the College with the Uni-Coll IBM 370, Model 165 computer. These facilities make available to faculty and students batch, remote job entry, and interactive computing supported by a large variety of programming systems.

Graduate Program for the Master of Social Service

Candidates for the M.S.S. degree must complete a minimum of eighteen semester courses or seminars, including a practicum. Each student's program of study consists of a combination of required and elective courses.

The basic first-year program is similar for all students except that the student selects either Social Casework or Community Organization as his or her principal focus in social work practice. The first-year required courses are:

- Social Casework or Community Organization (two semesters)
- Field Instruction—Coordinated with one of the above (two semesters)
- Social Research and Statistics (two ½-semester courses)
- Personality Theory or Normal Growth and Behavior
- Social Theory or Organizations and Social Welfare
- Social Welfare Policy and Services

In addition, the student is expected to select two electives during the first year. Thus, the usual first-year program is composed of ten semester courses.

The requirement in Personality Theory may be met either by the one-semester course of that title, or by the course entitled Normal Growth and Behavior.

The requirement in Social Theory is ordinarily met by taking the one-semester course of that title. Students entering with extensive preparation in sociology, social psychology, political science, or other social sciences as approved by the School may choose to take an examination which will exempt them from the Social Theory course. Such students will meet the area requirement by taking Organizations and Social Welfare.

The requirement of Social Research and Statistics may be met by electing two modules from the offerings in that area. (Each module equates with a ½-semester course.) Students entering with no prior preparation will usually select the module, Introduction to Social Research, in their first semester. Students who waive this module may select Introduction to Evaluative Research or other combinations of offerings in the area of Social Research and Statistics.

The courses required in the second year are determined by the student's area of concentration in social work practice. The second-year options are: Community Planning and Development,

Social Planning, Social Service Delivery, or Social Service Management. Field Instruction is coordinated with one of these choices. Normally, the first-year preparation for Community Planning and Development or Social Planning is Community Organization; the preparation for Social Service Delivery or Social Service Management is Social Casework. In addition, the student is expected to enroll in four electives, two each semester. Each candidate also must complete a Master's Paper in an area of social work or social welfare. Thus, the usual second-year program is comprised of eight semester courses and a non-credit Master's Paper.

REQUIRED COURSES

First Year of the MSS Program

The student selects either Social Casework or Community Organization as his or her principal focus in social work practice. Other required first-year courses are Field Instruction I and II, Social Welfare Policy and Services I, and a semester of Personality Theory, Social Theory, and Social Research and Statistics.

Any student may petition for a waiver of a required course in favor of an elective. The petition is directed to the Dean after consultation with the student's Adviser and recommendation from the instructor of the course to be waived. A student's record and background of preparation are reviewed. In addition successful completion of an examination in the area may be required.

Community Organization I

The course introduces various concepts of community organization practice. Relationships between the values and various roles of the practitioner, organizational goals and structures, and the community are examined, utilizing the students' field experiences as a focus. Historical and current trends in professional practice are considered.

Community Organization II

Emphasis of the seminar is on analysis and understanding of the multiple theories and skills involved in community organization practice. Consideration is given to the organizing process, to techniques of problem solving in different groups and settings, and to the choice of appropriate action strategies. The effect of current social issues on the practitioner's tasks is explored.

Social Casework I

The function of social casework in social work as related to the problems of individuals and primary groups. Theory and applica-

tion of the technical processes of psychosocial study, diagnosis and casework services. Understanding the person and the dynamic relationship with his social and cultural environment. Attention to the conflicts and issues in social work practice.

Social Casework II

Continuation and deepening of understanding of the basic processes applied to casework practice in varying age groups, areas of problem and agency settings. Increasing use of students' case materials. Study of the relationships among purpose, skill, social resources, social systems and human needs.

Field Instruction I and II

Application of a practicum in basic social work principles and concepts in the field setting. Field instructors carry responsibility for facilitating students' learning in relation to all areas of the curriculum. Taken collaterally with Social Casework I and II or Community Organization I and II; two days per week, first semester; two and one-half days per week, second semester.

Personality Theory

Fundamental ideas in personality theory are presented which are considered to be especially pertinent to the various practices of social workers. Presentation leans heavily upon psychoanalytic theory, but students are encouraged to study in several theories of personality of their own choosing. Emphasis is upon general principles connected with the determination of the shape and content of an individual's personal-social functioning.

Normal Growth and Behavior

This seminar considers major biological, psychological, social, and cultural determinants of normal human growth and behavior throughout the life cycle. Emphasis is placed on the individual's continuing adaptation to change within himself and in the world around him. Discussion includes optimal early life experiences which promote healthy growth.

Social Theory

Starting with a general consideration of theory and its relevance to practice, one section for students entering in Social Casework moves to concepts of culture, the family, individual socialization, small groups, formal organization and social change and the relation of the theory to casework practice. Another section for students entering in Community Organization deals with concepts of cul-

SOCIAL WORK AND SOCIAL RESEARCH

ture, group processes, bureaucracy, and social movements and social change, stressing the relation to community organization practice.

Organizations and Social Welfare

Major theoretical developments in the field of formal organizations with special emphasis on their application to social welfare. Such matters as the structure and processes of public welfare bureaucracies, organizations as instruments of policy, relationships with professions and the role of informal organization are considered. This course is designed to meet the Social Theory requirement for students entering with extensive preparation in this area.

Social Welfare Policy and Services I

The organization and growth of social welfare and social work as major social institutions are examined from historical and philosophical viewpoints. The evolution of social welfare attitudes and services in Great Britain and the United States is studied with attention given to the philosophical systems within which developments have taken place. Particular attention is given to the establishment of the current social welfare system in the United States and proposals to reform or change it. The role of social work within that system is described, and its future role discussed.

SOCIAL RESEARCH AND STATISTICS AREA

Offerings in this area are intended to support specialized interests and are coordinated with practice areas of the curriculum. The student may elect any number of modules summing to an even number. Except as noted, the courses are given in no particular order and may vary with demand. If a student elects one module one semester and another module the next, the grade will be delayed until the second is completed.

Introduction to Social Research

A general introduction to research methods. Required of all students, unless waived. Offered only in first half of fall semester. (½-semester course)

Introduction to Computers and Statistical Analysis

A general introduction to computer terminology and components in computer systems. Instruction in elementary statistics with limited utilization of existing computer programs. (½-semester course)

Introduction to Evaluative Research

A general introduction to the process of evaluating social work practice and programs. It includes goal setting and specification and the design of research components of social programs. (½-semester course)

Survey Methods in the Evaluative Process

Instruction in the components of traditional survey methods including sampling, instrument construction, survey interviewing, data analysis, and reporting. (½-semester course)

Evaluating Clinical Processes

Special problems in clinical evaluation, analysis of processes and outcomes, effectiveness of therapeutic techniques and possibilities in clinical experimentation are explored. (½-semester course)

Statistical Techniques for Assessing Outcomes

The module, Introduction to Computers and Statistical Analysis or its equivalent, is a prerequisite for this unit. Advanced statistical techniques allowing for control of variables, including multi-variate techniques, will be emphasized. (½-semester course)

Evaluative Research and Social Policy

Research as an adjunct to policy formation in program monitoring and evaluation is the focus. Effects of policy changes and program alternatives will be analyzed. (½-semester course)

Use of Available Data in Evaluation

Instruction in the techniques of secondary analysis, in major existing data resources and recurrent publications, and utilization of these for background information for projected studies. (½-semester course)

Techniques of Participant Observation in Program Evaluation

A range of studies using this technique will be considered. The problems and opportunities involved in applications in different settings as well as the inherent difficulties for data analysis will be examined. (½-semester course)

Field Experiments in Service Delivery

Special examples in attempts at field experiments in social work are examined with special reference to the techniques involved, the problems encountered, and the outcomes achieved. (½-semester course)

Indices and Social Indicators in Assessing Need and Effectiveness

Developments and techniques in the area of summary social measures, utilization of existing data series, and index construction are reviewed. (½-semester course)

Development of Evaluative Information Systems

Examples of major information systems will be examined for the technology involved, the potentials for program management, and the special problems in establishing such data sources. Examples will be selected from State and Federal government and major voluntary sector efforts. (½-semester course)

Small Groups and Program Innovation

Instruction in standard experimental small group design and consideration of the demonstrated potential of this method for program development. (½-semester course)

Administration of Evaluative Research

Integration of research into social programs, writing of the research component in grant proposals, budgeting research projects and administration of research personnel are reviewed. (½-semester course)

Second Year of the MSS Program

The second-year options are Community Planning and Development, Social Planning, Social Service Delivery, and Social Service Management. Field Instruction III and IV are coordinated with one of these choices.

Normally, the first-year preparation for Community Planning and Development or Social Planning is Community Organization; for Social Service Delivery or Social Service Management the preparation is Social Casework.

Community Planning and Development (two semesters)

Community Planning and Development is considered as planned intervention to increase individual influence in a highly organized society. Includes citizen participation in government services and interventive strategies for solving community social problems. Seeks clearer understanding of political, social and economic processes which influence communities. Emphasizes sustained process of strengthening horizontal patterns of community. Includes development of appropriate planning and organizing tools for those working in community, the budgetary process, proposal writing, manpower development, program development, grass roots organizing, and evaluation. Community Planning and Development is locality-centered and social change-oriented. The seminar is closely related to the students' practicums.

Social Planning (two semesters)

This two-semester seminar examines: assumptions underlying planning in general; general principles of planning; interrelationships among auspices, funding, clientele, discipline of the planner, objectives and the planning process, strategies of implementation and evaluation, and distinctive criteria of social work planning in social welfare. Through concurrent field instruction and individual projects, students are expected to develop extensive substantive knowledge in at least one specific field, such as: aging, child welfare, corrections, education, environmental quality control, housing and renewal, income maintenance, land-use planning, mental health, mental retardation, family planning, public health, state and municipal government, or transportation.

Social Service Delivery (two semesters)

This seminar undertakes to familiarize students with theoretical and methodological issues in clinical social work practice. During the first semester emphasis is on comparative theories of social casework. During the second semester, students and instructors select the content to be studied. In the past, for example, consideration has been given to such topics as: voluntary services versus mandatory services and their implications for practice; services and techniques in work with specific target groups, e.g., the aged, adolescents; the value system of the social worker; and private practice.

Social Service Management (two semesters)

Social Service Management has as its central goal the improvement of the structure and quality of social services. This emphasis in the curriculum reflects the increasing provision of direct services

SOCIAL WORK AND SOCIAL RESEARCH

by other categories of social welfare personnel, including those with baccalaureate and the two-year associate training.

Social Service Management prepares students to assume responsibility for organizing and marshalling the delivery of services; analysis, evaluation, and planning of programs; training and supervision of other categories of social welfare personnel; manpower development and examination and evaluation of policies; developing and monitoring organizational structure and procedures in relation to delivery of services. The approach used is goal-oriented, and the methods employed include a variety of kinds and levels of intervention, such as need-fulfilling activities including resource development, problem-solving activities, and educational activities. Intervention may occur directly with individual clients, with groups, with organizations or indirectly through others, with emphasis on providing direction and leadership in the team delivery of services.

Field Instruction III and IV

A practicum taken collaterally with Social Service Delivery, Social Service Management, Community Planning and Development, or Social Planning. Two or three days per week, first and second semesters.

ELECTIVES

Administrative Organization of Human Services

A seminar concerned with the structure, operation, and change of human welfare agencies. Subjects discussed include: varieties and uses of organizational structure; policy formulation; decision-making; organizational change; management functions; the role of the staff in administration; principles of personnel management; social workers' unions; and origins, flows and uses of resources and information. (Not offered 1973-74.)

American City in the Twentieth Century

This course deals primarily with social transformations in the cities under the impact of rapid urbanization. It also considers political, aesthetic, and cultural changes in American cities. (Offered in conjunction with the inter-departmental program, Growth and Structure of Cities.)

Black Family Structure, the Black Community, and Social Work

The black family is examined in terms of its own history and family interaction, not as a deviation from a norm. The course

examines the history of the black family, family interaction on different socio-economic levels, and some aspects of the black community.

Child-Caring Patterns

A survey of child-caring patterns in cross-cultural perspective. Study of the socialization process will be related to the practice of social work.

Community Advocacy Systems

The structure and operation of organizations working in behalf of categorical groups—racial, nationality, sex, and others, such as consumer and recipient groups—are considered. Perspectives from the study of social movements and social organization are employed in analysis.

Community Dynamics

Especially geared for Social Service Delivery and Social Service Management students. Examines the community as the context for social work. Community power structures and community conflict explored. Meaning of Community Organization, Social Planning, Community Planning and Development investigated.

Last half of seminar problem-centered. New ways of seeing and intervening in problems of mental illness, crime, urban renewal, race relations, and drug abuse.

Community Mental Health

This seminar emphasizes the nature of mental health services and the concepts of comprehensiveness, prevention, community participation and continuity of care. Professional opportunities available in community mental health and skills and knowledge most necessary for today's mental health practitioner will be considered. The business of the Community Mental Health Center will be the main focus of the seminar. Students will design and discuss a comprehensive Community Mental Health Center.

Current Issues in Corrections: Prison, Probation, Parole

Current issues and practices in the delivery of human services within adult probation, parole, institutional and ancillary agencies will be examined against society's twin aims of rehabilitation and self-protection. Visits to selected institutions and agencies in the correctional spectrum for direct exposure to such settings and discussions with their staffs may be planned.

Drugs and Drug Abuse

A general examination of the issues inherent in drugs and drug abuse, inclusive of classifications of drugs and their effects, causation theories, treatment approaches, legislation, enforcement, public education, prevention and the role of social work in all this. Current practices in treatment will be examined; treatment agencies may be visited for observation and staff discussion.

Family Therapy

The seminar includes: purposes and characteristics of family therapy in social work; family interaction patterns and systems theory; dynamics, health, and maladaptations of family relationships; and basic principles and differential techniques of work with families and couples. The seminar will utilize discussion, audio-visual material, role playing, and observation, and will also give attention to the areas of student interest.

Gerontology: Theory and Research

Delineation of the origins and boundaries of gerontology. Cross-cultural comparison of roles and role-expectations of the aging. Physiological and psychological changes associated with aging. Reinterpretation of human productivity in the older years. Demographic characteristics of the aged population. The elderly as a political bloc. Findings and questions of research in each of these areas are emphasized. (Not offered 1973-74.)

Gerontology: Planning for Service Delivery

Significant similarities and differences of the elderly, as compared with other age groups, are examined for their significance in the planning and delivery of human services, broadly defined.

Group Process

This seminar undertakes to study characteristics of the group process and content of understanding individual and group behavior. Typical problems: basic issues in working with groups; interaction patterns; practical applications of group theory; effective ways of working with committees, citizen-community groups, agency personnel, boards, clients; tools and techniques in working with groups; moving toward problem-solving and change through groups.

Group Therapy

This seminar is designed to give the student a foundation in the field of group psychotherapy. It is structured so that the student

participates in group interaction similar to that occurring in therapy groups and correlates this experience with group theory. Videotapes of clinical groups are available as is video playback of a seminar meeting.

Institutional Racism

A seminar jointly developed by students and faculty concerned with racism in social welfare, among social workers, and in American society at large. Attention will be given to concepts of race, ethnicity, caste and class, and to racial relations history in the United States.

Introduction to Social Policy

This course will examine different concepts of social policy but will give special attention to issues of distribution and redistribution. An attempt at an overall assessment of the relationship between social policy and income distribution will be made based on empirical studies in the United States and selected advanced industrial societies in Western Europe. Attention will be given to problems of citizen participation, coordination, evaluation, and social change.

Law as an Instrument of Social Change

This course is devoted to understanding how legal institutions can be better used to help solve major social problems of the day. Illustrative cases to be drawn from recent efforts to make public and private organizations more responsive to such problems as alleviating poverty, racial discrimination, consumer fraud, fair treatment of both accused and the general populace in crime prevention, etc. Students are expected to draw upon their particular agency placements in choosing topics for class papers.

Marriage Counseling

This seminar will examine theories of marital interaction, theories of therapy, and value systems of the marital counselor. Specific foci will be chosen by participants who will carry responsibility for presentation of materials and class discussion.

The Ombudsman and Other Client Advocacy Systems

A review of institutional arrangements for communication, redress, and advocacy for citizens in their dealings with various levels of government. Development and application of a classification scheme for such organizations and consideration of such models as the classical ombudsman and the decentralized agency. Compara-

tive material from various American schemes and such foreign experience as that in Scandinavia, Great Britain and New Zealand.

Personality and Comparative Politics

This seminar is intended to explore selected aspects of personality theory relevant to politics in the context of comparative political cultures. Ways in which personality theory and political theory interrelate will be examined. Students participate in development of course content and process. (Offered jointly to graduate students in Political Science and students in Social Work and Social Research.)

Political and Governmental Processes

Concerned with the study of the process of making authoritative decisions about the allocation of values for a society or social group, this course explores concepts and issues that the student must deal with in working with groups that seek to influence decision-making. An interdisciplinary approach is provided in the readings and discussions with integration of material from Sociology, Social Psychology and Economics as well as Political Science. The students participate in structuring the content and procedure of the seminar. (Not offered 1973-74.)

Population Dynamics and Planned Parenthood

A review of present theories concerning human sexuality and the effects of increasing population on the quality of human life. An exploration through readings and field trips of the current programs which attempt to control human fertility along with an examination of religious, ethical, cultural, medical and legal issues which limit the availability or usefulness of existing programs.

Psychopathology

This course covers the symptomatic pictures seen in adults in the major clinical diagnoses of the psychoses, psychosomatic disorders, character disorders, addictions and the neuroses. There will be examination of the genetic, dynamic and structural aspects of these illnesses, with discussion of implications for prevention and treatment.

Race, Poverty, and Human Development

This course examines the effect of varying socio-economic and racial environments on human development in all areas: physical, emotional, cognitive, and social. The definition and effect of poverty and racism is specifically explored in relation to the larger

socio-economic system. The course has a dual orientation in which theoretical material is applied to actual situations.

Selected Concepts in Personality Theory

This seminar is built upon concepts that are thought to be fundamental to clinical practice and social action at the same time. Critical analysis is made of recent interpretations of such concepts developed by the instructor. Related writings from a variety of authors in personality theory are also studied.

Social Welfare Policy and Services II

Emphasis will be on the historical development of the social services. Programs developed in other countries receive particular attention.

Special Problems of Women

A student-faculty seminar which will consider issues concerned with women historically and cross-culturally, including the contemporary Women's Liberation Movement. Special attention will be given to women in the social work profession. Specific content and structure to be developed by the group.

Staff Supervision in Social Service

This seminar is designed for those Master's students who will be expected to assume supervisory and/or staff development responsibilities. The seminar takes its direction from the function of supervision which is seen as primarily twofold: 1) the provision of more effective delivery of service to the consumer; and 2) the education and professional development of staff.

Strategies for Social Change

A student-faculty seminar designed to examine alternative methods for social change. Emphasis will be on strategies which have come into new prominence in the black community and have been extended to other social movements. The seminar will undertake to analyze the assumptions, techniques, and results of these strategies. Students who enroll meet with the faculty coordinator before the beginning of the semester in order to designate specific topics of interest and recommend outside speakers who can present a variety of approaches within the focus of this seminar. Students carry responsibility to prepare annotated readings, conduct discussions, and prepare a final paper analyzing the elements of strategy related to practice explored in the seminar.

MASTER'S PAPER

A Master's Paper is required of all candidates for the M.S.S. degree. This may be an individual or group project.

PRACTICUM

The practicum is an integral part of the curriculum for the Master of Social Service degree. A placement is arranged for each student: in the first year in Social Casework or Community Organization; in the second year in Social Service Delivery, Social Service Management, Community Planning and Development, or Social Planning. The purpose of the practicum is to provide the opportunity for the student to apply theory in order to deepen knowledge and develop skill in its use. Students' assignments are goal oriented and are planned to give content, sequence, and progression in learning. Practicum runs concurrently with the practice seminar in order to maximize opportunity for the student to integrate the content of the two. Each student's practicum is arranged in a different setting for each year of the program.

In a typical program, the practicum for first-year students consists of two days per week in the first semester (Thursday and Friday) and two and one-half days per week in the second semester (Monday afternoon, Thursday, and Friday); for second-year students, it normally consists of three days per week for each of the two semesters (Monday, Thursday, and Friday). Individual arrangements may occasionally be made on the basis of agency and student needs.

Most students are placed in organizations in the Philadelphia metropolitan area. Placements are made regularly, however, in Harrisburg, in the State of Delaware, and in the national capital area. In most of these organizations, two or more students are placed with agency staff as field instructors. In other agencies a unit of students is under the direction of a field instructor who is a member of the faculty of The Graduate School of Social Work and Social Research. The practicum for M.S.S. students has been provided in field placements concerned with, among others:

- Aging
- Child Welfare
- Community Mental Health
- Corrections and Criminal Justice
- Drug Dependency and Drug Abuse
- Family Counseling
- Health

BRYN MAWR COLLEGE

Intergroup Relations
Legal Services
Mental Retardation
Neighborhood Organization
Public Education
Public Welfare Administration
Social Planning
Social Rehabilitation
Social Welfare Research
Urban Renewal

FIELD INSTRUCTION SETTINGS

Students were placed during 1972-73 in the following agencies and organizations:

Albert Einstein Medical Center, Community Mental Health and
Mental Retardation Center
Albert Einstein Medical Center, Daroff Division
Association for Jewish Children
Centennial School District, Warminster
Center for Preschool Services in Special Education
Central Montgomery Mental Health/Mental Retardation Centers
Child Care Service of Delaware County, Media
Child Care Service of Delaware County, East End Unit, Upper
Darby
Child Guidance and Mental Health Clinics of Delaware County
Children's Aid Society of Pennsylvania
Child Study Institute of Bryn Mawr College
Community Legal Services, Inc.
Delaware County Juvenile Court, Probation Department
State of Delaware
The Family Court of New Castle County
The Governor's Office

SOCIAL WORK AND SOCIAL RESEARCH

Devereux Schools, Berwyn

Diagnostic and Rehabilitation Center, Inc., Drug Program

Eagleville Hospital and Rehabilitation Center, Community Services Division

Family Service of Philadelphia, North District Office

Group Health Planning of Greater Philadelphia, Inc.

Hahnemann Medical College and Hospital
Department of Human Resource Development
Community Mental Health and Mental Retardation Center
Department of Social Work, Child and Maternal Health

Health and Welfare Council, Inc., Delaware County District

Health and Welfare Council, Inc., Philadelphia

Intercommunity Action, Inc.

Jewish Family Service of Philadelphia

Lehigh-Northampton Joint Planning Commission

The Lighthouse

Lower Merion School District

State of Maryland
Department of Health and Mental Hygiene

Mental Health Association of Southeastern Pennsylvania

Northeast Community Mental Health Center

Northeastern Christian Junior College, Villanova

Olde Kensington Redevelopment Corporation

Commonwealth of Pennsylvania
Board of Probation and Parole
Bureau of Vocational Rehabilitation, Rosemont
Department of Education, Harrisburg
Department of Public Welfare, Southeastern Pennsylvania
Regional Office
Department of Public Welfare, Office of Children and Youth,
Harrisburg
Office of the Insurance Commissioner, Harrisburg
Governor's Justice Commission, Harrisburg
Haverford State Hospital
Youth Development Center, Cornwells Heights
Office of State Senator Louis G. Hill

BRYN MAWR COLLEGE

Pennsylvania Hospital Community Mental Health and Mental Retardation Center

City of Philadelphia

Councilwoman—Dr. Ethel D. Allen

Councilwoman—Mrs. Beatrice Chernock

Court of Common Pleas

Department of Public Health

Department of Public Health, Office of Mental Health/Mental Retardation

School District, Clarence Pickett Middle School

School District, Durham Child Development Center

Philadelphia Forum of Mental Health/Mental Retardation Centers

Philadelphia Geriatric Center

Philadelphia Psychiatric Center, Community Mental Health and Mental Retardation Center

Philadelphia Women's Political Caucus

Planned Parenthood Association

Regional Comprehensive Health Planning Agency, Inc.

Saint Christopher's Hospital for Children, Psychiatric Clinic

Sleighton Farms School, Delaware County

Spring Garden Community Services Center

Thomas Jefferson University Medical Center

Community Mental Health and Mental Retardation Center

Department of Physical Medicine and Rehabilitation

United States Department of Health, Education, and Welfare
Office of Regional Director, Region III, Federal Women's Program

Social and Rehabilitation Services, Administration on Aging,
Washington, D. C.

Social and Rehabilitation Services, Rehabilitation and Self-Support Unit, Region III

United States Office of Economic Opportunity, Region III

United States Veterans Administration Hospital

City of Wilmington, Delaware

City Councilman—James Sills

Housing Authority

Wynnefield Residents Association

Graduate Program for the Doctor of Philosophy

Consistent with the School's philosophy with respect to advanced study, the program is planned to broaden the student's knowledge of social welfare in general and, through intensive study and research, to deepen his or her knowledge in one area in particular. The curriculum includes seminars, tutorials, and independent study in the following areas:

- Social Welfare
- Theory in Social Work practice
- Social and Behavioral Sciences
- Social Research

Candidates who hold the M.S.S. degree from The Graduate School of Social Work and Social Research of Bryn Mawr College must complete one year of full-time doctoral study at Bryn Mawr. Candidates who do not hold the M.S.S. from The Graduate School of Social Work and Social Research at Bryn Mawr College must complete two years of full-time doctoral study at Bryn Mawr. The residence requirements may be relaxed in individual cases.

In general, twelve semester courses, not counting the dissertation, must be completed in preparation for the degree. In addition, the candidate is expected to complete at least two semester courses devoted to dissertation research.

The following courses are required:

- Social Statistics I—one semester
- Research—one semester
- Social and/or Behavioral Sciences—two semesters
- History and Philosophy of Social Welfare I—one semester
- Theory in Social Work Practice—one semester

Beyond the required seminars doctoral students may elect courses in this School, The Graduate School of Arts and Sciences at Bryn Mawr, or The Graduate School of Arts and Sciences at the University of Pennsylvania under the reciprocal plan.

Social Welfare

History and Philosophy of Social Welfare I

In this course social welfare is examined as a historical institution. The development of the succession of philosophical systems within which this institution evolved is considered and the influ-

ence upon both philosophy and welfare of social and economic changes is studied. Stress is placed upon historical and contemporary literature which is examined for the light it casts upon our field of study.

History and Philosophy of Social Welfare II

The emphasis in this course is upon the newer historical research and the literature flowing from it. The origins of current philosophies of social welfare are explored; students learn through use some of the tools of historical research and their value in assessing developments in social welfare and social work.

Introduction to Social Policy

This course will examine different concepts of social policy but will give special attention to issues of distribution and redistribution. These issues will be examined in a number of different fields, such as: income transfers, medical care, social services, man-power training, education and housing. After reviewing each of these sectors, an attempt at an overall assessment of the relationship between social policy and income distribution will be made based on empirical studies in the United States and selected advanced industrial societies in Western Europe. In addition to a review of issues of distribution, attention will be given to problems of citizen participation, coordination, evaluation and social change. The course will conclude with an interpretation of the limits and the future of social policy. (Not offered in 1973-74.)

Metropolitan Structures and Strategies for Intervention

Emphasizes analysis of structures and processes of government, with special attention to metropolitan Philadelphia. Patterns of community power and influence, positions of control and personalities in these positions, relationships among levels of government, and strategies for social work intervention to bring about desired changes in social problem areas are considered.

Personality Issues in Social Policies and Programs

A seminar concerned with personality and policy: the assumptions about personality functioning in social policies; the impact of public social policy on personality; the impact of personality factors on policies; personalities in policy-making positions; personality theories as origins for the development of social policy; social equality and personality.

Social Service Systems

The seminar is designed to develop a framework for analysis of assumptions upon which social service systems are designed. Attention will be given to three major themes: 1) the service markets—consumers and potential consumers of social service programs; 2) the suppliers—agencies and organizations, public and private, which make up the social service system; and 3) efforts at reorganization of service functions and the redesign of their interrelationships.

Social and Behavioral Sciences*Advanced Psychoanalytic Theory*

Examination is made of psychoanalysis as a personality theory. Special attention is paid to metapsychology in psychoanalytic theory and to psychoanalysis as social theory. Intensive analysis of basic writings by Freud and his collaborators forms the focus of the seminar.

Formal Organizations

Structure and process in large-scale organizations. Starting from basic theories of social organization, the course focuses upon those organizations which are planned to coordinate the efforts of large numbers of persons to accomplish specific goals. Leadership, organizational pathologies and the role of the individual are considered.

Social Change

This seminar engages in an active search for an adequate abstract model of social change. Special attention is directed to modern systems theory. Major social theories are examined for relevant contributions to an understanding of social change; contemporary patterns of change in society are documented; and limitations in attempts to guide change at different levels of social organization are noted.

Social Demography

Demographic characteristics of the United States and appropriate techniques of analysis are studied with principal attention to the components of demographic change and their implications for social welfare. Students present original analyses of trends in contemporary population characteristics and their distribution in the United States.

Theory in Social Work Practice

Advanced Casework (one or two semesters)

This course is designed to examine the scientific base of social casework. Assumptions are viewed against: current knowledge in personal, biological and social theories; gaps in knowledge; and building of theory. There also is discussion of implications for practice of theoretical advances, and the influence of values in planning for social welfare.

Advanced Planning

This seminar examines the origins, trends and issues of social planning with particular emphasis on social planning by social workers. Current literature is critically reviewed. Efforts are made to develop a general theory of planning as a basis for research and practice.

Social Administration

A seminar concerned with problems of organization, management and human relations in administration with special reference to the relation of administration to policy formulation and the functions in the decision-making process. The approach is analytical rather than descriptive or technical. Discussions and readings are based primarily on case studies drawn from various fields of administration. Participants will each prepare administrative case studies. (Not offered 1973-74.)

Social Research

Social Statistics I

Descriptive and inferential statistics are presented with major emphasis on partial and multiple correlation and regression, and analysis of variance and co-variance. Understanding of the assumptions and conditions under which statistical operations are meaningful and discrimination in the application and interpretation of statistical tests are developed. Problems are executed on a modern computer.

This course meets the statistics requirement for the Ph.D. degree.

Social Statistics II

Intensive study of statistical techniques and issues of current interest in social research is accompanied by application of one of

SOCIAL WORK AND SOCIAL RESEARCH

these techniques in an original quantitative analysis. Among the major topics are factor analysis, path analysis, mathematical models, and the significance test controversy.

Advanced Research

Study of contemporary methodological approaches to problems in social and behavioral research with application for social work. Intensive coverage of survey research design, case study and clinical method, design of social experiments, and evaluation of social work programs.

Current Research in Social Work and Social Welfare

Review and critical evaluation of representative classic and contemporary research studies in social work and related fields with respect to the function of social work research, problem formulation and research methodology. Emphases and trends of social work research as related to current practice and theory.

Formulation of Social Research

A seminar giving attention to the process of research development, from the germ of an idea to an operational project. Both theoretical and practical work are undertaken.

Tutorial in Research

Students may arrange with members of the faculty to undertake research in an area of their interest under faculty supervision.

Other Courses

Courses in the Bryn Mawr Graduate School of Arts and Sciences may be elected as part of the student's program with the permission of the Dean of The Graduate School of Social Work and Social Research and the instructor of the course to be taken.

Graduate courses in the Graduate School of Arts and Sciences of the University of Pennsylvania are also available for doctoral students of Bryn Mawr College. For information regarding the reciprocal arrangement with the University, see the section under Admissions.

Fees

Application: \$15 (non-refundable).

Tuition

Full-time Students: \$2650 a year (1973-74)*

Part-time Students: \$450 a semester for each course or seminar.

Auditors: Fees for auditors are the same as those for students registered in courses for credit.

All M.S.S. students are charged a materials fee of \$5 per semester.

Students enrolled in the practicum are charged a fee of \$20 a semester. In addition, students are required to meet traveling and other expenses incurred in relation to the practicum.

Continuing enrollment for Ph.D. candidates: Candidates who have completed the required academic courses including two tutorials in dissertation research and who are continuing independent work on their dissertations either in the vicinity of Bryn Mawr or in other places must retain their enrollment and degree candidacy by registering for one or more courses each semester or by paying a continuing enrollment fee of \$100 each semester.

Students who wish to present themselves for examinations must be enrolled.

Doctoral students who are not working on dissertations and not consulting with the faculty or using the library may apply to the Dean of The Graduate School of Social Work and Social Research for a leave of absence for one or more semesters. No fee is required while on leave of absence.

Payment of Fees

No reduction or refund of the tuition fee will be made on account of absence, illness or withdrawal after classes have begun, dismissal or for any other reason, except service in the armed forces of the United States.

Students whose fees are not paid before October 1 in the first semester and before February 15 in the second semester will not be permitted to continue in residence or to attend classes. Degrees will not be awarded to any student owing money to the College or any College facility.

* Faced with the rising costs of higher education, the College has had to raise tuition each of the last three years. Further increases may be expected.

SOCIAL WORK AND SOCIAL RESEARCH

Summary of Expenses for the Academic Year
1973-1974

Regular

Tuition Fee	\$2650
Residence in graduate student housing	1420

Contingent

Application Fee	\$ 15
Charge for microfilming Ph. D. Dissertation	30
Continuing Enrollment Fee	200
Dispensary Fee	40
Graduation Fee for all Graduate Degrees	25
Health Insurance (United States Citizens)	40
Health Insurance (foreign students)	70
Late Registration Fee	10
Materials Fee	10
Practicum Fee	40

History of the School

The Graduate School of Social Work and Social Research was opened at Bryn Mawr College in the fall of 1915 as the Carola Woerishoffer Graduate Department of Social Economy and Social Research. It was established as a tribute to Carola Woerishoffer, a Bryn Mawr graduate of the class of 1907, and was the first graduate program of social work education to be offered by a college or university. Subsequently the name was modified from Social Economy and Social Research to Social Work and Social Research. In August 1970, it became one of the three Schools which comprise Bryn Mawr College.

The School opened with eight graduate students; no undergraduates were admitted. Under the initial plan, two-thirds of the student's time was given to the study of theory and statistics, the remaining third to "practical investigation," with a half year spent in "field work" in a social service institution or a social welfare organization in Philadelphia or New York.

The course of study was planned for one, two, or three years, with three years required for the Ph.D. degree and one and two years for a certificate. The Master of Social Service degree replaced the two-year certificate in 1947. Its plan of "field work" and its inclusion of work in labor and industrial relations and in community organization made it somewhat different from the other early schools of social work. Under its first director, Dr. Susan M. Kingsbury, four fields of study were offered: Community Organization, Social Casework, Industrial Relations, and Social and Industrial Investigation. Included among the organizations offering field work for students in these early days were: The Family Society of Philadelphia, The Children's Aid Society, the White Williams Foundation, the Big Sister Association, the Young Women's Christian Association, the Criminal Division of the Municipal Court of Philadelphia, the Social Services Department of the University of Pennsylvania Hospital, and various social settlements.

In 1919, Bryn Mawr became one of the six charter members of the American Association of Schools of Social Work. In this period following World War I, social work education was rapidly changing in response to the continuous expansion of social work into new settings. The curricula of the schools responded to these changes in a variety of ways. At Bryn Mawr, preparation for social casework was expanded and additional courses in public welfare and social legislation were offered. However, the emphasis on research and social investigation which was central to the early curriculum of the School continued.

SOCIAL WORK AND SOCIAL RESEARCH

Bryn Mawr had the first doctoral program in social work education and awarded the first Ph. D. in 1920. The doctoral program at the School of Social Service Administration at the University of Chicago followed later in the 1920s. Today twenty-five schools in the United States and Canada offer doctoral programs.

By 1935 Bryn Mawr was one of twenty-nine schools belonging to the American Association of Schools of Social Work. Twenty-five were in colleges or universities and only four were independent schools. The precedent set by Bryn Mawr in 1915 by establishing social work education as graduate study in an institution of higher learning has now become a requirement for accreditation by the accrediting body, the Council on Social Work Education, successor to the American Association of Schools of Social Work.

The Graduate School of Social Work and Social Research currently has approximately one hundred thirty full-time students. A number of factors have contributed to this expansion: the acquisition in 1958 of a separate building for the exclusive use of the School; increased Federal support for education for social work, especially scholarship aid in the form of traineeships; and the continuing support of social welfare agencies and organizations for a practicum.

There are more than eighty graduate schools of social work accredited by the Council on Social Work Education in the United States and Canada, and new schools are being founded each year. Although many changes have taken place both at Bryn Mawr and in social work education, the vision of those responsible for the design of the School at its founding has been proven by experience to have been remarkably correct.

The School now has approximately 800 living graduates. Since its inception it has granted awards to more than 1,000 persons; this includes awards of professional certificates and M.A. degrees, neither of which has been offered since 1947. The School has granted 54 Ph.D. degrees and, since 1947, more than 750 M.S.S. degrees.

At the time of its founding, the School admitted only women; since the late 1930s both men and women have been admitted and during the last ten years men have constituted an increasing percentage of the graduates.

Graduates of the School are located in all regions of the United States and many foreign countries. Their present positions range within a wide spectrum of governmental and voluntary organizations and agencies. They are widely represented in child and family welfare, community mental health, corrections, gerontology, health, intergroup relations, legal services, mental retardation, prevention and treatment of narcotics addiction and drug abuse, neigh-

BRYN MAWR COLLEGE

borhood organization, public education, public welfare administration, social planning, social rehabilitation, social welfare research, and urban renewal. Approximately half are executives, supervisors or administrators, or consultants. Recipients of the doctoral degree are chiefly in teaching and research positions. Over the course of its more than fifty-seven years, the School's graduates have contributed substantially to leadership in both public and voluntary social welfare.

Graduate Student Housing

Housing on campus is provided for about sixty-five graduate students in the Graduate Residence Center, Batten House, and the Annex. There is a separate bedroom for each student. No housing on campus is available for married students. Rooms are furnished except for rugs and curtains. Blankets are provided but students should bring towels and bed linen. (Local rental services will supply sheets and pillowcases for a modest fee. Arrangements can be made on arrival.) Private telephones cannot be installed in campus housing. Because of College fire regulations, smoking is not permitted in the bedrooms. There are smokers on certain floors. The dining room, available to all resident students, is located in the Center.

Application for a room should be made as early as possible. A room contract, which will be sent upon request, must be signed and returned to the Office of The Graduate School of Arts and Sciences with a deposit of ten dollars. The deposit will be deducted from the residence fee; it will be refunded only if the student cannot be accommodated or has been called into service in the armed forces of the United States.

A student who has reserved a room will be held responsible for the residence charge unless notice of withdrawal is sent in writing to the Dean of The Graduate School of Arts and Sciences before August 15, or unless he is drafted for military service.

The regular charge for residence (room, board and health service) for graduate students is \$1420 a year, payable one half early in the first semester and the other half early in the second. Residence on campus is provided from the opening of the College in the fall until Commencement Day; but meals are not served, and health service is not available during Christmas and spring vacations. Baggage will be accepted at the College after August 30. It should be sent prepaid, addressed to the proper residence hall, and marked with the owner's name.

Health

Medical Services

The College maintains an 18-bed infirmary with a staff of physicians and nurses. The infirmary is open when College is in session. The college physicians may be consulted without charge by students residing in campus housing and by students living off campus who have paid the dispensary fee. Specialists practicing in Bryn Mawr and Philadelphia serve as consulting physicians to the College. If consultation is necessary, the student must meet the expense.

The residence charge paid by graduate students living in campus housing entitles them to treatment in the College dispensary, and to care in the Infirmary for seven days (not necessarily consecutive) during the year, and to attendance by the college physicians during this time. After the seven-day period, the fee is \$15.00 for each day in the Infirmary.

Graduate students who do not live in campus housing may pay a \$40.00 fee which entitles them to full use of the Student Health Service. The fee is not billed automatically and is not covered by scholarship or other grants. The dispensary fee is to be paid in the Comptroller's Office where a dispensary card is issued.

The College maintains a counseling and diagnostic service staffed by two clinical social workers and three psychiatrists. They are at the Infirmary on a part-time basis. All students eligible for dispensary care may use this service. The counseling service offers confidential consultation and discussion of personal and emotional problems. Definitive and long range psychotherapy is not available. A charge is made for visits in excess of four.

Medical Requirements

All graduate students, after admission, must file a medical history and health evaluation form with the Infirmary. There are no exceptions to this rule.

In addition to a statement of health, signed by a physician, the following are required: tetanus and polio immunizations; proof of freedom from active tuberculosis based on either a negative skin test to tuberculosis or, in the presence of a positive test, a normal chest x-ray within six months of admission.

Insurance

All graduate students are urged to carry health insurance. Students up to age twenty-five are entitled to the Bryn Mawr College Student Health care insurance at a cost of about \$40.00 per year. Those wishing more complete coverage may purchase Blue Cross and Blue Shield insurance on an individual basis, subject to screening by the insurance company. Application for College health insurance should be made through the Head Nurse in the Infirmary.

Foreign Students. The College also makes available a policy which provides fuller coverage of medical, surgical, and hospital costs. This insurance is required of all students whose permanent residence is not in the United States unless they have equally complete protection of another kind effective in the United States. The cost for students under age thirty is about \$70.00 for a twelve-month period, starting in September.

Office of Career Planning and Placement

The Office of Career Planning and Placement is concerned with student and alumni career, summer, and self-help job interests.

Graduate students may consult on careers to match their interests and experience, for information on specific employers and current job openings, and on techniques of job-hunting. Career Planning and Placement also collects, maintains, and makes available to employers, credentials including biographical data and faculty and employer references for those who register with the office.

Student and Alumni Associations

Student Association of The Graduate School of Social Work and Social Research

All students in The Graduate School of Social Work and Social Research are eligible for membership in the Student Association. The Student Association, Faculty and Administration work together to promote the objectives of the School.

Alumni Association of The Graduate School of Social Work and Social Research

The Alumni Association of the School was organized to further the interests of the School and its alumni. This Association is part of the larger Alumnae Association of Bryn Mawr College. The Planning Committee of the Alumni Association is comprised of the following:

Jacob Armstrong
Mary Q. Frantz
William Krum
John Loeb

J. Douglas MacBride
Ruth W. Mayden
Alexander Scott
Malin Van Antwerp

Recruitment of Minority Group Students

A Student-Faculty-Alumni Committee is active in recruitment of interested and qualified minority group students.

The Graduate School of Social Work and Social Research is especially interested in having minority group students explore graduate social work education at Bryn Mawr. Inquiries may be directed to the Office of Admissions, 815 New Gulph Road, Bryn Mawr, Pa. 19010.

College Facilities

Student-Faculty Lounge

There is a Student-Faculty Lounge at The Graduate School of Social Work and Social Research for the use of Social Work faculty and students.

Parking

Parking for Social Work students is available in the Erdman-College Inn parking lot with entrance on Morris Avenue. No parking by students is permitted at other places on the campus. All parking spaces at 815 New Gulph Road (The Graduate School of Social Work and Social Research) are assigned from 8 a.m. to 5 p.m.

Mailboxes

There are student mailboxes at The Graduate School of Social Work and Social Research. Mail addressed to students in the School should include 815 New Gulph Road, Bryn Mawr, Pennsylvania 19010.

Wyndham

Wyndham is the College Alumnae House with the headquarters of the Bryn Mawr College Alumnae Association. Graduate students are invited to use the dining and other facilities.

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dent*
- Nanette Holben Jones AB (Bryn Mawr College) *Assistant to the
President*
- Paul W. Klug CPA BS (Temple University) *Comptroller and Busi-
ness Manager of the College*
- Ramona L. Livingston AB (William Jewell College) *Adviser to
Foreign Students and Lecturer in English*
- Margaret G. McKenna AB (Bryn Mawr College) *Personnel Ad-
ministrator*
- Samuel J. McNamee BS (Temple University) *Assistant Comp-
troller*

SOCIAL WORK AND SOCIAL RESEARCH

Michelle Pynchon Osborn AB (Smith College) *Director of Public Information*

Julie E. Painter AB (Bryn Mawr College) *Administrator of Records and Financial Aid*

Martha Stokes Price AB (Bryn Mawr College) *Director of Resources*

Robb N. Russell MS (University of Illinois) *Director of Computer Services*

Thomas N. Trucks BS (Villanova University) *Superintendent of Buildings and Grounds*

Sarah E. Wright *Director of Halls*

The Advisory Board of
The Graduate School of
Social Work and Social Research

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Faculty of The Graduate School of Social Work and Social Research for the Academic Year 1973-1974

- M. Leslie Alexander MSS (Bryn Mawr College) *Lecturer*
- Charles C. Bray PHD (University of Pittsburgh) *Associate Professor*
- Merle Broberg PHD (The American University) *Assistant Dean of The Graduate School of Social Work and Social Research and Associate Professor*
- Madeleine R. Cushman MSS (Bryn Mawr College) *Field Instruction Consultant and Chairman of Admissions*
- Samuel Gubins PHD (The Johns Hopkins University) *Visiting Lecturer*
- Jean Haring DSW (Western Reserve University) *Associate Professor*
- Stephen Holden MSS (Bryn Mawr College) *Lecturer*
- Sally E. Hollingsworth MSS (Bryn Mawr College) *Assistant Professor and Coordinator of Field Instruction*
- Isaac C. Hunt LLB (University of Virginia) *Visiting Lecturer*
- Arthur C. Huntley MD (Jefferson Medical College) *Visiting Lecturer*
- Hobart C. Jackson MSS (Bryn Mawr College) *Lecturer*
- Jane C. Kronick PHD (Yale University) *Associate Professor*
- Joyce Lewis MSS (Bryn Mawr College) *Assistant Professor*
- Philip Lichtenberg PHD (Western Reserve University) *Professor and Secretary of the Faculty of Social Work and Social Research*
- Katherine D.K. Lower PHD (University of Wisconsin) *Professor Emeritus*
- Dolores Norton PHD (Bryn Mawr College) *Associate Professor*
- Elizabeth G. Preston MSS (Bryn Mawr College) *Lecturer*
- Martin Rein PHD (Brandeis University) *Visiting Professor*
- Lawrence S. Root MSS (Bryn Mawr College) *Field Instruction Consultant*
- Bernard Ross PHD (University of Michigan) *Dean of The Graduate School of Social Work and Social Research and Professor*
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BRYN MAWR COLLEGE

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(Columbia University) *Associate Professor*

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Toshio Tatara MSW (Washington University) *Lecturer*

William W. Vosburgh PHD (Yale University) *Associate Professor*

Wilbur H. Watson PHD (University of Pennsylvania) *Visiting
Lecturer*

Alice Whiting MSW (University of Michigan) *Assistant Professor*

Scott Wilson MSS (Bryn Mawr College) *Lecturer*

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Greta Zybon DSW (Western Reserve University) *Associate Professor*

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Merle Broberg PHD (The American University) *Assistant Dean*

Philip Lichtenberg PHD (Western Reserve University) *Secretary of
the Faculty*

Sally E. Hollingsworth MSS (Bryn Mawr College) *Coordinator of
Field Instruction*

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Admissions*

Carolyn H. Lee MSS (Bryn Mawr College) *Admissions Associate*

Grace M. Irish AB (Vassar College) *Administrative Assistant*

**Standing Committees of the Faculty
of the Graduate School of Social Work
and Social Research for 1973-74**

Committee on Nominations

Mr. Vosburgh 1971-74

Miss Lewis 1972-75

Mr. Stallfort 1973-76

Committee on Policy

Dean Ross *Chairman*

Mr. Lichtenberg *ex officio*

Mr. Norton 1971-74

Miss Haring 1972-75

Miss Lewis 1973-76

*Committee on Admissions and
Financial Awards*

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Dean Ross *ex officio*

Mr. Hollingsworth *ex officio*

Mr. Cushman *ex officio*

Mr. Speizman 1972-74

Committee on Master's Curriculum

Dean Ross *ex officio*

Miss Lewis 1972-74

Mr. Stallfort 1972-74

Mr. Bray 1973-75

Mr. Whiting 1973-75

Committee on Evaluation of

Educational Performance of

Master's Students

Dean Ross *Chairman*

Mr. Hollingsworth *ex officio*

Mr. Root 1973-74

Committee on Field Instruction

and Placement

Mr. Hollingsworth *Chairman*

Mr. Broberg *Vice Chairman*

Dean Ross *ex officio*

Miss Zybon 1972-74

Mr. Preston 1973-75

*Committee on Initial Appointments
to the Faculty*

Dean Ross *Chairman*

Mrs. Norton 1973-74

Mrs. Stallfort 1973-74

2 Master's Students

1 PHD Student

Doctoral Committee

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Mr. Bray

Mr. Broberg

Miss Haring

Mrs. Kronick

Mr. Lichtenberg

Mrs. Norton

Mr. Speizman

Mr. Vosburgh

Miss Zybon

and

All students enrolled in the

Doctoral Program

**Representatives to the
Advisory Board**

Miss Haring

Mrs. Cushman

**Representative to Committee on
Computer Facilities**

Mr. Vosburgh



Directions to Bryn Mawr

Bryn Mawr College is located approximately eleven miles west of Philadelphia and nine miles east of Paoli.

By air: From the Philadelphia International Airport take the airport limousine to 30th Street Station in Philadelphia and from there the Paoli Local to Bryn Mawr, or take a taxi or the Bennett Limousine Service directly to Bryn Mawr from the airport, a distance of 14 miles.

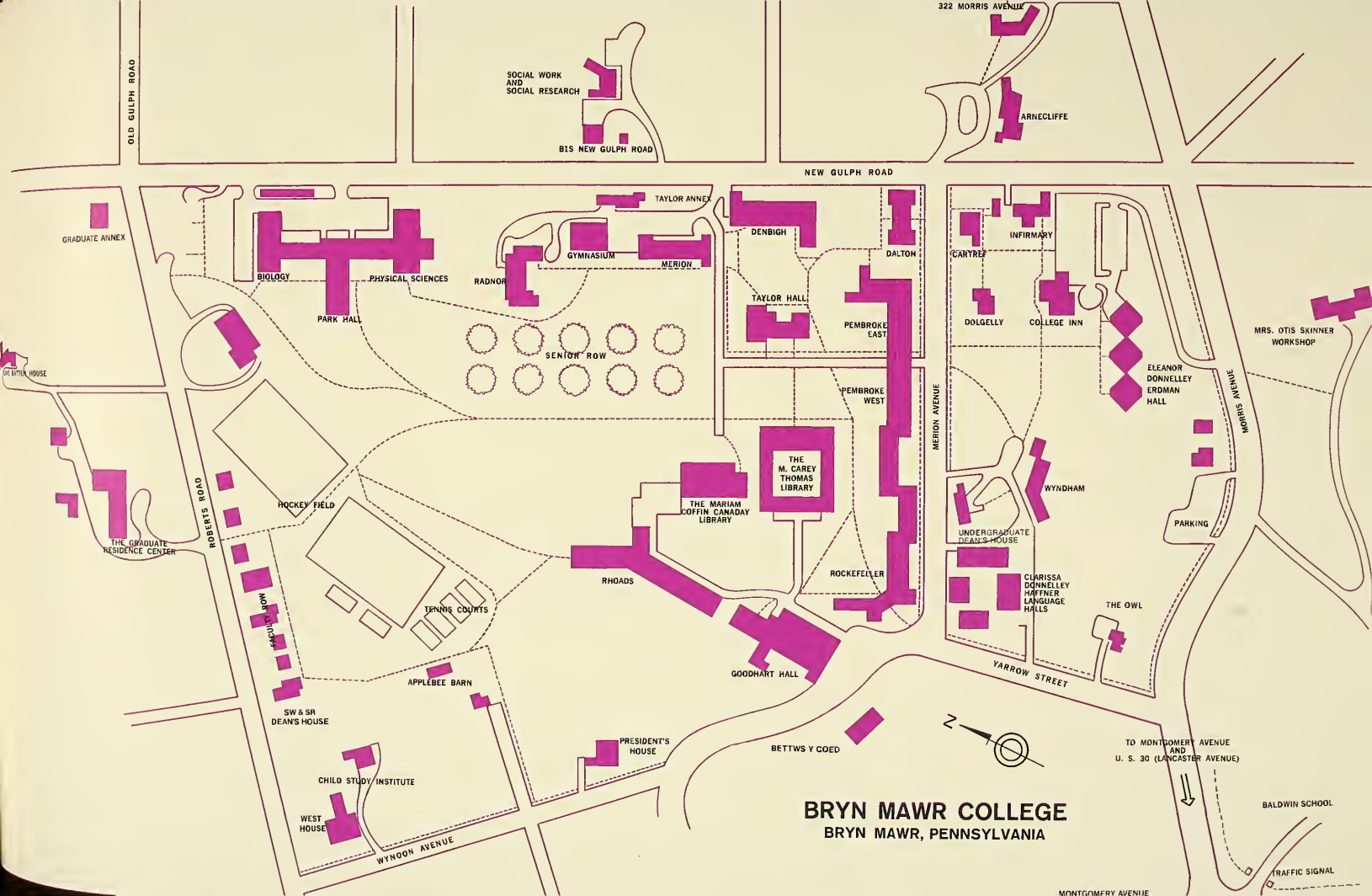
By automobile: From the east or west take U.S. 30 or the Pennsylvania Turnpike. From the Valley Forge Exit of the Turnpike, take the Schuylkill Expressway (Pa. #43—Interstate #76), turning right at exit number 36, Pa. #320, Gulph Mills, which is 3.5 miles east of the toll gate; continue into Montgomery Avenue to the town of Bryn Mawr, a distance of 4 miles from the Expressway. Turn left at the traffic light at the intersection of Morris and Montgomery Avenues and take Morris Avenue to the next traffic light. Turn left on to New Gulph Road.

Visitors may use the College parking lot, entering at Merion Gate, which is directly opposite 815 New Gulph Road.

By bus: All Greyhound buses arrive at the Philadelphia terminal at 17th and Market Streets, adjoining Suburban Station. Trailways buses arrive at 13th and Arch Streets, three blocks from Suburban Station. Take the Paoli Local from Suburban Station to Bryn Mawr.

By railroad: Connections from the east, north and south are best made from 30th Street Station, Philadelphia, on the Paoli Local of the Penn Central Railroad, which leaves the station every thirty minutes. Those coming by rail from the west are advised to leave the train at Paoli (rather than North Philadelphia) and take the Local from Paoli to Bryn Mawr.

To walk to the College from the Bryn Mawr Station, go one block to the traffic light at the intersection of Morris and Montgomery Avenues, cross Montgomery on to Morris and take the next left on to Yarrow Street, which leads directly to the campus.



BRYN MAWR COLLEGE
BRYN MAWR, PENNSYLVANIA

TO MONTGOMERY AVENUE
 AND U. S. 30 (LANCASTER AVENUE)

BALDWIN SCHOOL

TRAFFIC SIGNAL

MONTGOMERY AVENUE

MERION AVENUE

MORRIS AVENUE

YARROW STREET

NEW GULPH ROAD

OLD GULPH ROAD

BIS NEW GULPH ROAD

322 MORRIS AVENUE

ARNECLIFFE

SOCIAL WORK
 AND
 SOCIAL RESEARCH

GRADUATE ANNEX

BIOLOGY

PHYSICAL SCIENCES

PARK HALL

SENIOR ROW

RADNOR

GYMNASIUM

MERION

TAYLOR ANNEX

DENBIGH

DALTON

TAYLOR HALL

PEMBROKE EAST

PEMBROKE WEST

INFIRMARY

CARYRE

DOLGELLY

COLLEGE INN

MRS. OTIS SKINNER
 WORKSHOP

ELEANOR
 DONNELLEY
 ERDMAN
 HALL

HOCKEY FIELD

ROBERTS ROAD

THE GRADUATE
 RESIDENCE CENTER

FACULTY ROW

TENNIS COURTS

THE MARIJORIE
 COFFIN CANADAY
 LIBRARY

THE M. CAREY
 THOMAS
 LIBRARY

RHODS

ROCKEFELLER

GOODHART HALL

WYNDHAM

UNDERGRADUATE
 DEANS' HOUSE

PARKING

CLARISSA
 DONNELLEY
 HEFNER
 LANGUAGE
 HALLS

THE OWL

SW & SR
 DEAN'S HOUSE

APPLEBEE BARN

CHILD STUDY INSTITUTE

WEST HOUSE

PRESIDENT'S HOUSE

BETTWS Y GOED

WYNDHAM AVENUE



TRAFFIC SIGNAL



Bryn Mawr
College Calendar

The Graduate School
of Arts & Sciences

1974-75

Bryn Mawr College Calendar
The Graduate School
of Arts and Sciences

Issue for the Session of 1974-75

July 1974 *Volume LXVII Number 2*

BRYN MAWR COLLEGE CALENDAR published December, July, August and September by Bryn Mawr College, Bryn Mawr, Pennsylvania 19010. *Second class postage paid at Bryn Mawr, Pa.*

Graduate Work at Bryn Mawr

Graduate education at Bryn Mawr is built upon a close working relationship between students and mature scholars. Each student begins training on the level appropriate for his individual experience, and pursues a flexible program designed for his special requirements. Small seminars provide an opportunity to share research projects and to work under the direct supervision of the faculty.

Founded in 1885, the Bryn Mawr Graduate School was the first graduate school for women in the United States. Since 1931 both men and women have been admitted; but only after 1965 were adequate funds obtained to offer support for men comparable to that offered to women. Always small in relation to other graduate schools, Bryn Mawr has expanded gradually in response to the need for men and women well prepared for teaching and research. In 1970, the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research were organized as two distinct schools. Today, the student enrollment in the Graduate School of Arts and Sciences is about four hundred and seventy.

Graduate work leading to the degrees of Master of Arts and Doctor of Philosophy is available in:

<i>Anthropology</i>	<i>History and Philosophy of Science</i>
<i>Biochemistry</i>	<i>History of Art</i>
<i>Biology</i>	<i>Latin</i>
<i>Chemistry</i>	<i>Mathematics</i>
<i>Classical and Near Eastern Archaeology</i>	<i>Mediaeval Studies</i>
<i>Economics</i>	<i>Music</i>
<i>Education and Child Development</i>	<i>Philosophy</i>
<i>English</i>	<i>Physics</i>
<i>French</i>	<i>Political Science</i>
<i>Geology</i>	<i>Psychology</i>
<i>German</i>	<i>Russian</i>
<i>Greek</i>	<i>Sociology</i>
<i>History</i>	<i>Spanish</i>

Work leading to the degrees of Master of Social Service and Doctor of Philosophy is available in the Graduate School of Social Work and Social Research.

College Calendar 1974-75

The Graduate School of Arts and Sciences

First Semester

1974

Aug. 1 *Applications for loans due.*

Aug. 20 *Final date for filing completed applications for admission for 1974-75.*

Aug. 29, 30, Sept. 3, 4, 5, 6, 9, 10 *Registration Period for Semester I.*

Sept. 3 *Graduate residences open.*

Sept. 5 *Convocation.*

Work of the 90th academic year begins at 9 a.m.

Oct. 5 *German examinations for M.A. and Ph.D. candidates.*

Oct. 18 *Fall vacation begins after last seminar.*

Oct. 23 *Fall vacation ends at 9 a.m.*

Nov. 2 *Italian, Spanish, Russian, Latin, statistics examinations for M.A. and Ph.D. candidates.*

Nov. 9 *French examinations for M.A. and Ph.D. candidates.*

Nov. 27 *Thanksgiving holiday begins after last seminar.*

Dec. 2 *Thanksgiving holiday ends at 9 a.m.*

Dec. 2 *Final date for filing completed applications for admission for Semester II.*

Dec. 6-18 *Registration Period for Semester II.*

Dec. 18 *Winter vacation begins.*

Second Semester

1975

- Jan. 13 *Convocation.*
Work of the Second Semester begins at 9 a.m.
- Jan. 20 *Applications for M.A. candidacy due in the Office of the Graduate School of Arts and Sciences.*
- Jan. 25 *Final date for filing completed applications for scholarships (foreign students) for 1975-76.*
- Feb. 1 *Final date for filing completed applications for fellowships, scholarships, and grants (citizens of the United States and Canada) for 1975-76.*
- Feb. 15 *French examinations for M.A. and Ph.D. candidates.*
- Feb. 22 *German examinations for M.A. and Ph.D. candidates.*
- Mar. 1 *Italian, Spanish, Russian, Latin, statistics examinations for M.A. and Ph.D. candidates.*
- Mar. 7 *Spring vacation begins after last seminar.*
- Mar. 17 *Spring vacation ends at 9 a.m.*
- Mar. 26 *Ph.D. dissertations in all fields except natural sciences and mathematics must be submitted to the Office of the Graduate School of Arts and Sciences.*
- Apr. 2-4 *Spring Registration Period for Semester I, 1975-76.*
- Apr. 12 *M.A. papers due for candidates away from Bryn Mawr.*
- Apr. 16 *Ph.D. dissertations in the natural sciences and mathematics must be submitted to the Office of the Graduate School of Arts and Sciences.*
- Apr. 25 *Last day of seminars.*
- May 12 *Conferring of degrees and close of 90th academic year. Graduate residences close.*

Admission to the Graduate School of Arts and Sciences

Requirements

Students must be graduates of colleges or universities of acknowledged standing. For special requirements set by individual departments, see the departmental listings beginning on page 16.

Procedure

The applicant should write to the Dean of the Graduate School of Arts and Sciences, Bryn Mawr College, Bryn Mawr, Pennsylvania 19010, for application forms and indicate the field of special interest. The application must be supported by official transcripts of the student's complete academic record and by letters from the dean and two or more professors with whom he has done his major work. Although an interview is not required, candidates who wish to come in person to discuss their plans or the Bryn Mawr program are welcome. The applicant should write directly to the chairman of the department to arrange a meeting. No application can be considered until all the necessary documents have been received. Students are accepted for either full-time or part-time work. For citizens of the United States and Canada and foreign students living in the United States, there is an application fee of \$20.00 which is not refundable.

Graduate Record Examinations and Graduate School Foreign Language Tests

Applicants are advised to take the Graduate Record Examination Aptitude Test as well as the Advanced Test in their fields of special interest. In certain departments these examinations are required, as indicated in the departmental listings. Inquiries concerning the Graduate Record Examination should be addressed to Graduate Record Examination, Educational Testing Service, Box 955, Princeton, New Jersey 08540 or to the Graduate Record Examination, Educational Testing Service, 1947 Center Street, Berkeley, California 94704.

Satisfactory scores in the Graduate School Foreign Language Test are accepted by some departments in fulfillment of the language requirement for higher degrees. Students should consult the departmental listings and make arrangements to take these tests either at Bryn Mawr College or at any Test Center. Applicants are encouraged to take the test within one year prior to the date they wish to enter.

Dates

1. *Citizens of the United States and Canada:*

Applications for admission must be complete by August 20. Graduate Record Examinations: October 26, December 14, 1974; January 18, February 22, April 26, and June 18, 1975. Graduate School Foreign Language Tests: October 12, 1974; February 1, April 12, and June 28, 1975.

2. *Foreign applicants:*

The closing date for admission is August 20. Applications must include the scores of the Test of English as a Foreign Language (TOEFL), the Examination of the English Language Institute of the University of Michigan, or another approved language test. Since applications from students who desire financial aid must be completed by January 25, applicants must arrange to take language tests well before that date. Candidates offering scores of the TOEFL must register for it in September and take the test not later than October of the year preceding the year in which they wish to enter.

For information concerning the TOEFL write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. Tests are given on September 16, November 25, 1974; February 24, and May 19, 1975.

Students in departments requiring the Graduate Record Examination should also arrange to take these tests not later than October.

3. *Applicants for financial aid:*

Students wishing to apply for fellowships, scholarships, assistantships, tuition grants or other forms of financial aid must present complete applications by the following dates:

For United States and Canadian citizens:

Applicants for fellowships, scholarships, assistantships, full-time and part-time tuition grants February 1
Applicants for loans August 1

For Foreign Citizens:

Applicants for scholarships January 25

GAPSFAS forms must be submitted to the Educational Testing Service, Princeton, New Jersey 08540 by January 20 (see page 80).

Admission to Graduate Seminars and Courses

Admission to graduate seminars and courses is under the jurisdiction of the various departments. Students whose preparation is inadequate may be required to complete appropriate undergraduate courses before being enrolled in a full graduate program.

Registration

All graduate students, after consultation with the chairmen of their departments, must register at the Office of the Graduate School of Arts and Sciences in the M. Carey Thomas Library each semester during the registration period listed in the College Calendar. Changes in registration require the approval of the department chairman and the Dean.

Personal registration is an important obligation of the graduate student. Those who fail to register in the stated period will be charged a late registration fee.

Students wishing certification to outside agencies must complete a form to be signed also by the department chairman and deposited in the Office of the Graduate School of Arts and Sciences.

Continuing enrollment

Students who have completed the required academic units for the Ph.D. degree and are continuing independent work on their dissertations must retain their enrollment and degree candidacy by registering for one or more units each semester or under the continuing enrollment plan.

In addition, students who are not planning to register for academic units but who are planning (1) to present themselves for College examinations, (2) to use the College libraries or laboratories, or (3) to consult members of the Faculty must register under the continuing enrollment plan. Such enrollment does not carry academic credit.

Degree Candidacy

Students become candidates for advanced degrees only after they have met departmental requirements and made formal application which has been approved by the Council of the Graduate School of Arts and Sciences.

Resources for Graduate Work at Bryn Mawr

The Mariam Coffin Canaday Library, and the eight auxiliary libraries of Bryn Mawr College, including the Art and Archaeology collection in the M. Carey Thomas Library, contain over 400,000 books and regularly receive more than 2000 periodicals as well as many scholarly series. The Library has generous hours of opening throughout the year. Books are readily accessible on open stacks and in study rooms; individual carrels are available for advanced students.

The John D. Gordan Reference Center provides a focus for reference books and services in the library. In its card catalog, the main entry cards of the Haverford College Library join those of the Bryn Mawr Library, thus bringing more than 635,000 entries into one file. In addition, the Library is a member of the Union Catalogue of Pennsylvania, which locates approximately 7,000,000 volumes in the Philadelphia area and throughout the state, including the libraries of the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the Franklin Institute, the College of Physicians, the Rosenbach Foundation, the University of Pennsylvania and Temple University.

The Rare Book Room houses the Marjorie Walter Goodhart Mediaeval Library of incunabula and mediaeval manuscripts. Important and extensive collections of early material on Latin America, Africa and Asia are to be found in the Dillingham, McBride and Plass collections. The Castle collection expands the opportunities for the study of the graphic book arts. In addition to these special collections are numerous other rare books and manuscripts.

Bryn Mawr has a study collection of archaeological and ethnological materials which is used for research by graduate and undergraduate students. The Ella Riegel Museum of Classical Archaeology contains examples of the Greek and Roman arts, especially vases, and a small group of pre-classical antiquities. It includes the classical Greek coins assembled by Elisabeth Washburn King and the Aline Abaecherli Boyce Collection of Roman Republican silver coins as well as the Densmore Curtis Collection presented by Clarissa Dryden. Professor Hetty Goldman has donated an extensive series of pottery samples from

the excavations at Tarsus in Cilicia. Old World Paleolithic, Neolithic, Paleo-Indian, Eastern Woodland, Southwestern, Middle Mississippian and Mexican antiquities are also represented at Bryn Mawr in addition to the Ward Canaday Collection of outstanding examples of most of the ceramic and textile traditions known of Peru.

The Geology Department has valuable materials for research including the extensive working and reference mineral collections of Theodore D. Rand and George Vaux, Jr., and 40,000 maps on deposit from the U.S. Corps of Engineers.

Students also use the resources of the Philadelphia area: the Philadelphia Museum of Art, the Pennsylvania Academy of the Fine Arts, the Barnes Foundation, the Rodin Museum, the Rosenbach Museum, and the University Museum of the University of Pennsylvania. They take advantage of the musical life of the city by attending the Philadelphia Orchestra and by playing or singing with local groups.

Laboratories, classrooms and libraries for Biochemistry, Biology, Chemistry, Geology, Mathematics and Physics are located in the three buildings of the Science Center. At the Center are rooms designed for work with radioactive materials, for microphotography and for glassblowing; there is a machine shop with expert machinists in charge and a workshop available to graduate students. Laboratories and classrooms for Anthropology and Psychology are in Dalton Hall. In addition to the usual equipment, apparatus and instruments for particular research projects by faculty and graduate students have been acquired, in part, through the Plan for the Coordination of the Sciences, through research grants from industry and other private sources, and from government agencies.

Through its membership in the Uni-Coll Corporation, a regional educational computer consortium, Bryn Mawr College has access to the resources and technical support of a major computing center. A high speed, remote batch terminal (printer at 600 lines per minute, card reader at 600 cards per minute) and nine teletypewriter terminals located on campus link the College with the Uni-Coll IBM 370, Model 168 computer. These facilities make available to faculty and students batch, remote job entry, and interactive computing supported by a large variety of programming systems.

Program of Study

The program of study consists of selected seminars, courses or individual work under the close direction of members of the faculty. For the sake of convenience, this program is divided into academic units which are to be completed at Bryn Mawr College. Three academic units constitute a full year's program. An academic unit may be a seminar, an undergraduate course for graduate credit, independent study in preparation for the Preliminary Examinations, or a supervised unit of work.

A minimum of three academic units at Bryn Mawr is required for the degree of Master of Arts. Candidates for the degree of Doctor of Philosophy must complete three full years of graduate work which shall, with certain exceptions, include a minimum of six academic units at Bryn Mawr. Of these units at least one must be a unit of supervised work on the dissertation. The dissertation units may be part of the residence requirement or in addition to it.

The number of units required for the Doctor of Philosophy may be reduced to no less than four for those who have held academic appointments at Bryn Mawr College for two or more years. Students holding the A.B. degree from Bryn Mawr College shall offer a minimum of three units. The Council of the Graduate School of Arts and Sciences may, on recommendation of the departments, reduce the requirements for other students.

For the list of advanced undergraduate courses which with additional work may be accepted as graduate units subject to the approval of department chairmen and the Dean of the Graduate School of Arts and Sciences, see the departmental offerings beginning on page 16.

In many departments, members of the faculty and graduate students meet from time to time in Journal Clubs or Colloquia to discuss current research or review recent publications in their field of study.

Under the Reciprocal Plan, courses at the University of Pennsylvania Graduate School of Arts and Sciences are available to Bryn Mawr graduate students. All full-time students and such part-time students as intend to become candidates for degrees are eligible. The number of courses which may be taken at the University is limited to the equivalent of one unit per year. The procedure for registration and payment of tuition fees is the same as for students enrolled wholly at Bryn Mawr, with the exception

that the student must present a letter of introduction to the Dean of the Graduate School of Arts and Sciences of the University of Pennsylvania when registering there. The University charges a small general fee for the use of the library, a library deposit, which is refundable, and fees for late registration. Since the University of Pennsylvania opens early in September, Bryn Mawr students must make appropriate arrangements the previous spring. Ordinarily students are not advised to undertake such work during their first year at Bryn Mawr.

Students enrolled in the program in the History and Philosophy of Science attend seminars at the American Philosophical Society and at the University of Pennsylvania and register for these at Bryn Mawr.

Summer Work

Bryn Mawr has no regular summer session on campus. Occasionally, at the invitation of members of the faculty, arrangements can be made for graduate students to continue research during the summer. The amount of credit for the work and the tuition fee to be charged depend upon the particular circumstances. Students should register for such work at the Office of the Dean of the Graduate School of Arts and Sciences early in June.

Summer Institutes in France and Spain

Bryn Mawr College offers a summer program of intensive work in significant aspects of French culture at the *Institut d'Études françaises d'Avignon*. Certain courses carry graduate credit. For information write to Dr. Michel Guggenheim, Department of French, Bryn Mawr College.

For a similar summer program in aspects of Hispanic culture at the *Centro de Estudios Hispánicos* in Madrid write to Dr. Eleanor K. Paucker, Department of Spanish, Bryn Mawr College.

Degree Requirements

The Graduate School of Arts and Sciences offers programs leading to the degrees of Doctor of Philosophy and Master of Arts.

The Degree of Doctor of Philosophy

The course of study is designed to prepare students for professional careers as scholars and teachers. Candidates should have ability of high order, intellectual curiosity, critical judgment, independence, a broad general education, fundamental training in the major and allied fields and the determination needed to carry through an exacting program.

The general requirements, to which should be added those of the various departments, are as follows:

1. Undergraduate preparation in major and allied fields which is satisfactory to the departments concerned and to the Council of the Graduate School of Arts and Sciences.

2. A minimum of three full years of work beyond the A.B. degree in major and allied fields. Graduates of other colleges must complete at least six academic units at the Graduate School of Arts and Sciences of Bryn Mawr College. Of these units, at least one must be a unit of supervised work on the dissertation. The dissertation units may be part of the residence requirement or in addition to it. The residence requirement may be reduced by the Council of the Graduate School of Arts and Sciences for candidates who have held academic appointments for two or more years at Bryn Mawr College and occasionally for others. Students who hold the A.B. degree from Bryn Mawr College must complete a minimum of three academic units at Bryn Mawr.

3. The recommendation of the student as a candidate by the director of the dissertation and the major department and the acceptance of the recommendation by the Council of the Graduate School of Arts and Sciences. Application for candidacy, on a form to be obtained at the Office of the Dean of the Graduate School of Arts and Sciences, may be made as early as the spring of the student's first year provided that the student has been registered for two units of graduate work at Bryn Mawr.

4. Knowledge of the foreign languages, computer languages (such as FORTRAN, ALGOL, PL/1 etc.), and special techniques (such as statistics) required by the individual departments. In certain circumstances, students whose native language is not English may offer English for one of the languages. These requirements must be fulfilled before the student takes the Preliminary Examinations.

5. Satisfactory Preliminary Examinations in the fields established for the candidate. These examinations are intended to test the candidate's knowledge of the principles of the subject, exemplified by the command of several fields or areas, the ability to apply knowledge to new problems, and power of organization.

6. The preparation of a dissertation worthy of publication, which presents the results of independent investigation in the fields of the major subject and contains original material, results or interpretations.

7. A satisfactory Final Oral Examination in the special fields in which the dissertation has been written.

8. The publication of the dissertation in whole or in part. Microfilming is accepted as a method of publication.

A special pamphlet describing regulations for the Ph.D. degree will be issued to students applying for candidacy.

The Degree of Master of Arts

The general requirements for the M.A. degree are as follows:

1. Undergraduate preparation in major and allied fields which is satisfactory to the departments concerned.

2. A knowledge of one modern foreign language and such additional foreign languages or special techniques as the individual departments may require. Students whose native language is not English, except for those majoring in the language and literature of their native tongue, are not required to present an additional language.

3. The completion of a satisfactory program of work endorsed by the department and accepted by the Council of the Graduate School of Arts and Sciences. Application for such endorsement must be submitted on appropriate forms to the Dean of the Graduate School of Arts and Sciences not later than one week after the beginning of the second semester of the academic year in which the candidate wishes to take the degree. The program of study must include three units of work: (1) one seminar or graduate course; (2) a second seminar or supervised unit of graduate work; (3) a third seminar or an undergraduate course recommended by the major department. If undergraduate courses are included in this last unit, they must be supplemented by additional individual work. Only one such course may be offered for the M.A. degree. Under certain circumstances advanced undergraduate courses in science can be counted as seminars, subject to the approval of the department and the Dean of the Graduate School of Arts and Sciences. Candidates whose major

MASTER OF ARTS DEGREE

department conducts a Journal Club or Colloquium are expected to include it in their program.

4. The preparation of a paper in a special field normally related to one of the seminars or units of graduate work in the candidate's program. Candidates currently at Bryn Mawr College shall submit this paper by the date set by the department. Candidates not currently on campus must submit the paper 30 days before Commencement of the academic year of the degree.

5. Each candidate, after all other requirements have been completed, must pass a Final Examination.

6. Work for the degree may be spread over several years which need not be in succession but must be included in a five-year period (60 months).

Graduate Program in Arts and Sciences 1974-75

Graduate Seminars and Courses

Graduate seminars and courses vary from year to year. Brackets designate courses or seminars not given in the current year. Undergraduate courses which may with additional work be offered for graduate credit are listed by number. The letter "a" following a number indicates a half-course given in the first semester; the letter "b" following a number indicates a half-course given in the second semester; the letter "c" following a number indicates a half-course given two hours a week throughout the year.

Special graduate requirements are listed under each department. For the general degree requirements for the M.A. and the Ph.D., see pages 13-15.

Anthropology

Professor: Frederica de Laguna PHD

Associate Professor: Jane C. Goodale PHD *Chairman*

Assistant Professor: Philip L. Kilbride PHD

Associate Professor of German and Linguistics:
Nancy C. Dorian PHD

Lecturers: Robert A. Braun MA
Richard H. Jordan BA

Prerequisites. A good undergraduate preparation in Anthropology or a closely related discipline is desirable. Students whose undergraduate training is not entirely adequate will be required to take such undergraduate courses as may seem necessary.

Language Requirements. Candidates for the M.A. or Ph.D. must offer two modern languages (French, German, Russian, Spanish). Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. For students with an excellent undergraduate preparation, the program may consist of a minimum of three units of work in seminars or advanced undergraduate courses arranged for graduate credit, one of which may be in an allied subject. The program usually takes two years. The M.A. paper may be based on an essay offered in a seminar. The Final Examination consists of one four-hour written examination, but the Ph.D. Preliminary Examinations may be substituted for the M.A. Examination. All graduate students are expected to take the M.A. before proceeding to the Ph.D., except, of course, those who enter Bryn Mawr College with an M.A.

Program and Examinations for the Ph.D. All Ph.D. candidates will be expected to become familiar with the principles of the following: (1) Prehistory or Archaeology of some major area, (2) Ethnology, (3) History of Anthropology and Anthropological Theory, and with at least one of the following (4) Linguistics, or (5) Physical Anthropology, or (6) Human Paleontology.

The Preliminary Examinations for candidates for the Ph.D. (usually taken near the end of the third year of graduate work) will consist of four three-hour written examinations and an oral examination of one hour. One of these examinations may be in an allied field.

Since the dissertation is usually based upon field work, it is difficult for a student to obtain the degree in less than five years.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Four or five seminars are offered each semester. Rarely is the same seminar offered in consecutive years in order to allow the greatest possible choice and variety to each student over a two to three year period. For advanced students units of supervised readings are sometimes substituted for seminars. Topics of the seminars are chosen from those listed below; those being offered in 1974-75 are designated by the name of the instructor and the semester in which they will meet.

General:

History of Anthropology: Miss de Laguna (semester I).

Cultural Theory: Miss de Laguna (semester II).

[*Basic Principles of Anthropology.*]

Ethnology:

North America: Miss de Laguna (semester II).

South America: Mr. Braun (semester I).

Australia: Miss Goodale (semester II).

BRYN MAWR COLLEGE

[*Africa.*]

[*Circumpolar Peoples.*]

[*Melanesia.*]

[*Peasant Cultures.*]

[*Polynesia and Micronesia.*]

Special Topics:

Social Organization: Miss Goodale (semester I).

Cultural Dynamics: Mr. Kilbride (semester I).

Topics in Methods of Ethnographic Analysis: Mr. Kilbride (semester II).

Topics in Methods of Archaeological Analysis: Mr. Jordan (semester II).

Cultural Ecology: Mr. Braun (semester II).

[*Ethnographic Methods.*]

[*Psychological Anthropology.*]

[*Religion and World View.*]

[*Population Dynamics.*]

Prehistory:

Arctic Archaeology: Mr. Jordan (semester I).

[*North America.*]

[*South America.*]

[*Middle America.*]

[*Africa.*]

[*Rise of Old World Civilizations.*]

[*Human Evolution and Cultural Beginnings.*]

SELECTED UNDERGRADUATE COURSES

320b. *Cultural Theory:* Miss de Laguna (semester II).

321a. *Culture and Personality:* Miss de Laguna (semester I).
[Interdepartmental 308. *Introduction to Linguistics.*]

Interdepartmental 310. *Linguistic Techniques:* Miss Dorian
(semesters I and II).

Interdepartmental 312b. *Field Methods in Linguistics:*
Miss Dorian (semester II).

In addition, courses at the University of Pennsylvania are available under the terms of the Reciprocal Plan (see page 11-12).

Biochemistry

Committee on Biochemistry:

Professor of Chemistry: Frank B. Mallory PHD *Chairman*

Professor of Chemistry: Ernst Berliner PHD

Professor of Biology: Robert L. Conner PHD

Assistant Professor of Biology: David J. Prescott PHD¹

Assistant Professor of Biology: Allen Rogerson PHD

Assistant Professor of Chemistry: Jay Maitland Young PHD

This interdisciplinary program offers work within the Departments of Biology and Chemistry and leads to the M.A. or Ph.D. degree. It is administered by the Committee on Biochemistry, which consists of members of the two departments. Depending on their backgrounds and interests, students may enter the program either through the Department of Biology or the Department of Chemistry.

Prerequisites. Undergraduate training consisting of a major or its equivalent in either Biology or Chemistry, and one-year courses or their equivalents in Physiology, Organic Chemistry, and Physical Chemistry. Students lacking any one of these specific courses should remove this deficiency during their first year in the Biochemistry program.

Major and Allied Subjects. Students will receive their advanced degrees in either Biology or Chemistry with a major in Biochemistry. The allied field will usually be a branch of Biology or Chemistry different from Biochemistry. It may also be selected from fields in Biophysics, Physics, Mathematics, or Psychology. Other combinations may be accepted with the approval of the Committee and the Council of the Graduate School of Arts and Sciences.

Language Requirements. See the requirements set by each department.

Program and Examination for the M.A. Students who are candidates for the M.A. will usually offer one graduate course or seminar in Biochemistry, another seminar or advanced undergraduate course arranged for seminar credit and a unit of research. This unit consists of an experimental investigation carried out under the direction of a member of either department. The results of this unit must be made the subject of a written paper. The Final Examination consists of a four-hour written examination, or a three-hour written and one-hour oral examination.

¹On leave, 1974-75.

Program and Examinations for the Ph.D. All students must take the core curriculum in Biochemistry, which includes Biochemistry 353, or its equivalent if taken elsewhere, and a series of graduate courses and seminars in Biochemistry. In addition, students will usually take other graduate courses or seminars, depending on their interests, in either department in order to acquire a broad general background for research or teaching in biochemistry. They will usually devote a large proportion of their time to research carried out under the direction of one member of either department. The Preliminary and Final Examinations are taken in accordance with the regulations set by the department in which the student is enrolled.

For general degree requirements for the M.A. and Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

See listings under the Departments of Biology and Chemistry.

Biology

Professor: Robert L. Conner PHD *Chairman*

Assistant Professors: Anthony R. Kaney PHD
Patricia J. Olds PHD
David J. Prescott PHD¹
Allen C. Rogerson PHD
Lon A. Wilkens PHD

Lecturer: Patricia O. Pruett PHD *Associate Dean
of the Undergraduate College*

Professor of History of Science: Jane M. Oppenheimer PHD²

Assistant Professor of Chemistry: J. Maitland Young PHD

Prerequisites. An undergraduate major in Biology, Zoology or Botany, including courses in General and Organic Chemistry. Some college level preparation in Mathematics and Physics is desirable. Students with majors in other subjects may be admitted but will be required to make up any deficiencies in their preparation in Biology before being admitted to graduate courses. All applicants should submit scores from the Graduate Record Examination Aptitude Test and the Advanced Test in Biology.

¹On leave, 1974-75.

²On leave, semester I.

Major and Allied Subjects. Candidates for the M.A. and Ph.D. degrees may specialize in Biochemistry, Cell Biology, Cellular Physiology, Developmental Biology, Genetics, Molecular Biology, Microbiology or Neurophysiology, but must take work also from areas not chosen for specialization. Allied subjects may be selected from fields in Chemistry, Physics and Psychology, and in special cases from other related fields, with the approval of the Council of the Graduate School of Arts and Sciences.

Language Requirements. Candidates for the M.A. degree should offer French, German or statistics. Candidates for the Ph.D. degree must offer two foreign languages: French and German (or some other language by special permission of the Department and the Council of the Graduate School of Arts and Sciences), or one foreign language and statistics. The statistics requirement may be satisfied by passing a graduate course in statistics at Bryn Mawr. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. One full year, or its equivalent, of course work in seminars and advanced undergraduate courses arranged for seminar credit and a written report on a piece of experimental work carried out under the direction of a member of the Department. Qualified students may substitute a unit of supervised research for formal course work. The Final Examination consists of a three-hour written examination covering the areas of study, and a one-hour oral examination concentrating particularly on the interpretation and significance of the experimental problem and its relation to biology more generally.

Examinations for the Ph.D. The Preliminary Examinations for the Ph.D. consist of three written examinations, each of four hours' duration, and an oral examination of one to two hours. These examinations will cover the areas included in the course work in the major and allied fields. After the subject of the dissertation has been decided, the student will meet with the faculty of the Department to outline and discuss the subject and the proposed plan of research. The Final Examination is oral, covering the subject of the dissertation in relation to general biological problems.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

All seminars and advanced undergraduate courses arranged for seminar credit are offered for one semester each year. The topics considered in any semester are selected in accordance with the needs and desires of the students enrolled.

GRADUATE COURSES

Advanced Biochemistry: Mr. Prescott, Mr. Young (semesters I and II).

A course emphasizing the biophysical and biorganic aspects of biochemistry. A detailed treatment of protein chemistry and catalysis will be included. Two hours lecture. No laboratory. Prerequisites: Biology 353, Chemistry 203.

Statistics: (See offerings in the School of Social Work and Social Research and the Department of Psychology.)

SEMINARS

Miss Olds:

[*Developmental Biology*.]

Mr. Kaney:

Genetics (semester II).

A study of current literature dealing with genetic theory and problems. The seminar will include presentation and discussion of topics concerning areas of mutual interest.

Mr. Rogerson:

Molecular Biology (semester I).

This seminar will deal with a limited number of topics chosen by the students. Possible topics include the regulation of RNA and protein synthesis, regulation of enzyme and of biosynthetic pathway activity, the mechanism and control of protein and nucleic acid synthesis.

Mr. Conner:

Molecular Endocrinology (semester I).

An analysis of the current literature concerning the mode of action of hormones. Stress will be toward the molecular events initiated by steroids and catecholamines in cellular metabolism.

Mr. Prescott:

[*Neurochemistry* (semester II).]

Mr. Wilkens:

Neurobiology (semester II).

A study of the neural basis of behavior with emphasis on the less complex systems found in invertebrates.

ADVANCED UNDERGRADUATE COURSES

The following advanced undergraduate courses with supplemental work may be taken for graduate credit:

[351b. *Problems in Genetics*: Mr. Kaney.]

352a. *Problems in Molecular Biology*: Mr. Rogerson.

353. *Biochemistry*: Staff.

354b. *Aspects of Immunology*: Mr. Rogerson.

[355a. *Analysis of Development*: Miss Olds.]

[356. *Biophysics*: Miss Hoyt.]

Int. 357a. *Computer Use in the Life Sciences*: Mrs. Pruett.

358a. *Physiology of Nerve and Muscle*: Mr. Wilkens.

Journal Club. All members of the Department and the graduate students meet each week for a presentation of current research in Biology. Graduate students, faculty and outside speakers will participate.

Chemistry

Professors: Ernst Berliner PHD *Chairman*
 Frank B. Mallory PHD
 George L. Zimmerman PHD

Associate Professors: Jay Martin Anderson PHD
 Joseph Varimbi PHD

Assistant Professor: J. Maitland Young PHD

Lecturer: Frances Bondhus Berliner PHD

Assistant Professor of Biology: David J. Prescott PHD¹

Fields of Study and Research. The primary aim of the instruction of graduate students in the Department of Chemistry is to provide a sound background in modern chemistry and to prepare men and women for a professional career in productive scholarship, research, and teaching in chemistry. Courses and seminars are offered to enable the students to acquire a command of their chosen fields, in addition to a sufficiently broad general background so that they will be prepared for the variety of assignments in chemistry teaching or research which they may later encounter. Thesis research is the major part of the training. Research training is centered on a variety of investigations carried out by the members of the faculty. Currently there are active research programs involving both faculty and students in the following areas of organic, inorganic, physical, and theoretical chemistry: kinetics of electrophilic substitution and addition, relative reactivities of polynuclear aromatic systems, isotope effects, organic photochemistry, nuclear magnetic resonance as applied to substituent effects and through-space nuclear coupling, reactions in liquid ammonia and other non-aqueous solvents, photochemical cis-trans isomerizations, ultraviolet and vacuum ultraviolet absorption studies of

¹On leave, 1974-75.

hydrated transition metal ions, nuclear magnetic resonance as applied to nuclear relaxation, molecular collision dynamics, and enzyme mechanisms.

Under the Plan for the Coordination of the Sciences there are special opportunities for research and training in such interrelated areas as geochemistry, chemical physics, etc.

Prerequisites. An undergraduate preparation in Chemistry including courses in Inorganic, Analytical, Organic and Physical Chemistry, college Physics and Mathematics (Calculus). All applicants should submit scores on the Aptitude Test and the Advanced Test in Chemistry of the Graduate Record Examinations. Applicants lacking some of these prerequisites may be considered for admission under special circumstances in consultation with the Department.

Major and Allied Subjects. Students may specialize in Biochemistry, Organic, Inorganic or Physical Chemistry. The allied subject for the Ph.D. may be chosen from the fields of Mathematics, Physics, Inorganic Geology and a branch of Chemistry different from that of the major subject. Other combinations may be accepted with the approval of the Council of the Graduate School of Arts and Sciences and on the recommendation of the Department. The typical work for the allied subject would be a year's course or seminar on an approved level.

Language Requirements. Candidates for the M.A. must offer German, French or Russian. Candidates for the Ph.D. may offer German and either French, Russian or demonstrated skill in digital computation, numerical analysis and the theory of error. This skill may be demonstrated by an examination consisting of two parts, a practical part requiring the successful execution of a FORTRAN (or other equivalent language) program, and a written examination on numerical analysis and error theory, or by a satisfactory grade in an appropriate course.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Students who are candidates for the M.A. will usually offer one seminar in their special field, another seminar or advanced undergraduate course in Chemistry or an allied field and one unit of research. This unit consists of an experimental investigation carried out under the direction of a member of the Department. The Final Examination consists of a four-hour written examination, or a three-hour written and one-hour oral examination.

Program and Examinations for the Ph.D. Ph.D. students will normally be expected to devote a large proportion of their time to experimental or theoretical research, carried out under the direction of a member of the Department. They will usually take all seminars offered in their special fields during their stay at Bryn Mawr, in addition to such courses as will give them a broad background in Chemistry. The Preliminary Examinations will normally be taken after the experimental work is well advanced. They consist of two four-hour written examinations, and a third, oral examination, which constitutes a defense of a number of research proposals previously submitted by the student. Two such proposals are required, one of which may be related to the student's thesis. The two written examinations will be from the candidate's major field. One will be a broad examination in the general aspects of the major field. The second will be in the special field of the candidate's research, with questions to include those testing familiarity with, and ability to interpret, material from the recent chemical literature of the candidate's special field. The proposition examination must be taken within one year after the first written examination. For students who offer a minor subject in a department other than Chemistry, equivalent arrangements will be made after consultation with the Department. The Final Examination (oral) is devoted to the subject matter of the student's dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

In order to meet the needs of the students and to offer them as wide a selection of topics as possible, the seminars are arranged in such a way that each one is usually given at least once within a three-year period. The topics listed below are given in one-semester seminars, counting one-half unit of credit each. Ordinarily four seminars are offered each year. Individual programs are flexible, and the contents of the seminars are likely to vary with the research interests of the students and the current research activities of the faculty.

The seminars listed below are illustrative of those that have been offered in recent years.

Inorganic Chemistry: Mr. Varimbi.

Recent Methods in Organic Synthesis: Mr. Mallory.

Structure and Physical Properties of

Organic Compounds: Mr. Berliner.

Spectral Applications in Current Organic Chemistry:

Mr. Mallory.

Physical Organic Chemistry: Mr. Berliner.

Natural Products: Mrs. Berliner.
Physical Organic Aspects of Aromatic Chemistry: Mr. Berliner.
Organic Photochemistry: Mr. Mallory.
Chemistry of Heterocyclic Compounds: Mrs. Berliner.
Introduction to Chemical Physics: Mr. Zimmerman.
Introduction to Molecular Spectroscopy: Mr. Anderson.
Intermediate Quantum Mechanics: Mr. Anderson.
Photochemistry: Mr. Zimmerman.
Theory of Electrolytic Solutions: Mr. Varimbi.
*Applications of Group Theory in
Quantum Mechanics*: Mr. Zimmerman.
Nuclear Magnetic Resonance: Mr. Anderson.
Statistical Thermodynamics: Mr. Varimbi.
Physical Chemistry of Proteins and Nucleic Acids: Mr. Young.
Chemistry of Coenzymes: Mr. Young.
Mechanism of Enzymatic Reactions: Mr. Young.

For additional seminars in Biochemistry, see Department of Biology.

Colloquium. All members of the Department and the graduate students meet every week for a presentation of current research in Chemistry, usually by outside speakers.

SELECTED UNDERGRADUATE COURSES

The following advanced undergraduate courses may be taken for graduate credit:

- 301b. *Advanced Inorganic Chemistry*: Mr. Varimbi.
302. *Advanced Organic Chemistry*: Mr. Mallory, Mr. Berliner.
303a. *Quantum Mechanics of Atoms and Molecules*:
Mr. Anderson.
303b. *Atomic and Molecular Spectroscopy*: Mr. Zimmerman.
353. *Biochemistry*: Mr. Young, Mr. Conner.

Classical and Near Eastern Archaeology

Professors: Machteld J. Mellink PHD *Chairman*
Kyle M. Phillips, Jr. PHD
Brunilde S. Ridgway PHD¹

¹On leave, 1974-75.

Associate Professors: Richard S. Ellis PHD
Carl Nylander PHD

Dean of the Graduate School
of Arts and Sciences: Phyllis Pray Bober PHD

Prerequisites. An undergraduate major in Archaeology or at least two courses in Archaeology combined with a major in Greek, Latin, Ancient History, or History of Art. It is expected that students of Classical and Near Eastern Archaeology will have a basic knowledge of Greek, Latin and Ancient History. Students with incomplete preparation in Archaeology will be advised to take selected undergraduate courses during their first year in graduate school.

Allied Subjects. Greek, Linear B, Latin, Akkadian, Hebrew, Hittite, Egyptian, History of Art, Ancient History, Anthropology, a science related to the archaeological program of the candidate.

Language Requirements. For the M.A. and Ph.D., a good reading knowledge of German and French. For the Ph.D., a reading knowledge of Greek or a Near Eastern ancient language. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. Three units of work in Archaeology or in Archaeology and an allied field. The Final Examination is written (three hour) and oral (one hour).

Program and Examinations for the Ph.D. The students spend the first two years in residence, participating in seminars and preparing for the Preliminary Examinations. The third year is usually spent at the American School of Classical Studies in Athens or at another archaeological research center abroad. Museums in Europe and the Near East are visited during this year, and participation in excavations is arranged when possible (see below).

The Preliminary Examinations, normally taken at the end of three years of graduate work, consist of four four-hour papers in selected fields such as Greek and Roman sculpture, architecture, monumental painting, Greek vase-painting, numismatics, Aegean prehistory, prehistory of Western Asia, Mesopotamian art and archaeology, the archaeology of Anatolia or Syria. One of the papers may be written in an allied field. The Final Examination covers the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

Excavations. The Department currently sponsors two excavation projects:

- I. An investigation of the Bronze Age habitation of ancient Lycia, in progress since 1963 at the third millennium B.C. site of Karatash near Elmali.¹ Advanced graduate students participate in this excavation which is organized as a field seminar during the fall term with full graduate credit. The program provides instruction in excavation and field techniques and gives an opportunity to visit other sites, excavations and museums in Turkey, with discussion of the problems of the Bronze Age in the Aegean and Anatolia. The final publication will be prepared on the basis of the joint field reports by the participants.
- II. The Etruscan project, started in 1966, is the excavation of the archaic site of Murlo near Siena, organized in cooperation with the Archaeological Museum in Florence. The work takes place during the summer and offers qualified graduate and undergraduate students training in excavation techniques while participating in the study of a townsite and necropolis of the sixth century B.C.²

Cooperation with the University of Pennsylvania. Attention is drawn to the courses offered by the Departments of Classical Archaeology, Anthropology, History of Art, Oriental Studies, and Biblical Archaeology at the University of Pennsylvania. Under the Reciprocal Plan, students may register for a unit of work at the University or pursue research at the University Museum.

SEMINARS AND GRADUATE COURSES

The following seminars are offered in 1974-75:

Miss Mellink:

Field Seminar in Lycia (semester I).

Anatolia in the Iron Age or The Orientalizing Period in Greece (semester II).

Mrs. Bober:

Roman Sarcophagi, Problems in Style and Iconography (semester II).

Mr. Ellis:

Syro-Phoenician Metalwork and Ivories (semester I).

The Protoliterate Period in Mesopotamia (semester II).

¹cf. *American Journal of Archaeology* 68 (1964) 269-278; 69 (1965) 241-251; 70 (1966) 245-257; 71 (1967) 251-267; 72 (1968) 243-263; 73 (1969) 319-331; 74 (1970) 245-259; 75 (1971) 257-261; 76 (1972) 257-269; 77 (1973) 293-307.

²cf. *American Journal of Archaeology* 71 (1967) 133-139; 72 (1968) 121-124; 73 (1969) 333-339; 74 (1970) 241-244; 75 (1971) 245-255; 76 (1972) 249-255; 77 (1973) 319-326.

Mr. Nylander:

Problems of Achaemenian and Greek Architecture
(semester I).

The End of the Mycenaean Age or Graeco-Persian Art
(semester II).

Mr. Phillips:

Greek Pottery of non-Attic and non-Corinthian Workshops
(semester I).

Attic Vase-Painting or Problems in Etruscan Archaeology
(semester II).

ADVANCED UNDERGRADUATE COURSES

- 201b. *Egypt and Mesopotamia pre-1600 B.C.*: Mr. Ellis.
 [202b. *Greek Cities and Sanctuaries*: Mrs. Ridgway.]
 [203a. *Greek Sculpture*: Mrs. Ridgway.]
 203b. *Roman Sculpture*: Mr. Phillips.
 [204b. *Egypt and Mesopotamia from 1600 to 546 B.C.*:
 Mr. Ellis.]
 205b. *Aegean Archaeology*: Miss Mellink.
 206a. *Ancient Near Eastern Cities*: Mr. Ellis.
 301a. *Greek Vase Painting*: Mr. Phillips.
 301b. *Greek Architecture*: Mr. Nylander.
 [302b. *Roman Architecture*: Mr. Phillips.]
 303b. *The Archaeology of Palestine*: Mr. Ellis.
 304a. *Monumental Painting*: Mr. Phillips.
 History 205a. *The Ancient Near East*: Mr. Ellis.

Economics

Associate Professors: Noel J. J. Farley PHD *Chairman*
 Richard B. Du Boff PHD
 Helen Manning Hunter PHD

Assistant Professor: Barbara Wolfe PHD

Prerequisites. An undergraduate major in Economics, with work in such related fields as History and Political Science. Applicants with majors in other disciplines will be admitted but may first be required to pass a qualifying examination. Students whose undergraduate training in Economics is incomplete may be required to take such undergraduate courses as the Department thinks necessary.

Allied Subjects. Most subjects in the other social sciences, and in History and Philosophy, are acceptable. Mathematics and statistics are necessary to advanced work in Economics.

Language Requirements. Candidates for the M.A. and Ph.D. must show reading proficiency in one modern foreign language. Candidates for the Ph. D. must in addition either show reading proficiency in a second modern foreign language, or must show proficiency in Mathematics beyond the level required for admission to graduate seminars in Economics (i.e., beyond the level of first year college calculus and basic linear algebra). Mathematical skills will be tested by an examination to be set by the Department. The topics to be covered will be agreed upon in advance and may vary according to the student's particular field of interest in Economics.

Language skills will be tested by the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. It is expected that the work for the M.A. degree will require not less than one calendar year of graduate study. All candidates for the M.A. degree must complete three units of formal course work (seminars, courses, supervised units) prior to submitting the M.A. research paper. One of these units must be in Economic Theory, one in statistics and econometrics, and one in the student's special field of interest. Course examinations in each of these three fields must be passed before the candidate presents the research paper. After acceptance of the paper a Final Examination must be passed.

Program and Examinations for the Ph.D. Candidates for the Ph.D. will take as much formal course work as is necessary to prepare them for the Ph.D. examinations. The Preliminary Examinations will consist of four three-hour written papers and an oral examination; one of the written papers will be in Economic Theory and one in Economic History; the other two papers will be in fields related to the candidate's major interest. The Final Oral, taken after the dissertation has been accepted, will be devoted to the subject matter of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Seminars are chosen each year from the following topics:

Mr. Du Boff:

Economic History and Development.

Western European Economic Development.

Mr. Farley:

International Economic Development.
International Trade Theory and Policy.

Mrs. Hunter:

Macroeconomic Analysis.
Econometrics.

Mrs. Wolfe:

Microeconomic Analysis.
Public Finance or Women in the Labor Force.

SELECTED UNDERGRADUATE COURSES

- 201a. *Economic History and Development*: Mr. Du Boff.
203a. *Statistical Methods in Economics*: Mrs. Hunter.
222b. *History of Economic Thought*: Mr. Du Boff.
302b. *Introduction to Econometrics*: Mrs. Hunter.
303a. *Macroeconomic Analysis*: Mrs. Hunter.
304a. *Microeconomic Analysis*: Mrs. Wolfe.
311a. *International Economics*: Mr. Farley.

Education and Child Development

Professors: Katharine E. McBride PHD *President Emeritus*
Ethel W. Maw PHD *Chairman*¹

Professor and Director,

Child Study Institute: Janet L. Hoopes PHD

Associate Professors: Susan E. Maxfield MS *Director*,

Phebe Anna Thorne School

Emmy A. Pepitone PHD

Faye P. Soffen EDD

Lecturers: Beth M. Riser MA

Samuel S. Snyder MS

The program prepares students for college teaching and research in Educational Psychology and Child Development, for child guidance, for school psychology, school counseling, for teaching in the schools and for early childhood education. The training is carried on in a setting of service to public and laboratory schools

¹On leave, semester II.

and the community at large. Classes, seminars and staff conferences provide opportunity for students from several related disciplines to develop competence in the team approach to the children's specialties in education, psychology and guidance agencies. Trends in physical, intellectual and emotional growth from infancy to maturity are stressed.

Bryn Mawr has program approval from the Pennsylvania Department of Education for several curriculum sequences which prepare candidates for public school professions. These courses of study include teacher education in ten liberal arts fields, school psychology and school counseling, both elementary and secondary. Students who satisfactorily complete an approved program will, on the recommendation of this department, receive the state certificate in the appropriate field.

A program of work in elementary education is under development experimentally by Swarthmore and Bryn Mawr Colleges together. After evaluation by the Colleges, the programs may be submitted to the Pennsylvania Department of Education for approval as a route to certification for elementary-school teaching. At present this work does not lead to certification, and enrollment is limited.

Prerequisites. An undergraduate preparation in the liberal arts which must include work in general Psychology. Students whose undergraduate training in Psychology is not adequate will be required to take such undergraduate courses as seem necessary. Applicants for admission are asked to submit scores of the Graduate Record Examination Aptitude Test and a statement of their academic plans and goals. Undergraduate grades of at least B level are necessary. A personal interview is desirable.

Major and Allied Subjects. Candidates for advanced degrees are expected to become competent in several different areas: Child Development, Clinical Evaluation, Counseling and Guidance, History and Philosophy of Education, Learning, the School as a Social Institution, Secondary Education, Elementary Education, Childhood Psychopathology. For the M.A., two fields are required. For the Ph.D., five fields must be presented. One field may be an allied field and is individually arranged. Field examinations are given once each semester.

Language and Statistics Requirements. For the M.A., students are required to pass an examination in one modern foreign language and demonstrate a working knowledge of descriptive and inferential statistics. For the Ph.D., students are required to pass an examination demonstrating reading knowledge of one modern foreign language and competence in statistics through multiple correlation and factor analysis. The statistics requirement for both

degrees may be satisfied by passing an examination or by passing an appropriate course at a satisfactory level. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Candidates will normally offer three units of graduate work in Education, although one of three may be taken in an allied field. A paper embodying the results of independent research is required. The Final Examination consists of two three-hour written examinations, one in each field offered, and a one-hour oral examination on the M.A. paper.

Examinations for the Ph.D. The Preliminary Examinations consist of four written papers. A written examination is not required for the fifth field. The Final Examination is in the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

The Phebe Anna Thorne School and The Child Study Institute. The Phebe Anna Thorne School is maintained by the Department as a laboratory nursery school for normal children where students may observe and assist in the program for three- and four-year-olds. For those preparing for teaching, medical work with children, child welfare or guidance, the school provides opportunity for direct experience with early child development. Students preparing for early childhood education spend substantial blocks of time in the Thorne School.

The Department also operates at the College the Child Study Institute, a mental health center where problems of learning and behavior are studied and remedial measures planned and carried out with parents and children. The service is given by a staff of qualified specialists in child psychiatry, psychology, school counseling and remedial teaching. Advanced students participate at various levels of responsibility. Referrals from the schools, from physicians, social agencies and families give students the opportunity for acquaintance with a diversity of clinical material.

A separate building on the college grounds houses the Thorne School and the Institute with rooms equipped for nursery school teaching and for individual examination of pupils, remedial teaching, individual and group therapy and student observation.

SEMINARS

The seminars offered are selected from the following (in most

BRYN MAWR COLLEGE

cases, laboratory practice is required). All seminars run throughout the academic year unless otherwise indicated. Some seminars are offered in alternate years.

Miss Hoopes:

Clinical Evaluation.

Childhood Psychopathology.

Advanced Theory and Practice in Clinical Psychology.

Mrs. Maw:

Curriculum of the Elementary School (semester I).

Statistics and Measurement in Education and Child Development.

Educational Psychology.

Miss Maxfield:

Developmental Psychology.

Early Childhood Education.

Theory and Practice in Early Childhood Education.

Mrs. Pepitone:

History and Philosophy of Education.

The Social Psychology of the School.

Analysis of Social Structure and Interaction in the Classroom.

The American School.

Mrs. Riser:

The Psychology of Exceptional Children (semester I).

The Diagnosis and Remediation of Learning Disabilities (semester II).

The Treatment of Reading Disorders.

Educational Psychology.

Mrs. Soffen:

Principles and Organization of the Guidance Program (semester I).

The Counseling Process: Theory and Practice.

The Group Process in Counseling and Guidance (semester II).

The Psychology of Occupations (semester I).

Advanced Theory and Practice in Counseling and Guidance.

Mr. Snyder:

Critical Issues in Child Development (semester I).

Adolescent Development (semester II).

SELECTED UNDERGRADUATE COURSES

- 301a. *Principles of Teaching in the Secondary School:* Mrs. Maw.
302a. *Principles of Teaching in the Elementary School:* Mrs. Maw.
304b. *Higher Education in the 1970's (semester II):* Miss McBride.

- [306a. *Child Psychology*: Mr. Snyder.]
 306b. *Adolescent Development*: Mr. Snyder.

Courses 301a and 302a satisfy the student-teaching requirement of most states. Plans for registration should be made with Mrs. Maw in the spring before the student expects to take the course in the fall.

English

Professors: Robert B. Burlin PHD *Chairman*
 K. Laurence Stapleton AB

Associate Professors: Thomas H. Jackson PHD
 Joseph E. Kramer PHD

Assistant Professors: Louise K. Barnett PHD
 Sandra M. Berwind PHD
 Sandra I. Kohler PHD

Lecturers: Carol L. Bernstein PHD
 Peter M. Briggs MPhil
 Katrin Ristkok Burlin MA
 Eileen T. Johnston MA
 Anne Kaier MA
 Adrienne Lockhart PHD

Prerequisites. An undergraduate major in English or its equivalent. Students should have had some training in at least one other field of the humanities: a classical or a modern foreign literature, History, the History of Art or Philosophy. All applicants should submit scores in the Aptitude Test of the Graduate Record Examination.

Language Requirements. For the M.A. degree, a knowledge of either French or German, adequate to the reading of basic scholarly and literary texts. For the Ph.D., the student must *either* pass examinations in both French and German *or* demonstrate superior competence in one by satisfactorily completing one unit of graduate work in that language or its literature at Bryn Mawr. (In special cases, with the approval of the appropriate language department and of the Department of English, equivalent work at another university may be accepted.) With the approval of the Department, another modern language may be substituted for French or German, when it can be shown to be particularly pertinent to a projected dissertation. Students working toward the doctorate are also required to show evidence of an adequate know-

ledge of Latin or Greek. It is expected that the doctoral candidate will satisfy these requirements at the beginning of his second year of graduate study; they must be completely satisfied before the doctoral candidate may present himself for the Preliminary Examinations.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work in English or two in English and one in an allied field. The M.A. paper is due on April 20. The Final Examination is written, four hours in length, and on the general field of the M.A. paper. (If the M.A. courses are completed in one year, the paper and the Final Examination are frequently deferred through the following summer.)

Program and Examinations for the Ph.D. Work of the Department is carried through small seminars and supervised units of independent study. Six units of graduate work are required, one of which may be in an allied field. Candidates will be expected to spend at least one year in full-time graduate work. The program must include some training in Old or Middle English or in the History of the English Language.

After acceptance for doctoral candidacy, the student will take Preliminary Examinations in five parts: four written (four hours each) and an oral (one or two hours). One written examination may be in an allied field. The choice of the four fields will be determined by the student in consultation with the graduate advisor and the departmental examiners who will form the Supervising Committee. The candidate is expected to demonstrate a balanced knowledge of different periods.

Before proceeding with the dissertation, it is expected that the doctoral candidate will submit a prospectus to be discussed with the departmental members of the Supervising Committee. The Final Examination is in the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Since most seminars run through the year, students must begin work in the first semester.

- Mr. Burlin:
[Chaucer.]
Middle English.
- Mrs. Kohler:
Spenser (semester I).
- Mr. Kramer:
Shakespeare.
- Miss Stapleton:
Experiment in the Forms of Prose.
[Milton.]
[*Studies in Poetry.*]
- Mrs. Bernstein:
Nineteenth Century English Literature.
- Mr. Jackson:
American Literature of the Nineteenth and Twentieth Centuries.
[*Twentieth Century Literature.*]
- Mrs. Berwind:
Yeats (semester II).

SELECTED UNDERGRADUATE COURSES

300. *Old English Literature*: Mr. Burlin.
- 323b. *Renaissance Tragedy*: Mr. Kramer.
- 330a,b. *Seventeenth Century Literature*: Miss Stapleton.
- 346b. *Later Eighteenth Century Literature*: Mr. Briggs.
- 352a. *Early Romantic Writers*: Miss Kaier.
- 355b. *Tennyson, Browning and Arnold*: Mrs. Johnston.
- 358a. *Early Nineteenth Century English Novelists: "Women of Talents"*: Mrs. Burlin.
- 367b. *Melville and James*: Mrs. Barnett.
- 381a. *The Sonnet*: Mrs. Kohler.
- 388b. *Modern Poetic Theory*: Mr. Jackson.

French

Professors: Michel Guggenheim PHD
Mario Maurin PHD¹

Katharine E. McBride Visiting Professor of French Studies: Marianne Debouzy D ès L

¹On leave, semester II.

BRYN MAWR COLLEGE

Associate Professors: Pauline Jones PHD *Chairman*
Gérard Defaux *D ès L*
Catherine Lafarge PHD

Assistant Professor: Grace A. Savage PHD

Prerequisites. An undergraduate major in French, based on study in school and at least three years of college French, including some advanced work in literature, with evidence of ability to present reports and carry on discussion in French. Training in Latin corresponding to at least two years' study in school is advisable.

Applicants should submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations taken within two years of the date on which they wish to begin graduate studies at Bryn Mawr. Candidates are expected to support their application by at least one essay written in French for an advanced undergraduate course or graduate seminar previously taken, as well as by an essay written in English. They are strongly urged to arrange for a personal interview with a member of the Department.

Major and Allied Subjects. Students specialize in French literature from the Middle Ages to the present. Successful completion of a course in Old French Philology and Mediaeval French Literature is required of Ph.D. candidates. In special cases and with the consent of the Department, one of the following may be accepted as an allied subject: any literature, ancient or modern; Comparative Philology; European History; Philosophy; History of Art.

Language Requirements. For the M.A. degree, one Romance language, or German, or evidence of extensive training in Mediaeval Latin or advanced Latin. For the Ph.D. degree, a reading knowledge of two languages (including one Romance language other than French), or at least one unit of graduate work in a Romance literature other than French, or in German literature. Students may satisfy the latter requirement by completing satisfactorily one unit of graduate work at Bryn Mawr. In special cases, with the approval of the appropriate language department, and of the Department of French, equivalent work at another university may be accepted.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Candidates will offer two units of graduate work in French and a third unit in either French or an allied field. An M.A. paper on a topic related to the work in

one of the seminars is required. The Final Examination consists of a three-hour written examination and a one-hour oral examination, both in French.

Admission to Candidacy for the Ph.D. After completing three full units of graduate work at Bryn Mawr, students are required to pass a qualifying examination before admission to doctoral candidacy. The paper and Final Examination required for the completion of the Bryn Mawr M.A. program may be substituted for the qualifying examination.

Program and Examinations for the Ph.D. The Preliminary Examinations consist of four papers written in French, and an oral examination. The Final Examination is oral and covers the field in which the dissertation has been written.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

An introductory course in Old French Philology and Mediaeval French Literature is offered every two years. Students wishing further work in this field may register for a unit of supervised work at Bryn Mawr or attend graduate courses at the University of Pennsylvania. Graduate seminars in selected fields of French Literature are given each year, so arranged that the same one will not be given in successive years. The seminars, conducted in French, are selected from the following:

Mr. Defaux:

Montaigne (semester II).

[*Villon, Charles d'Orléans, Marot, Rabelais.*]

[*Les Conteurs au XVIe siècle.*]

[*Poètes du XVIe siècle.*]

Mr. Guggenheim:

Précieux, mondains et moralistes du XVIIe siècle (semester I).

[*Voltaire.*]

[*Rousseau et le préromantisme.*]

Miss Jones:

[*Baudelaire.*]

[*Verlaine, Rimbaud, Mallarmé, Laforgue.*]

[*Vigny, Camus.*]

Miss Lafarge:

Diderot (semester II).

[*Marivaux, Giraudoux, Stendhal.*]

[*Le Thème de la prison au XIXe siècle.*]

Mr. Maurin:

L'Autobiographie de Chateaubriand à Sartre (semester I).

[*Réalisme et naturalisme.*]
[*Romancières des XIXe et XXe siècles.*]
[*Valéry, Claudel, Proust, Gide.*]
[*Travaux pratiques sur la littérature moderne.*]

Mrs. Savage:

Philologie et littérature médiévales.

SELECTED UNDERGRADUATE COURSES

- [301. *French Lyric Poetry.*]
[303. *French Novel.*]
[304. *French Essayists and Moralists.*]
[305a. *Le Théâtre du XXe siècle.*]
[305b. *La Vision de la femme dans la littérature française.*]
306a. *Marivaux et Giraudoux: Miss Lafarge.*
306b. *Le Roman du XXe siècle: Mr. Guggenheim.*

Courses offered at the Avignon Institute

Molière or Racine.

Les Fleurs du Mal or Rimbaud.

Le Surréalisme.

Travaux de traduction et de stylistique.

Preparatory course for degree candidates in other departments:

Reading French. This course, which does not carry academic credit, is designed to assist students in meeting the language requirements for advanced degrees. An extra charge will be made.

Geology

Associate Professors: Lucian B. Platt PHD *Chairman*
Maria Luisa B. Crawford PHD
William A. Crawford PHD

Assistant Professor: W. Bruce Saunders PHD¹

Lecturers: Thomas O. Wright PHD
David D. Gillette PHD

Prerequisites. A course in general Geology and at least one course from each of the larger fields: Physical Geology and Paleontologic-Stratigraphic Geology. Training in the allied sciences of Physics, Chemistry, Biology, and Mathematics is necessary.

¹On leave, 1974-75.

Major and Allied Subjects. Students may specialize in the fields typified by: Mineralogy-Petrology, Paleontology-Stratigraphy or Regional and Structural Geology. The allied subject for the Ph.D. may be either another field of Geology or any one of the other natural sciences or Mathematics; other subjects may be accepted in special cases.

Language Requirements. For the M.A. degree, one of the following: Russian, German, or French. Candidates for the Ph.D. degree may offer two foreign languages from the following: Russian, German, or French; or one foreign language from this list and proficiency in digital computation or statistics. This proficiency will be tested by the Department or may be demonstrated by the satisfactory completion of an appropriate course.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work, of which one will usually be a special piece of field or laboratory research. The Final Examination consists of a four-hour written test and a one-hour oral.

Program and Examinations for the Ph.D. Candidates will spend a major proportion of their time on a research problem; ordinarily, this will involve field mapping and collecting, together with laboratory study. The number of units of course work to be taken will depend on the student's preparation. The Preliminary Examinations will test general background in Geology, the candidate's special field and either an allied subject or an additional field in Geology.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Three or four seminars are offered each year, to be selected from the following general topics:

Mr. Crawford:

Petrology.

Selected subjects in the structure, physical chemistry and origin of rocks.

Mr. Platt:

Structural Geology.

Modern concepts in structural and regional geology.

Mrs. Crawford:

Mineralogy.

The optical, chemical and X-ray study of selected mineral groups.

Mr. Saunders:

Sedimentary Petrology.

A study of the constitution and the origin of sedimentary rocks; their source, transportation and deposition.

Mrs. Crawford:

Metamorphism (semester I).

The physical and chemical processes of metamorphism, accompanied by regional studies. Instruction on the universal stage and a study of petrofabrics may be included.

Mrs. Crawford:

Optical Mineralogy—Petrography.

Semester I: Crystal optics and the properties of the rock-forming minerals.

Semester II: A microscopic study of igneous, sedimentary and metamorphic rocks.

Mr. Crawford:

Geochemistry.

Experimental physical chemistry, phase equilibria, and the distribution and behavior of the elements as applied to geologic problems.

Mr. Crawford:

Analytical Techniques.

Laboratory course in wet chemical and instrumental means of silicate analysis. Mechanical separations and experimental petrology.

Mr. Saunders:

Paleontology.

A study of selected animal groups in geologic time according to the interests and needs of the students.

SELECTED UNDERGRADUATE COURSES

302b. *Advanced Paleontology*: Mr. Gillette.

303a. *Thermodynamics for Geologists*: Mr. Crawford.

[304. *Petrology*: Mr. Crawford, Mrs. Crawford, Mr. Saunders.]

305b. *X-ray Crystallography*: Mrs. Crawford.

306b. *Stratigraphy*: Mr. Platt.

324a. *Vertebrate Paleontology*: Mr. Gillette.

German

Professor: Hans Bänziger PHD

Visiting Professor: Harold Jantz PHD

Associate Professors: Gloria Flaherty PHD *Chairman*
Nancy C. Dorian PHD

Assistant Professor: James W. Scott PHD¹

Prerequisites. An undergraduate major or minor in German or an equivalent preparation. All applicants are requested to submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations.

Major and Allied Subjects. Students may specialize in either German literature or German philology. One of these two fields or an area in the humanities, especially the literatures, may serve as the allied subject. Graduate students are encouraged to acquaint themselves with the theory and practice of teaching German.

Language Requirements. Normally French for the M.A.; French and another language for the Ph.D., preferably Latin. With the approval of the Department, the satisfactory completion of a graduate seminar at Bryn Mawr in a foreign literature other than German may be offered for one language requirement. In special cases, with the approval of the appropriate language department, and of the Department of German, equivalent work at another university may be accepted.

Language skills are tested whenever possible by the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service, otherwise by the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of three units in German literature or in German literature and an allied field. In addition to acquainting the student with the field in general, the M.A. program introduces various methods of literary criticism. Every candidate must present a paper which represents satisfactory evidence of independent research. The Final Examination consists of a three-hour written examination and an oral examination of one hour.

¹On leave, 1974-75.

Program and Examinations for the Ph.D. Every candidate must fulfill certain requirements in German literature and Germanic philology. Those majoring in Germanic philology take a minimum of one unit in German literature and will select the following courses: History of the German language, Gothic, Old High German, Middle High German, structural linguistics, and either Old English or Old Norse. Those majoring in German literature will take a minimum of one unit in Germanic philology and will normally take one unit each in the mediaeval, classical, and modern periods, as well as at least one genre course. The German Department encourages its students to participate in seminars given by other departments. It also encourages its students to study abroad and draws attention to the Anna Ottendorfer Memorial Research Fellowship for study at a German university. The Preliminary Examinations consist of four written papers, one of which must be taken in an allied field, and an oral examination. The Final Examination covers the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Mr. Bänziger:

[*Gottfried Keller and German Realism.*]

[*Hofmannsthal and Rilke* (semester I).]

[*Franz Kafka.*]

[*Thomas Mann and Max Frisch* (semester II).]

Miss Dorian:

[*Comparative Germanic* (semester I).]

[*Old High German.*]

[*History of the German Language.*]

[*The Structure of German.*]

Miss Flaherty:

[*Bibliography and Methods in Criticism.*]

[*German Baroque Literature.*]

[*Goethe and Schiller.*]

[*Romanticism.*]

Mr. Scott:

[*The Legend.*]

[*Middle High German.*]

[*Middle High German Literature.*]

Mr. Jantz:

[*German Renaissance Literature* (semester II).]

SELECTED UNDERGRADUATE COURSES

[301b. *Introduction to Germanic Philology*: Miss Dorian.]

302a. *Vernacular Literature in Mediaeval Germany*:
Mr. Jantz.

303a. *Modern German Prose*: Mr. Bänziger.

[304a. *The German "Novelle"*: Mr. Scott.]

[305a. *The Modern German Drama*: Mr. Bänziger.]

[310b. *Lessing and the Enlightenment*: Miss Flaherty.]

Preparatory course for degree candidates in other departments:

Reading German. This course, which does not carry academic credit, is designed to assist students in meeting the language requirements for advanced degrees. An extra charge will be made. Specific information may be obtained from the Graduate School of Arts and Sciences during registration.

Greek

Professor: Mabel L. Lang PHD *Chairman*

Assistant Professors: Gregory W. Dickerson PHD¹
Richard Hamilton PHD

Lecturer: Peter M. Smith PHD

Prerequisites. An undergraduate major or minor in Greek, based on at least four years of college Greek, or the equivalent, with representative reading from Greek literature and history which, in the opinion of the Department, provides an adequate basis for graduate work. It is expected that all graduate students in Greek will have some knowledge of Latin.

Allied Subjects. Any literature, ancient or modern, Ancient History, Ancient Philosophy, Classical Archaeology, Linguistics.

Language Requirements. French and German for both the M.A. and the Ph.D. Language skills may be tested by either examinations administered by Bryn Mawr College or the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service. Entering students may offer scores of the GSFLT taken within

¹On leave, 1974-75.

BRYN MAWR COLLEGE

twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of two units of graduate work in Greek and a third unit in an allied field. Before admission to the Final Examination candidates must pass an examination in Greek sight translation. The Final Examination consists of a three-hour written examination and an oral examination of one hour.

Examinations for the Ph.D. Before admission to the Preliminary Examinations candidates must pass a rigorous examination in Greek sight translation. The Preliminary Examinations consist of four written papers, one of which shall be in an allied subject, and an oral examination. The fields from which the three major papers may be selected include: Epic Poetry (with emphasis on Homer), Lyric Poetry (with emphasis on Pindar), Tragedy, Comedy, the Orators, the Historians, the Pre-Socratics, Plato, Hellenistic Poetry and various periods of Greek history. The Final Examination covers the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

- Miss Lang: *The Peloponnesian War*.
Mr. Hamilton: *Sophocles* (semester I).
Mr. Smith: *Lyric Poetry* (semester II).

SELECTED UNDERGRADUATE COURSES

101. *Herodotus and Tragedy*: Mr. Smith, Mr. Hamilton.
102a. *Homer*: Mr. Smith.
201. *Plato and Thucydides; Tragedy*:
 Mr. Hamilton, Mr. Smith.
301. *Lyric Poetry; Aeschylus and Aristophanes*:
 Mr. Smith, Mr. Hamilton.

History

Professors: Arthur P. Dudden PHD *Chairman*
Mary Maples Dunn PHD¹
Elizabeth Read Foster PHD
Jane M. Oppenheimer PHD²
J.H.M. Salmon LITD
Alain Silvera PHD¹
James Tanis THD *Director of Libraries*

Associate Professors: Charles M. Brand PHD
Barbara M. Lane PHD

Assistant Professor: Stephen Poppel PHD

Lecturers: Wendell P. Holbrook AB
Phyllis S. Lachs PHD *Associate Dean*

Prerequisites. A thorough undergraduate preparation in History, the humanities and the social sciences. Students who wish to work in ancient or mediaeval fields must be able to read the essential ancient languages. Those planning work in Modern European History or American History must have a reading knowledge of one modern language, preferably French or German, upon entrance. Those planning doctoral programs should have two languages upon entrance or acquire the second language at once. Applicants are urged to take the Graduate School Foreign Language Test of the Educational Testing Service (GSFLT) before beginning their graduate studies.

Language Requirements. Students must offer at least one modern foreign language, to be approved by the Department, for the Master's degree. Students who wish to continue work toward the Ph.D. must have completed the examinations in two modern foreign languages, to be approved by the Department, by the end of their second academic year of graduate work. Students entering with the M.A. must complete these requirements during their first year at Bryn Mawr. The time limit for part-time students is determined by the academic year, not by the number of units completed. Candidates for the Ph.D. in ancient or mediaeval history must also demonstrate ability to read one classical language. Directors of research may also require demonstration of ability in special techniques.

Language skills may be tested by either the GSFLT or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

¹On leave, 1974-75.

²On leave, semester I.

Program and Examination for the M.A. The program consists of three units of work in History or in History and an allied field, together with a paper and a final examination. The Final Examination is written, and is usually four hours in length.

Program and Examinations for the Ph.D. All students are expected at some time to take a seminar or course in which some aspects of historiography and historical method are studied. The Preliminary Examinations test the student's competence in four fields of History, or in three fields of History and one field in an allied subject. For example, allied work in Mediaeval Literature, Art, or Philosophy is usually recommended to students of Mediaeval History, and one of these may be offered in the Preliminary Examinations. Students whose dissertations are in American History will be required to take at least two fields in Modern European History. Students specializing in English History must offer at least two fields of Mediaeval or Modern European History for examination. The field of the projected dissertation will be included in the Preliminary Examinations.

The Final Examination is intended to test the candidate's knowledge of the special field or fields in which the dissertation has been written, and to discuss plans for publication.

Fields of Specialization Available. Master's and doctoral programs should be developed from seminars and courses available. Research for these and dissertations should grow out of seminars and units offered by the History Department and those departments allied with it.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

The seminars are arranged to allow the fullest possible choice for students over a two- or three-year period of study. Normally the same seminar will not meet two years in succession. Topics listed below indicate the area in which seminars will be offered according to the needs of students.

Ancient History

Students should consult pages 45 and 55 where the offerings of the Departments of Greek and Latin are listed.

Mediaeval and Renaissance History

Mr. Brand:

[*Mediaeval Institutions.*]

The Fifth and Sixth Centuries.

[*The Twelfth Century.*]

Early Modern European History

Mr. Salmon:

[*French Political Ideas from the Wars of Religion to the Enlightenment.*]

Mr. Tanis:

[*The Reformed Reformation in Northern Europe.*]

[*Selected Topics in Sixteenth Century Religious Turmoil.*]

Modern European History

Mrs. Lane:

[*Modern Germany: National Socialism, Bauhaus.*]

[*Topics in the History of Twentieth Century Europe.*]

Mr. Poppel:

Topics in the History of Nineteenth and Twentieth Century Europe.

Mr. Silvera:

[*The French Third Republic.*]

[*Europe in the Near East.*]

American and British History

Mr. Dudden:

[*The Progressive Era.*]

[*The New Deal.*]

[*The United States in the Second World War.*]

Topics in Recent American Social History.

Mrs. Dunn:

[*Seventeenth Century America.*]

[*Eighteenth Century America.*]

[*Social History of Colonial Pennsylvania.*]

Mrs. Foster:

Parliament in the Early Stuart Period.

[*Social and Economic History of the Early Stuart Period.*]

Mr. Tanis:

[*Puritanism and the Great Awakening.*]

Methodology and Historiography

Mr. Krausz:

[*Philosophy of History.*

(offered in the Department of Philosophy).]

Mr. Salmon:

Readings in Eighteenth Century Historiography (semester I).

Mr. Tanis:

Historiography of the Reformation (semester II).

African and Afro-American History

Topic to be announced.

History of Science

Miss Oppenheimer:

Methods of Research in the History of Ideas: Biology
(semester II).

SELECTED UNDERGRADUATE COURSES

300 level courses may, with additional work, be offered for graduate credit.

301a. *Europe in the Twentieth Century*: Mr. Poppel.

302. *France, 1559-1661*: Mr. Salmon.

303a. *Recent History of the United States*: Mme. Debouzy.

305b. *Italian City-State in the Renaissance*: Mrs. Lane.

308b. *Mediaeval Jews*: Mr. Brand.

314b. *The Scientific Renaissance and Modern Science*:
Miss Oppenheimer.

320a. *Holland's Golden Age*: Mr. Tanis.

323a. *London and the Puritan Revolution*: Mrs. Pearl.

330. *Topics in African History*: Mr. Holbrook.

History and Philosophy of Science

Director: José María Ferrater Mora Lic F L

Advisory Committee: Ernst Berliner PHD
Mary Maples Dunn PHD¹
Jane M. Oppenheimer PHD²
George Weaver PHD

Professor: Jane M. Oppenheimer PHD²

At the University of Pennsylvania

Professors: Arnold W. Thackray PHD *Chairman*
Thomas Park Hughes PHD

Assistant Professor: Mark B. Adams PHD

This program within the Department of History has been developed in collaboration with the American Philosophical Society and the Department of the History and Sociology of Science at the

¹On leave, 1974-75.

²On leave, semester I.

University of Pennsylvania. Courses taken at any of the participating institutions may be credited toward an advanced degree.

Prerequisites. Undergraduate preparation in science, philosophy, and history.

Major and Allied Subjects. The student's major subject will be History of Science, to be supported by intensive work in the field of history related to his special area of interest. Allied subjects may be philosophy and other areas in science and history.

Language Requirements. Students must offer at least one modern foreign language, to be determined by the Department, for the Master's degree. Students who wish to continue work toward the Ph.D. must have completed the examinations in two modern foreign languages to be determined by the Department before taking the Preliminary Examinations.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of at least two units of work in the History of Science and one unit of work in a related field of History or Philosophy. The Final Examination is written, and is usually four hours in length.

Program and Examinations for the Ph.D. The Preliminary Examinations test the student's competence in four general fields, three in the History of Science and one in a related field of History or Philosophy. The Final Examination covers the field of the dissertation which must be in History of Science.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Mr. Ferrater Mora, Miss Oppenheimer:
Methods of Research in the History of Ideas (semester I:
Philosophy; semester II: Biology).

*Mr. Adams:
Science in Russian Culture (semester I).
Biology in the Last Century (semester II).

*Mr. Thackray:
Social History of Science (semester I).

BRYN MAWR COLLEGE

*Mr. Garvan:

Scientific Instruments of the Seventeenth and Eighteenth Centuries (semester II).

*Mr. Kohler:

The History of Biochemistry (semester II).

Mr. Krausz:

Philosophy of Science (semester I).

Theory of Inquiry (semester II).

*At the University of Pennsylvania.

UNDERGRADUATE COURSES

314b. *The Scientific Renaissance and Modern Science*:
Miss Oppenheimer.

Philosophy 318a *Philosophy of Language*: Mr. Weaver.

History 320a. *Holland's Golden Age*: Mr. Tanis.

History of Art

Professors: Charles Mitchell B LITT LITT D¹

James E. Snyder MFA PHD *Acting Chairman*

Associate Professor: Charles G. Dempsey MFA PHD

Visiting Professor: John W. McCoubrey PHD

Lecturers: Dale Kinney MA

Marilyn McCully MPhil

Museum Assistant: Jane Lamb BA

Dean of the Graduate School of Arts and Sciences:

Phyllis Pray Bober PHD

Field of Study. The history of Western art from early Christian to modern times.

Prerequisites. The normal prerequisite for admission is undergraduate training in art-history, but students with special abilities or sound training in cognate disciplines are exceptionally admitted.

¹On leave, 1974-75.

Allied Subjects. History, Archaeology, Classics, Modern Languages; others, exceptionally, by arrangement.

Language Requirements. Students are expected to read or to be learning the languages necessary for their special fields of study and not to delay their research by lack of linguistic competence. Advanced study of Western art-history normally involves a working knowledge of Latin, French, German and Italian. Both M.A. and Ph.D. candidates are required to prove by examination their knowledge of two modern foreign languages.

Language skills will be tested by the examinations administered by Bryn Mawr College. Entering students may offer scores of the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. (a) Three units of graduate work, one of which may be in an allied field, (b) an extended paper on an approved topic, (c) a written (or written and oral) examination to test the candidate's ability to place this topic in its art-historical context.

Program and Examinations for the Ph.D. Prime emphasis is placed on a program of study and research leading to the dissertation, and students normally begin to work under a personal supervisor soon after entry. The Preliminary Examinations consist of four written papers and an oral examination on four areas of art-history (or on three and one allied subject). After two or three years at Bryn Mawr, students normally go abroad for a period of research on their dissertations.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

Kress Program. The Department participates in the Samuel H. Kress Foundation Fellowship Program.

SEMINARS AND GRADUATE COURSES

Five one-term seminars, on widely spaced topics that change from year to year, are annually given, in addition to individual units of supervised work. Graduate students are sometimes advised to take selected intermediate or advanced undergraduate courses. Topics for 1974-75:

Mr. Snyder: *Jan van Eyck* (semester I).

Mr. McCoubrey: *Cézanne* (semester I).

Mrs. Kinney: *Liturgy and Architecture* (semester II).

Mr. Dempsey: *Selected Topics in Baroque Painting*
(semester II).

Miss McCully: *Contemporary Spanish Painting* (semester II).

SELECTED UNDERGRADUATE COURSES

- 321a. *Mediaeval Mosaics in Rome*: Mrs. Kinney.
333b. *Early Netherlandish Art*: Mr. Snyder.
339a. *Problems in Italian Renaissance Painting*: Mr. Dempsey.
348a. *Picasso*: Miss McCully.

History of Religion

Professor: Howard C. Kee PHD¹

Katharine E. McBride Visiting Professor: Hugh Anderson PHD

Associate Professor: Samuel Tobias Lachs PHD
Acting Chairman

Professor of History and

Director of Libraries: James Tanis THD

Roian Fleck Resident in Religion: Christopher F. Evans MA

Visiting Lecturer: Patrick Henry PHD

A degree program at the graduate level is not offered in History of Religion. For work in this area, students should consult the offerings of the Department of History. The courses listed below are open to graduate students, and may be taken for graduate credit with permission of the major department.

300a. *Studies in Early Rabbinic and Mediaeval Judaism*:
Mr. Lachs.

[302a. *Jewish Antecedents of Early Christianity*.]

[302b. *Readings in the Greek New Testament*.]

[303a. *Religion in the Hellenistic World*: Mr. Henry.]

[303b. *Myth and History*: Mr. Kee.]

305a. *Myth and History in the Gospel of John*: Mr. Evans.

312b. *Studies in Patristic Christianity*: Mr. Henry.

¹On leave, 1974-75.

Italian

Assistant Professors: Nancy Dersofi PHD
Nicholas Patruno PHD *Director*

No graduate work is offered in Italian. The courses listed below are open to graduate students and may be taken for graduate credit with the permission of the major department.

204a. *Foscolo, Leopardi and Manzoni:* Mr. Patruno.

301. *Dante:* Miss Dersofi, Mr. Patruno.

305b. *Arcadia and Enlightenment:* Miss Dersofi.

Latin

Professors: Agnes Kirsopp Michels PHD
Myra L. Uhlfelder PHD

Associate Professor: Russell T. Scott PHD *Chairman*

Prerequisites. An undergraduate major or minor, consisting of at least three years of Latin in college. All graduate students in Latin are expected to have begun the study of Greek. Scores in the Aptitude Test of the Graduate Record Examination should be submitted.

Allied Subjects. The Department recommends as allied subjects: Greek, Classical Archaeology, Ancient History, Linguistics, or, for students whose special interest is in the mediaeval period, Mediaeval History or a vernacular literature.

Language Requirements. French and German are required for both the M.A. and the Ph.D. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. Candidates will normally offer two units of work in Latin and one unit in an allied field. Students will normally complete the work for the degree in one

year, but, in cases in which it seems advisable to supplement the student's undergraduate preparation, a second year may be necessary. Candidates must pass a test in Latin sight translation before being admitted to the Final Examination, which consists of a three-hour written and a one-hour oral examination.

Program and Examinations for the Ph.D. Candidates will normally complete a two-year program of four units of work in Latin and two in an allied field. Three of these units may be those offered for the M.A. degree, which usually forms part of the doctoral program. Candidates should then undertake a program of independent reading planned to enable them to pass the Preliminary Examinations as soon as possible, after which they will concentrate on the dissertation. In some cases it may be advisable to carry one or two more units of work in the third year. The Preliminary Examinations consist of two four-hour written papers on Latin literature; one four-hour written paper on a special field such as a particular period of Roman history, the works of a special author, Mediaeval Latin Literature, Epigraphy, Palaeography, the History of Classical Scholarship; one four-hour written paper in the field of the allied subject; a general oral examination. Students whose major interest is in the mediaeval period will take the two examinations in Latin Literature, one in Mediaeval Latin Literature, and a fourth in a field related to the Middle Ages or to the transmission of the Classics. Before admission to the Preliminary Examinations, all students must pass tests in sight translation of Latin and Greek. The Final (oral) Examination will be on the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Over a period of a few years, seminars will afford the student opportunity to work in specific areas of classical (Republican and Imperial) and mediaeval literature and civilization. Authors, genres, periods, or special topics dealt with in the seminars will vary according to the needs and desires of graduate students. A balance of prose and poetry, of literature and history, and of earlier and later periods is kept in mind in the establishment of the program.

The following seminars are offered in 1974-75:

Mrs. Michels:

Vergil (semesters I and II).

Miss Uhlfelder:

Roman Rhetoric (semester I).

Mr. Scott:

Roman Biography (semester II).

SELECTED UNDERGRADUATE COURSES

205a, b. *Mediaeval Latin Literature*: Miss Uhlfelder.

a. The High Middle Ages.

b. Late Middle Ages to Renaissance.

301a. *Livy and Tacitus*: Mr. Scott.

301b. *Vergil's Aeneid*: Miss Uhlfelder.

[302a. *Cicero and Caesar*: Mr. Scott.]

[302b. *Lucretius*: Miss Uhlfelder.]

Mathematics

Professors: John C. Oxtoby MA *Chairman*
Frederic Cunningham, Jr. PHD

Assistant Professors: Kenneth Krigelman PHD
Françoise Schremmer PHD

Prerequisites. A good undergraduate preparation in Mathematics or in Mathematics and Physics.

Major and Allied Subjects. Students may specialize in any of the broad divisions of Mathematics: Algebra, Analysis, Geometry, or Applied Mathematics, but are expected also to acquire a well-rounded knowledge of the subject as a whole. Certain courses in Physics, Chemistry or Philosophy (logic) are accepted as allied work.

Language Requirements. Candidates for the M.A. must have a reading knowledge of French, German or Russian. Candidates for the Ph.D. must pass examinations in two of the three: French, German, Russian.

Language skills will be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service, or the examinations administered by Bryn Mawr College.

Entering students may offer scores of the GSFLT taken within twenty-four months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of three units of work in Mathematics, or in Mathematics and an allied field, and an M.A. paper. Advanced undergraduate courses

which supplement the student's preparation may under certain conditions be taken for graduate credit. The Final Examination is usually oral and one hour in length.

Program and Examinations for the Ph.D. Candidates will take such courses and seminars as are needed to provide a sufficiently broad foundation. As they progress they will devote an increasing proportion of their time to individual study and research under the direction of a member of the Department. The Preliminary Examinations are taken after the student is well advanced and usually consist of three or four written examinations intended to test the candidate's breadth of knowledge and understanding of the structure of Mathematics as a whole. An oral examination is usually included. The Final Examination is oral and is devoted to the candidate's special field and the subject of the dissertation.

For general degree requirements for the M.A. and Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

At least three graduate courses or seminars are offered each year. Additional courses or directed reading and research can be arranged. The seminars offered in any year are selected to meet the needs of the individual students. Some may be offered for one semester only.

Mr. Cunningham:

Functional Analysis.
General Topology.
Linear Spaces.
Theory of Functions.

Mr. Krigelman:

Geometry of Manifolds.
Algebraic Topology.
Differential Topology.

Mr. Oxtoby:

Ergodic Theory.
Measure Theory.
Point Set Topology.
Theory of Functions.

Mrs. Schremmer:

Partial Differential Equations.
Applied Mathematics.
Fluid Mechanics.

Journal Club. A Mathematical Colloquium at the University of Pennsylvania meets approximately every two weeks. Lectures by visiting mathematicians are frequently presented also at Haverford and Swarthmore Colleges.

SELECTED UNDERGRADUATE COURSES

301. *Advanced Calculus*: Mr. Oxtoby.
 303a. *Introduction to Abstract Algebra*: Mr. Cunningham.
 303b. *Topics in Algebra*: Mr. Cunningham.
 308. *Introduction to Applied Mathematics*: Mrs. Schremmer.
 309b. *Dynamical Systems*: Mrs. Schremmer.
 [310a. *Theory of Functions of a Complex Variable*:
 Mr. Oxtoby.]
 [311. *Differential Equations*: Mrs. Schremmer.]
 [312b. *Topology*: Mr. Cunningham.]
 [320. *Real Analysis*: Mr. Oxtoby.]

Mediaeval Studies

Professor of Philosophy: Jean A. Potter PHD *Chairman*

Professor of English: Robert B. Burlin PHD

Professor of Spanish: Joaquín González Muela DenFL

Professor of History of Art: Charles Mitchell B LITT LITT D¹

Professor of History of Art: James E. Snyder PHD

Professor of Latin: Myra L. Uhlfelder PHD

Associate Professor of History: Charles M. Brand PHD

Associate Professor of Music: Isabelle Cazeaux PHD

Assistant Professor of German: James W. Scott PHD¹

Graduate work for the M.A. in the mediaeval field may be done either under a particular department or under the Mediaeval Studies Committee. Doctoral studies in the mediaeval period will usually come under the supervision of a particular department; in exceptional cases students with outstanding preparation will be permitted to take the Ph.D. in Mediaeval Studies.

Mediaeval work in a particular department will fall under the regulations of that department. For work under the Mediaeval Studies Committee the regulations are as follows:

Prerequisites. The Committee must be satisfied that all candidates for admission have done sufficient undergraduate work to undertake graduate studies in the mediaeval field and have a reading knowledge of Latin and two modern languages.

¹On leave, 1974-75.

Major and Allied Subjects. Any literature, ancient, mediaeval or modern, History, Philosophy, Classical Archaeology, History of Art, History of Music.

Language Requirements. For the M.A. and the Ph.D., Latin and two modern languages. Other languages may be substituted by permission of the Committee according to the candidate's special program. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Candidates will normally work in two departments and will offer at least two units of graduate work in any of the mediaeval fields and a third unit in any of the fields listed as allied. An extended paper, usually growing out of the work of one of the seminars, will be required in addition to an examination. The Final Examination may either be written (four hours) or written and oral (three hours—one hour).

Program and Examinations for the Ph.D. The course of study will normally be under the guidance of one professor. Prime emphasis will be placed on a program of research leading to a dissertation. Satisfactory Preliminary Examinations in two mediaeval fields and one allied field, written and oral, will be required. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

See under the various departments.

Music

Professors: Robert L. Goodale B MUS AAGO *Chairman*
Agi Jambor MA

Associate Professor: Isabelle Cazeaux PHD

Assistant Professor: Carl B. Schmidt PHD

Prerequisites. Two years of Harmony, Counterpoint and Analysis, three years of History and Appreciation of Music, of which at least one should be in an advanced course, and a reading knowledge of one modern language, preferably German. Candidates must have a sufficient knowledge of pianoforte or organ playing to be able to play music of the technical difficulty of a Bach figured chorale.

Allied Subjects. Any modern language or literature, History, History of Art, History of Religion, Philosophy.

Language Requirements. Two modern languages are required for the M.A. degree, preference being given to German and French. For candidates for the Ph.D. degree two languages are required, one of which must be German. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. The program consists of three units of work in Music or in Music and an allied field. The Final Examination is written and four hours in length.

Examinations for the Ph.D. The Preliminary Examinations consist of four papers in the major field, or three papers in the major field and one in an allied field, and an oral examination. The Final Examination covers the subject matter of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Mr. Goodale:

Music of the Twentieth Century.

Mme. Jambor:

The Interpretation of Music.

Miss Cazeaux:

Musicology.

Mr. Schmidt:

Studies in the Baroque and Classic Periods.

SELECTED UNDERGRADUATE COURSES

202. *Advanced Theory and Analysis:* Mr. Goodale.

208a. *The Operas of Mozart:* Mr. Schmidt.

208b. *The Music of Beethoven:* Mr. Schmidt.

[302a. *Mediaeval and Early Renaissance Music:* Miss Cazeaux.]

[302b. *Late Renaissance and Early Baroque Music:*

Miss Cazeaux.]

[303b. *Orchestration:* Mr. Goodale.]

305. - *Free Composition*: Mr. Goodale.

306b. *Opera and Music Drama*: Miss Cazeaux.

Practice rooms with pianos will be available for a fee of \$10 per semester. Students permitted to play the organ in the Music Room will be charged \$20 per semester.

Philosophy

Professors: José María Ferrater Mora *Lic FL Chairman*
George L. Kline PHD¹
Jean A. Potter PHD
Isabel S. Stearns PHD

Associate Professor: Mary Patterson McPherson PHD
Dean of the Undergraduate College

Assistant Professors: Michael Krausz PHD
George E. Weaver, Jr. PHD

Lecturer: Tracy Taft MA

Prerequisites. In general, an undergraduate major in Philosophy. Students whose undergraduate training does not include a major in Philosophy may be required to take such undergraduate courses as the Department considers necessary.

Allied Subjects. Subjects in most fields of the humanities, mathematics, and natural and social sciences.

Language Requirements. One modern language for the M.A., French and German for the Ph.D. At the discretion of the Department, another language may be substituted for French or German when the student's research requires it.

Language proficiency will be tested by the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work in Philosophy or in Philosophy and an allied field. The Final Examination is usually written and four hours in length.

Program and Examinations for the Ph.D. All students must demonstrate competence in logic before receiving the Ph.D. This re-

¹On leave, semester I.

quirement may be met in several ways: by successful completion, before admission to candidacy, of an intermediate course or graduate seminar in logic; or by special examination before admission to candidacy; or by passing a preliminary examination in the systematic field of logic. The Preliminary Examination will consist of four written papers, two of which are to be in systematic fields and two in authors or periods.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

A minimum of three seminars, historical and systematic, is offered each year. The sequence of seminars listed below will be adjusted according to the needs of the students.

Mr. Ferrater Mora:

Methods of Research in the History of Philosophy.

A study of primary and secondary sources in three main areas: periods, persons, and concepts. Emphasis on research practices.

[*Kant: Epistemology and Metaphysics.*]

[*Phenomenology.*]

[*Philosophical Analysis.*]

Mr. Kline:

Hegel (semester II).

An intensive study of selected topics drawn from the *Science of Logic*.

[*Ethics.*]

[*Whitehead.*]

Mr. Krausz:

Philosophy of Science (semester I).

An examination of problems of explanation, objectivity, and rationality in scientific theory. Works include those of Ayer, Popper, Kuhn, Lakatos, and Toulmin.

Theory of Inquiry (semester II).

An examination of problems of explanation, objectivity, rationality, and the nature of conceptual frameworks.

[*Philosophy of History.*]

[*Philosophy of Mind.*]

Miss Potter:

Continental Rationalism.

A detailed study of Descartes and Spinoza.

[*Philosophy of Religion.*]

[*Mediaeval Philosophy.*]

BRYN MAWR COLLEGE

Miss Taft:

Plato.

A textual and philosophical study of Plato's dialogues, with emphasis on the *Republic*.

[*Aristotle.*]

Miss Stearns:

Metaphysics.

A study of such metaphysical problems as causation, the nature of the individual, the person, reality, and value.

[*American Philosophy.*]

[*Epistemology.*]

Mr. Weaver:

Completeness and Decidability.

Semester I studies those topics in the model theory of elementary languages which relate to the completeness of theories formulated within these languages as well as topics from the theory of definition. Semester II investigates the basic results concerning the decidability of theories formed within elementary languages.

[*Introduction to Set Theory and Logic.*]

[*Mathematical Logic.*]

HISTORY AND PHILOSOPHY OF SCIENCE

Miss Oppenheimer:

Methods of Research in the History of Ideas: Biology (semester II).

Graduate Philosophy Colloquium: Graduate students are encouraged to participate in the monthly meetings of the Graduate Philosophy Colloquium. Papers are read by faculty and students of Bryn Mawr as well as visiting lecturers. In addition, both the Fullerton Club and the Philadelphia Logic Colloquium hold their monthly meetings at Bryn Mawr and the graduate students are invited to attend.

SELECTED UNDERGRADUATE COURSES

213b. *Intermediate Logic:* Mr. Weaver.

311b. *Philosophy of Religion:* Miss Potter.

313b. *Analytic Philosophy:* Mr. Ferrater Mora.

318a. *Philosophy of Language:* Mr. Weaver.

319a. *Philosophy of the Social Sciences:* Mr. Krausz.

331b. *Hegel:* Mr. Kline.

333b. *Russian Philosophy:* Mr. Kline.

Physics

Professors: Rosalie C. Hoyt PHD *Chairman*
John R. Pruett PHD

Assistant Professors: Alfonso M. Albano PHD¹
Stephen R. Smith PHD

Prerequisites. An undergraduate major in Physics or in a field of study closely allied to Physics (e.g., Mathematics, Chemistry, Engineering). Students who have not majored in Physics will usually find it necessary to take some undergraduate courses before entering graduate seminars. All applicants for admission to graduate work in Physics are requested to submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations.

Allied Subjects. With permission of the Department, candidates for the Ph.D. degree may offer as an allied subject Mathematics, Biology, Chemistry, or Geology, provided they have taken advanced level work in one of these fields.

Language Requirements. For the M.A. and the Ph.D. degrees, two languages are required; one, French, German or Russian; the second, "computer language," including FORTRAN. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. An oral qualifying examination must be passed before the student is admitted to candidacy. The subject matter of the examination will include only material ordinarily covered in undergraduate college Physics courses, but the student will be expected to handle this material on a reasonably mature level. Each candidate is expected to have completed Physics 308a -309b or its equivalent, and to have a mathematical preparation acceptable as adequate for the M. A. degree. The three units of work offered for the degree will ordinarily include one unit of Experimental Physics and at least one graduate seminar in Theoretical Physics. The paper will usually consist of a report on work done in connection with the unit of Experimental Physics. The M.A. Examination is a one-hour oral examination.

Program and Examinations for the Ph.D. Each candidate must have completed Physics 308a-309b or its equivalent, have a mathematical preparation acceptable as adequate for the Ph.D. degree, and have passed the oral qualifying examination described above before being recommended for candidacy.

¹On leave, 1974-75.

The Preliminary Examinations are intended to test the candidate's general background and to determine whether his background is broad and deep enough to serve as a preparation for original research work in a specialized field. In general, two years of full- or part-time graduate work should prepare the student for these examinations and candidates for the Ph.D. are urged to submit themselves for examination at this stage of their work. The examinations will consist of three four-hour written examinations, one problem set, and an oral examination lasting approximately one hour. Each of the three four-hour examinations will cover one of the following fields of Physics, to be chosen by the Department: (1) Classical Mechanics, including relativity theory, vibrations, and wave motion; (2) Electricity and Magnetism, including field problems and electromagnetic waves, the latter with particular reference to optical phenomena; (3) Quantum Mechanics, with applications to atomic and nuclear structure; (4) Thermodynamics and Statistical Mechanics, including both classical and quantum statistics. The student devotes approximately twelve hours to direct work on the problem set over a three-day period. Any books, periodicals, notes, etc. may be used in connection with the problem set. The oral examination is devoted to general Physics.

Unless the candidate has demonstrated adequate acquaintance with experimental physics in other ways, either the research leading to the dissertation must be, at least in part, experimental, or the candidate must take a seminar in experimental physics. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Three or more graduate seminars in Theoretical Physics are offered each year. In addition, a seminar in Experimental Physics is arranged individually for students desiring it, and generally serves as an introduction to a research problem.

Experimental Physics

Miss Hoyt, Mr. Pruett, Mr. Smith.

Theoretical Physics

Mr. Smith:

Electromagnetic Theory.

Potential theory, Maxwell's Equations, applications to waves subject to various boundary conditions, transmission lines, wave guides, radiating systems. Prerequisite: an advanced undergraduate course in Electricity and Magnetism or in Theoretical Physics.

Mr. Pruett:

Quantum Mechanics.

Necessity for the quantum hypothesis. The Schroedinger and Heisenberg formulations with applications to atomic structure. The Dirac approach with applications to relativistic electron theory and the quantum theory of radiation. Prerequisite: an advanced undergraduate course in Mechanics or in Theoretical Physics.

At least one of the following advanced seminars is given each year:

Miss Hoyt:

Chemical Physics and Biophysics.

Interatomic and intermolecular forces, vibrational and rotational states of molecules. Dynamical properties of biological membranes, the biophysics of photosynthesis and photo-sensitive receptors. Prerequisite: Quantum Mechanics.

Mr. Smith:

Physics of the Solid State.

Classification and characteristics of solids, theory of mechanical, electrical, thermal, and magnetic properties. Prerequisite: Quantum Mechanics and Electromagnetic Theory. Either may be taken concurrently.

Mr. Pruett:

Nuclear Physics.

An introductory study of classical nuclear physics followed by applications of quantum mechanics to nuclear problems and associated high energy phenomena. Some quantum electrodynamics and meson theory will be included. Prerequisite: Quantum Mechanics or its equivalent.

Mr. Albano:

[Statistical Mechanics.

Classical kinetic theory and transport phenomena. Ensembles in classical and quantum statistical mechanics. Selected applications. Prerequisite: Quantum Mechanics.]

Mr. Albano:

[Elementary Particles.

Characteristics of elementary particles, symmetries and invariance principles, scattering theory, weak and strong interactions. Prerequisite: Quantum Mechanics.]

Colloquium. All members of the Department and all graduate students meet weekly for the discussion of current problems.

SELECTED UNDERGRADUATE COURSES

306a., 307b. *Classical and Quantum Mechanics:* Miss Hoyt.

BRYN MAWR COLLEGE

308b. *Advanced Mechanics of Discrete and Continuous Systems*
(at Haverford): Mr. Davidon.

309a. *Advanced Electromagnetic Theory*: Mr. Smith.

Political Science

The Caroline McCormick Slade Department of Political Science

President of the College: Harris L. Wofford, Jr. AB JD

Professors: Melville T. Kennedy, Jr. PHD *Chairman*
Gertrude C. K. Leighton AB JD

Associate Professors: Charles E. Frye PHD
Marc H. Ross PHD

Assistant Professor: Stephen Salkever PHD

Prerequisites. A good undergraduate training in political science and related subjects. Scores of the Graduate Record Examination Aptitude Test and Advanced Test are required in applications for admission.

Major and Allied Subjects. The major fields offered in political science are political philosophy and theory, Western comparative politics, non-Western comparative politics, American political process, American constitutional law, and international politics and law. Allied fields may be chosen in the other social sciences, in history and philosophy, and, with the special permission of the Department, in certain subjects in literature. Candidates for the Ph.D. are expected to prepare themselves in four fields, one of which may be allied.

Language Requirements. One modern foreign language for the M.A. Two foreign languages (only one need be modern), or one modern language and statistics for the Ph.D. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. The statistics requirement may be satisfied by passing an approved course in statistics.

Program and Examination for the M.A. The program consists of three units of work in political science, but a unit from an allied field may be substituted for one of these. The Final Examination will be written or oral or both.

Program and Examinations for the Ph.D. Candidates are expected to offer four fields, one of them being the field in which the dissertation is written. These fields are tested by preliminary written and oral examinations. An oral Final Examination will cover fields related to the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMESTER SEMINARS

Mr. Frye:

[*European Comparative Politics.*]
Intellectuals in Comparative Perspective.

Mr. Kennedy:

International Politics.
Topics in Politics of China, Japan, India.

Miss Leighton:

International Law.
Law, Psychodynamic Theories of Personality and Psychiatry.

Mr. Ross:

American Politics.
Urban Politics.

Mr. Salkever:

Constitutional Law.
Topics in Political Philosophy and Theory.

SELECTED UNDERGRADUATE COURSES

- 218a. *Community Politics*: Mr. Ross.
 230b. *Political Behavior*: Mr. Ross.
 301a. *Law and Society*: Miss Leighton.
 302b. *Law, Policy and Personality*: Miss Leighton.
 303a. *Problems in International Politics*: Mr. Kennedy.
 305b. *European Fascism*: Mr. Frye.
 309b. *Topics in Modern Political Thought*: Mr. Frye.
 311b. *Theory and Practice in Political Philosophy*:
 Mr. Salkever.
 312b. *China, Japan and India: Problems in Modernization*:
 Mr. Kennedy.
 313b. *Problems in Constitutional Law*: Mr. Salkever.
 316b. *Ethnic Group Politics: Concepts and Process*:
 Mr. Ross.
 317a. *Political Culture and Political Leadership*: Mr. Frye.

Psychology

Professors: Richard C. Gonzalez PHD *Chairman*
Howard S. Hoffman PHD
Matthew Yarczower PHD¹

Associate Professor: Earl Thomas PHD²

Assistant Professors: Clark McCauley, Jr. PHD
Jill T. Wannemacher PHD

Lecturers: Alice S. Powers PHD
Larry Stein PHD

Prerequisites. Undergraduate training in Psychology is recommended, but outstanding applicants with training only in related fields may be accepted. Students who have not majored in Psychology as undergraduates may find it necessary to devote a substantial portion of the first year to undergraduate courses. All applicants residing in the United States at the time of the application must submit a score on the Miller Analogies Test and on the Aptitude Test and Advanced Test of the Graduate Record Examinations.

Major and Allied Subjects. The orientation in the various fields is experimental, and there are no facilities for clinical training. Work in Psychology may be coordinated with work in one of the following allied areas: Anthropology, Biology, Chemistry, Mathematics, Philosophy and Physics.

Language Requirements. Candidates for the M.A. must pass an examination in one of the following languages: French, German, Russian. Candidates for the Ph.D. must offer two foreign languages: French and German (or some other foreign language with permission of the Department), or one foreign language and statistics. The statistics requirement will be tested by the Department. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. The program of work must include three units (six one-semester seminars or courses), which usually will be chosen from the group of seminars and courses listed below. Before final approval of the Master's paper, each candidate must pass a written examination in statistics. The Final Oral Examination, one hour in length, deals with the Master's paper and related topics.

¹On leave, semester II.

²On leave, semester I.

Program and Examinations for the Ph.D. Ph.D. candidates are expected to devote a large portion of their time to supervised research. In the first year, the research is done under the close supervision of the candidate's faculty advisor; a written report of the year's research activities (the form and content of which are determined by the candidate and his advisor) is submitted to the Department; and an oral examination dealing with the paper and related topics is conducted by the candidate's advisor and at least three other members of the Department. In addition to research, candidates, in their first two years of residence, take the six one-semester graduate courses listed below (or, if they elect to do so, a written examination in the subject matter instead of any one or all of the courses). The Preliminary Examinations, which should be taken before the beginning of the third year, consist of three written examinations of four hours each and an oral examination of one to two hours. The written examinations are in the following areas: Learning and Motivation, Physiological Psychology, Social Psychology, Developmental Psychology, or, with approval of the Department, in two of these areas and in one of the allied subjects listed above. The oral examination deals with the areas of the written examinations. Work beyond the Preliminary Examinations consists of seminars in selected topics and of dissertation research. The Final Oral Examination deals with the dissertation and the field in which it was written.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

GRADUATE COURSES

- Mr. Gonzalez:
Learning Theory.
- Mr. Hoffman:
Statistics.
- Mr. McCauley:
Experimental-Social Psychology.
- Mrs. Powers and Mr. Thomas:
Physiological Psychology.
- Miss Wannemacher:
Developmental Psychology.
- Mr. Yarczower:
Comparative Psychology.

SEMINARS

Seminars are offered on specialized topics in the areas of experimental, comparative, developmental, physiological and social

psychology. Among those offered most recently are the following: *Communication Theory, Experimental Design, Parameters of Reinforcement, Physiological Techniques and Instrumentation, Psychopharmacology, Stimulus Control of Behavior, Aversive Control, Neurophysiology of Reward and Punishment.*

SELECTED UNDERGRADUATE COURSES

- 201a. *Learning Theory and Behavior*: Mr. Gonzalez.
202b. *Comparative Psychology*: Mr. Yarczower.
203a. *Motivation*: Mr. Thomas.
204b. *Sensation and Perception*: Mr. Hoffman.
207b. *Language and Cognition*: Miss Wannemacher.
302b. *Physiological Psychology*: Mrs. Powers.

Russian

Associate Professor: Ruth L. Pearce PHD *Chairman*

Assistant Professors: Gary Browning PHD
George Pahomov PHD

Professor of Philosophy: George L. Kline PHD

Prerequisites. An undergraduate major or minor in Russian with knowledge of Russian literature and ability to read and speak Russian.

Allied Subjects. Any language or literature, European History, Political Science, Russian Philosophy.

Language Requirements. For the M.A., French or German. For the Ph.D., French, German and one Slavic language other than Russian. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work in Russian or in Russian and an allied field. The Final Examination consists of a three-hour written examination and an oral examination of one hour.

Examinations for the Ph.D. The Preliminary Examinations consist of four written papers, one of which must be taken in an allied

field, and an oral examination. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Seminars offered each year are selected in accordance with the needs and interests of the students enrolled. Normally the same seminar is not given in two successive years. In cooperation with the Department of Slavic Languages of the University of Pennsylvania, the student may also register at that institution under the Reciprocal Plan for a unit of work chosen from the graduate courses offered in Slavic. Undergraduate 300 level courses, with additional work, may also be offered for graduate credit.

SEMINARS AND GRADUATE COURSES

Mr. Browning:

[*Gogol.*]

[*Russian Ornamentalism.*]

Mr. Pahomov:

Chekhov (semester I).

Russian Romanticism (semester II).

[*Turgenev and Goncharov.*]

[*Classics of Russian Drama from Fonvizin to Chekhov.*]

Mrs. Pearce:

History of the Russian Language: Phonology and Morphology
(semester I).

*History of the Development of the Russian Literary Language
with Readings in Old Russian* (semester II).

Studies in Russian Grammar.

SELECTED UNDERGRADUATE COURSES

[303a. *Twentieth Century Russian Literature of the
Pre-Revolutionary Period.*]

[303b. *Soviet Literature.*]

306a. *Russian Prose and Poetry from Classicism to the Rise of
Realism:* Mr. Pahomov.

306b. *Russian Prose Literature of the Second Half of the
Nineteenth Century:* Mr. Browning.

Philosophy 304. *Russian Philosophy:* Mr. Kline (semester II).

At the University of Pennsylvania:

Russian 643. *Pushkin:* Mr. Barker (semester I).

Russian 647. *Nineteenth Century Poetry*: Mr. Mossman
(semester II).

Russian 649. *Tolstoy*: Instructor to be announced (semester I).

Slavic 631. *Old Church Slavic*: Mrs. Brooks (semester I).

Slavic 631. *Readings in Old Church Slavic*: Mrs. Brooks
(semester II).

Sociology

Professor: Eugene V. Schneider PHD *Chairman*

Associate Professor: Judith R. Porter PHD

Assistant Professors: William R. F. Phillips PHD¹
Robert E. Washington PHD

Lecturer: Janet Griffith PHD

Prerequisites. An undergraduate preparation in Sociology, or some closely related social science is desirable. Students whose undergraduate training is not entirely adequate may be required to take certain undergraduate courses.

Major and Allied Subjects. Students may wish to take some work in related fields: Anthropology, Economics, Psychology, Political Science, History and statistics. In addition, courses in Sociology and allied subjects may be taken at the University of Pennsylvania under the terms of the Reciprocal Plan.

Language and Statistics Requirement. Candidates for the M.A. must offer one modern foreign language and statistics. Candidates for the Ph.D. degree must offer two modern foreign languages (usually French and German) or one modern foreign language and statistics. The statistics requirement will be tested by the Department, or may be met by passing a graduate course in statistics.

Language skills will be tested by the examinations administered by Bryn Mawr College. Entering students may offer scores of the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service taken within twelve months of the date on which they begin graduate work at Bryn Mawr College.

Program and Examination for the M.A. The program consists of three units of work. The Final Examination may consist of one four-hour written paper, or one three-hour written paper and an oral examination of one hour.

¹On leave, 1974-75.

Program and Examinations for the Ph.D. The Preliminary Examinations for candidates for the Ph.D. will consist of four three-hour written papers and an oral examination of one hour. These examinations will be in General Sociology, Sociological Theory, and two special fields, one of which may be an allied field. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Seminars will be given in special branches of Sociology, such as:

<i>Sociological Theory</i>	<i>Industrial Sociology</i>
<i>Social Stratification</i>	<i>Race Relations</i>
<i>Sociology of Religion</i>	<i>Sociology of Poverty</i>
<i>Personality and</i>	<i>Political Sociology</i>
<i>Social Structure</i>	<i>Sociology of Developing</i>
<i>Sociology of Knowledge</i>	<i>Countries</i>
<i>Sociological Methods</i>	<i>Quantitative Techniques</i>
<i>Social Demography</i>	<i>in Empirical Research</i>
<i>Comparative Societies</i>	

Under exceptional circumstances a student may be registered for an advanced undergraduate course which with additional work may be accepted for graduate credit.

Spanish

Professors: Willard F. King PHD *Chairman*
Joaquín González Muela D en FL

Associate Professor: Eleanor K. Paucker PHD

Assistant Professor: John F. Deredita PHD

Professor of Philosophy: José María Ferrater Mora Lic FL

Prerequisites. An undergraduate major in Spanish; representative reading from Spanish literature of the Middle Ages, Golden Age and Contemporary Period. Spanish-American Literature may be offered in addition. Applicants for admission in Spanish are asked to submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations. Candidates are urged to arrange for a personal interview with a member of the Department whenever possible.

Allied Subjects. Any literature, ancient or modern, including Mediaeval Latin Literature; European or Spanish-American History; Classical or Romance Philology; Spanish-American Literature.

Language Requirements. For the M.A. either German or one Romance language other than Spanish. For the Ph.D. German and French; in special cases the Department may accept other languages. The Ph.D. candidate's preparation must give evidence of adequate knowledge of Latin; if it does not, Latin must be included in the graduate program.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of three units of graduate work in Spanish or two units of graduate work in Spanish and one other in an allied field. An M.A. paper on a topic related to the work in one of the seminars is required. The Final Examination consists of a three-hour written section and an oral of one hour, both in Spanish.

Examinations for the Ph.D. The Preliminary Examinations consist of four written papers, one of which must be taken in an allied field, and an oral examination. Suitable related fields should be discussed with the member of the Department with whom the candidate plans to work on the dissertation. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

The seminars are arranged to allow the widest possible choice for students over a two- or three-year period of study. Normally the same seminar will not be given two years in succession. Two from among the following will be given every year.

Members of the Department:

[*The History of the Spanish Language.*]

[*The Mediaeval Castilian Epic and Lyric.*]

[*Ideological Currents in Renaissance Spain.*]

[*Cervantes: Drama, Poetry and Novel* (with the exception of *Don Quijote*).]

Prose Fiction of the Golden Age.

Topic for 1974-75: The Picaresque Novel (semester I).

[*Poetry of the Golden Age.*]

Studies in Nineteenth Century Spanish Literature.

Topic for 1974-75: The Urban Novel (semester II).

Studies in Spanish American Literature.

Topic for 1974-75: Theory and Practice of the Avant-Garde
(semester I).

Studies in Twentieth Century Spanish Literature.

Topics for 1974-75: Contemporary Spanish Poetry
(semester II).

Modern Theater from the Generation of 1898 to the Present
(semester II).

SELECTED UNDERGRADUATE COURSES

[302a. *Mediaeval Spanish Literature:* Mrs. King.]

[303a. *The Modern Novel in Spain and Spanish America:*
Mr. Deredita.]

[303b. *Modern Poetry in Spain and Spanish America:*
Mr. González Muela.]

304a. *Cervantes:* Mrs. King.

304b. *Poetry and Drama of the Golden Age:* Mrs. King.

Fees

Application (payable by citizens of the United States and Canada and foreign students living in the United States): \$20.

Tuition

Full-time students: \$2750.

Part-time students:

2 academic units \$1850 a year (or \$925 a semester).

1 academic unit \$1050 a year (or \$525 a semester).

Auditors: Fees for auditors are the same as those for students registered in courses for credit.

Continuing enrollment (see page 8): \$125 a semester, except for students using Bryn Mawr College laboratories for dissertation research. In these cases, fees will be determined in consultation with the major department.

Payment of Fees

No reduction or refund of the tuition fee will be made on account of absence, illness or withdrawal after classes have begun, dismissal or for any other reason, except service in the armed forces of the United States.

Students whose fees are not paid before October 1 in the first semester and before February 15 in the second semester will not be permitted to continue in residence or to attend classes. Degrees will not be awarded to any student owing money to the College Book Shop, or other college facility.

The Education Plan of monthly payment in cooperation with the Bryn Mawr Trust Company is available for those who prefer to pay fees in monthly installments. Direct correspondence to the Comptroller of the College.

Summary of Expenses for the Academic Year

Regular

Tuition Fee (full-time)	\$2750
Residence in graduate student housing	1495

Contingent

Application Fee	\$ 20
Continuing Enrollment Fee	250
Course in Reading German or French	100
Dispensary Fee	40
Health Insurance (United States citizens)	40
Health Insurance (foreign students)	70
Graduation Fee for all Graduate Degrees	25
Charge for Microfilming Ph.D. Dissertation	30
Late Registration Fee	10
Add and Drop Fee	10

Faced with the rising costs of higher education, the College has had to raise tuition each of the last four years. Further increases may be expected.

Exclusion

The College reserves the right to exclude at any time students whose academic standing is unsatisfactory or whose conduct renders them undesirable members of the college community. In such cases fees will not be refunded or remitted in whole or in part: fellowships and scholarships will be cancelled.

Fellowships and Graduate Scholarships

Fellowships and graduate scholarships are provided from the general funds of the College, from the gifts of alumnae and other generous donors, and from government agencies and private foundations. The majority of these awards are made on the basis of an annual competition. Many of these awards are available to both men and women. Some may be granted only to women. Fellowships carry a stipend of \$2000 in addition to tuition and are available only to students who have completed one full year of graduate work. Graduate scholarships have a value of \$1550 in addition to tuition and may be held by citizens and non-citizens and by students at all levels of graduate work leading to the M.A. or Ph.D. degree. Other awards vary in value.

Application

Application from citizens of the United States and Canada should be made to the Dean of the Graduate School of Arts and Sciences and must be filed complete not later than February 1. In writing for forms applicants should state their fields of concentration. Applications from foreign students must be received not later than January 25. Scores of the Test of English as a Foreign Language or the examination of the English Language Institute of the University of Michigan must be included. Therefore the TOEFL must be taken by the previous October (see page 7).

Graduate and Professional School Financial Aid Service

The Graduate School of Arts and Sciences is a participant in the Graduate and Professional School Financial Aid Service (GAPSFAS), Educational Testing Service, Princeton, New Jersey 08540. All applicants for financial aid must file a GAPSFAS form entitled "Application for Financial Aid for the Academic Year 1975-76." Copies of the form are available locally in most colleges and universities; they may also be obtained by writing directly to Princeton. The completed form must be returned to the Graduate and Professional School Financial Aid Service by January 20.

The GAPSFAS form contains three sections: Part I for the applicant, Part II for the applicant's spouse or spouse to be, and Part III for the applicant's parents. Part I and, when applicable, Part II, must be completed as part of the application for financial aid at Bryn Mawr. Part III is not required.

Fellowships in the Award or Nomination of the College

Bryn Mawr College Fellowships of \$2000 in addition to tuition are offered annually in Anthropology, Biochemistry, Biology, Chemistry, Classical and Near Eastern Archaeology, Economics, Education and Child Development, English, French, Geology, German, Greek, History, History and Philosophy of Science, History of Art, Latin, Mathematics, Mediaeval Studies, Music, Philosophy, Physics, Political Science, Psychology, Russian, Sociology, and Spanish.

Alumnae Association Fellowships are provided from the contributions of former graduate students to the Alumnae Fund, from the Alumnae Regional Scholarship Committee of New York and Southern Connecticut, from the Bryn Mawr Booksale in Cambridge, the New Haven Book Shop, and from the Bryn Mawr Club of Princeton.

Marion Louise Ament Fellowship. Graduate fellowships in Spanish are occasionally awarded from the fund established in 1966 in honor of Marion Neustadt, Class of 1944.

The Henry Joel Cadbury Fellowship Fund in the Humanities was established in 1973 by the Board of Bryn Mawr College in honor of Henry Joel Cadbury, Trustee Emeritus. The Fund was made possible by donations from current and former trustees and directors of the College and friends of Dr. Cadbury in order to provide annual support for graduate students in the Humanities who have reached an advanced stage of their graduate work.

The Theodore N. Ely Fund. A fellowship or scholarship in Art or Archaeology is awarded to a woman graduate student from the interest on this fund, which was established in 1959 by bequest of Katrina Ely Tiffany, Class of 1897.

The Margaret Gilman Fund. A fellowship or scholarship in French, open to both men and women, is awarded from the interest on this fund, which was established in 1958 by bequest of the late Margaret Gilman, Professor of French at Bryn Mawr College.

The Howard Lehman Goodhart Fellowship is awarded to an advanced student, man or woman, in Mediaeval Studies.

The Helen Schaeffer Huff Memorial Research Fellowship is awarded for a year of research work in Physics or Chemistry at Bryn Mawr College. Candidates must be women who have demonstrated their ability for research. If other qualifications are equal among a number of candidates, preference will be given to a woman whose field of research overlaps the fields of Chemistry and Physics. This fellowship is normally awarded to a post-doc-

toral candidate to enable her to continue her research program. In such cases the stipend will be \$6000. In exceptional cases, candidates engaged in important research who have not completed the work for the doctorate will be considered. For such students the stipend will be less, the amount to be determined on the basis of the candidate's qualifications.

The Helen Schaeffer Huff Memorial Research Fellow has no duties except those connected with her own research, but she may arrange with the department in which she is working to do a small amount of teaching if she so desires.

The S. Maude Kaemmerling Scholarship was established in 1959 by the estate of S. Maude Kaemmerling and increased by a gift in 1965. The income on the fund is to be used for graduate scholarships and fellowships for men and women.

The Samuel H. Kress Foundation Fellowships in varying amounts are awarded to advanced men and women graduate students in History of Art.

The Katharine Elizabeth McBride Fellowship. In the 75th Anniversary Year a fund for a graduate fellowship in honor of Katharine McBride was established by certain alumnae. The endowment of this fellowship was increased by a gift from the class of 1925 on its 40th reunion. The fellowship is awarded in any department to a woman candidate for the Ph.D. degree who is about to complete two years or more of graduate work.

The Emmy Noether Fellowship was founded by gifts from many donors in memory of Emmy Noether who came to Bryn Mawr College from Germany in 1933 and who died April 14, 1935. It is open to women in the United States and in foreign countries who are advanced graduate students of Mathematics. It is awarded by the Department of Mathematics of Bryn Mawr College, and may be used, subject to the approval of the Department, at any institution in the United States or in a foreign country.

The Ida H. Ogilvie Fellowships in Geology are awarded to men and women each year from part of the income of the Ida H. Ogilvie Fund, which was established in 1965 through the bequest of Dr. Ogilvie, a member of the Class of 1896.

The Max Richter Fellowship Fund was established in 1962 and increased in 1965 by gifts from the Trustees of the Richter Memorial Foundation. Income from the endowment provides two or more fellowships to advanced students interested in public affairs.

The Mildred Clarke Pressinger von Kienbusch Fellowship was established in 1964 by a gift in honor of Mildred Clarke Pressinger von Kienbusch of the Class of 1909. The income on this fund is to be used for a woman graduate student working toward the doctor-

ate. This award may be made to a beginning graduate student.

Scholarships and Fellowships under the Plan for the Coordination of the Sciences. The departments of the natural sciences and mathematics administer a fund for the Coordination of the Sciences, given to the College in 1935 by the Carnegie Corporation of New York. Its purpose is to encourage and facilitate teaching and research in fields such as biochemistry, biophysics, geochemistry, geophysics and psychophysics.

From this fund, the Committee for the Coordination of the Sciences awards fellowships, scholarships, assistantships, post-doctoral research fellowships or other grants as seem appropriate.

The Mary Waddell Fellowship Fund provides grants of \$1000 each for the study of Mathematics to daughters of American citizens of Canadian descent.

Whiting Fellowships in the Humanities are awarded to men and women in their final dissertation year. Each fellowship carries a stipend of \$400 per month, plus tuition, together with a modest allowance for research expenses and a family allowance if needed. These fellowships are available in the Departments of Classical and Near Eastern Archaeology, English, French, German, Greek, History, History of Art, Latin, Mediaeval Studies, Music, Philosophy, Russian and Spanish.

Fellows by Courtesy. Fellows who continue their studies at the college after the expiration of their fellowships may, by a vote of the Directors, receive the rank of Fellow by Courtesy.

Travelling Fellowships

The Fanny Bullock Workman Travelling Fellowship for a year of study or research abroad was established in 1927 by bequest of Fanny Bullock Workman and by gift of her husband, Dr. W. Hunter Workman. It is awarded to a woman who is a candidate for the degree of Doctor of Philosophy at Bryn Mawr College and who could not have the advantages of such a year without assistance. At the discretion of the Faculty, the fellowship for any one year may be divided between two students, or the same student may hold the fellowship for more than one year.

The Anna Ottendorfer Memorial Research Fellowship in Teutonic Philology and German Language and Literature, founded in 1907 by Mrs. Anna Woerishoffer in memory of her mother, is to be applied to the expense of study and residence for one year at a German university. It is awarded to a woman who has completed

at least one year of graduate study at Bryn Mawr College, and who shows ability to conduct independent investigations in the fields of Teutonic Philology or German Literature. The choice of a university is determined by the holder's preference, subject to the approval of the Faculty.

The Ella Riegel Fellowship or Scholarship in Classical Archaeology was founded in 1937 by bequest of Ella Riegel. It is awarded on the recommendation of the Department of Classical and Near Eastern Archaeology to advanced students in this subject. It is given for study abroad but may, at the discretion of the Department, be used at Bryn Mawr College.

Graduate Scholarships

Bryn Mawr College Graduate Scholarships of \$1550 each in addition to tuition are offered annually to men and women for work in any department of the Graduate School of Arts and Sciences.

Scholarships for Foreign Students. These scholarships are designated for foreign students who have excelled in their university studies. Applicants must have had three or four years of university training. Each scholarship carries a stipend which covers full tuition and residence in graduate student housing during the academic year. (Meals during vacations are not included and students will need to provide their own funds for these and other expenses.) Scholarship holders are expected to carry a full program of graduate work and to attend regularly the courses for which they are registered. Work is given in seminars or small discussion groups in which the students, as well as the instructor, actively participate. It is essential, therefore, that the student be able not only to read and write English, but to understand it and speak it fluently.

The Marguerite N. Farley Scholarships for Foreign Students, of the value of \$1550 each in addition to tuition, are offered to students from any country outside the United States and Canada. Occasionally a fellowship is awarded from this fund to a foreign student who has completed at least one year at Bryn Mawr.

A special British Scholarship, of the value of \$1550 in addition to tuition, is awarded to students from the United Kingdom sponsored by The English-Speaking Union.

Special Foreign Scholarships for French, German, Italian and Spanish, of \$1700 each in addition to tuition, have been established for students whose languages form a part of the Bryn Mawr cur-

riculum. Holders of these scholarships are asked to devote four or five hours a week to supervised teaching or other assistance in the appropriate language department. The Special Scholarship for French has been named in memory of Marcelle Pardé who was a member of the French Department of Bryn Mawr College between 1919 and 1929. The Special Scholarship for Spanish has been made in memory of Miguel Catalan, distinguished Spanish physicist and friend of Bryn Mawr.

Duties of Fellows and Scholars

Fellows and Graduate Scholars are required to carry a full academic program at Bryn Mawr College. They are expected to attend official functions. Fellows are not permitted to accept other appointments. Scholars, with the permission of the Dean of the Graduate School of Arts and Sciences, may undertake a limited amount of paid work. Each Travelling Fellow is asked to present a written report of the work done during the fellowship year. This report should be sent about the first of March to the Dean of the Graduate School of Arts and Sciences for transmittal to the student's department.

Assistantships

Teaching Assistantships are available in some departments. These positions carry salaries of \$2700-\$2900 for half-time work, \$1800-\$1900 for one-third time work, and include tuition without fee. The duties differ with departments. In departments of science, assistantships provide teaching and laboratory experience.

Graduate Assistantships are available in some departments. These positions provide full-time tuition and wages according to the hours of work given to the department.

Research Assistantships are available in the Departments of Biology, Chemistry, Geology, Physics and Psychology.

Internships and Field Work Placements. The Department of Education and Child Development offers each year one internship, with stipend, in school psychology. The intern is placed in the Child Study Institute and receives individual supervision there. Supervised practicum experience at the Institute is also available, usually without stipend.

Supervised field work placements, with stipend, are available in school counseling. These are open to advanced, highly qualified candidates in the school counseling program sequence. Supervised practicum experience in counseling is also available, usually without stipend.

Tuition Grants

Tuition grants are available for full-time and part-time students. Gifts from the Alumnae Regional Scholarship Committee of Eastern Pennsylvania, Southern New Jersey and Delaware, and the Bryn Mawr Club of Princeton have increased the number of these grants to women.

A grant from the Samuel S. Fels Fund has augmented the funds available for men and women who are unable to undertake full-time work.

Graduate Prize

The Susan B. Anthony Memorial Prize, commemorating the great work of Susan B. Anthony for women, was founded by her friend, Anna Howard Shaw, and her niece, Lucy E. Anthony. It is offered from time to time to a graduate student at Bryn Mawr College who has published or submitted in final form for publication the best study dealing with the industrial, social, economic or political position of women. The award is made by a committee of which the President of the College is chairman.

Loan Funds

Applications for loans are made on special forms which can be obtained from the Office of Admissions and Awards after a student has been admitted to the Graduate School of Arts and Sciences.

Loan applicants must file these forms, and a GAPSFAS form, by August 1 (see page 80).

National Direct Student Loan Program—Loans are available to qualified graduate students who are registered for at least two units of graduate work. In certain cases, partial loan cancellation is offered.

The Students' Loan Fund of the Alumnae Association of Bryn Mawr College was established by the Class of 1890 for the use of students who need to borrow money in order to continue their college work and for the purpose of receiving contributions, no matter how small, from those who are interested in helping students obtain an education. The fund is managed by the Alumnae Scholarships and Loan Fund Committee.

Loans may be used for any purpose approved by the Committee, who try to provide small loans to relieve undue financial pressure, or to meet special emergencies. As a rule, money is not lent students in their first semester of graduate work. Not more than \$500 may be borrowed by a student in any one year, except under extraordinary circumstances. The total for four years must not exceed \$1500.

While the student is in college no interest is charged; after the student leaves college the interest rate is three percent. The entire principal must be repaid within five years from the time the student leaves college at the rate of twenty percent each year. Students who wish to borrow from the Loan Fund may obtain application blanks for this purpose from the Office of Admissions and Awards of the Graduate School of Arts and Sciences.

Office of Career Planning

Graduate students are invited to make use of the services of the Office of Career Planning. These services include counseling on career interests and concerns; information on specific openings for summer, temporary and permanent, full- and part-time positions; consultation on job-hunting methods. Upon request the Office of Career Planning also collects, maintains and makes available to prospective employers the credentials of graduate students and alumnae. The credentials include biographical data and faculty and employer references.

Graduate Student Council

The Graduate Student Council, composed of one representative elected annually from each department offering a graduate program, serves as a vehicle through which graduate students may voice their concerns and needs to the faculty and administration. When appropriate, the Council also initiates and carries out specific programs to meet these needs.

Graduate students work primarily in one department, so that the Council provides a means of communicating with students in all departments. Council meetings are held at least once a month in the Graduate Lounge located in the M. Carey Thomas Library. Graduate student opinion is sometimes solicited through questionnaires, so that the Council may best represent various opinions.

The Council works through committees such as those concerned with the Library and with graduate student housing. In addition, representatives of the Council sit on various college committees.

Graduate Student Housing

Housing on campus is provided for about sixty-five graduate students in the Graduate Residence Center, Batten House, and the Annex. There is a separate bedroom for each student. Rooms are furnished except for rugs and curtains. Blankets are provided but students should bring towels and bed linen. (Local rental services will supply sheets and pillowcases for a modest fee. Arrangements can be made on arrival.) Private telephones cannot be installed in campus housing. Because of college fire regulations, smoking is not permitted in the bedrooms. There are smokers on certain floors. The dining room, available to all resident students, is located in the Center.

Application for a room should be made as early as possible. A room contract, which will be sent upon request, must be signed and returned to the Office of the Graduate School of Arts and Sciences with a deposit of ten dollars. The deposit will be deducted from the residence fee; it will be refunded only if the student cannot be accommodated or has been called into service in the armed forces of the United States.

A student who has reserved a room will be held responsible for the residence charge unless notice of withdrawal is sent in writing to the Dean of the Graduate School of Arts and Sciences before August 15.

The regular charge for residence (room, board and health service) for graduate students is \$1495 a year, payable one half early in the first semester and the other half early in the second. Although one or more housing units may be closed during Christmas and spring vacations, when meals are not served, and health service is not available, residence on campus is provided from the opening of College in the fall until Commencement Day. Baggage will be accepted at the College after August 30. It should be sent prepaid, addressed to the proper residence hall, and marked with the owner's name.

Health

Medical Services

The College maintains an 18-bed infirmary with a staff of physicians and nurses. The infirmary is open when College is in session. The college physicians may be consulted without charge by students residing in campus housing and by students living off campus who have paid the dispensary fee. Specialists practicing in Bryn Mawr and Philadelphia serve as consulting physicians to the College. If consultation is necessary, the student must meet the expense.

The residence charge paid by graduate students living in campus housing entitles them to treatment in the College dispensary, and to care in the Infirmary for seven days (not necessarily consecutive) during the year, and to attendance by the college physicians during this time. After the seven-day period, the fee is \$15.00 for each day in the Infirmary.

Graduate students who do not live in campus housing may pay a \$40.00 fee which entitles them to full use of the Student Health Service. The fee is not billed automatically and is not covered by scholarship or other grants. The dispensary fee is to be paid in the Comptroller's Office where a dispensary card is issued.

The College maintains a counseling and diagnostic service staffed by two clinical social workers and three psychiatrists. They are at the Infirmary on a part-time basis. All students eligible for dispensary care may use this service. The counseling service offers confidential consultation and discussion of personal and emotional problems. Definitive and long range psychotherapy is not available. A charge is made for visits in excess of four.

Medical Requirements

All graduate students, after admission, must file a medical history and health evaluation form with the Infirmary. There are no exceptions to this rule.

In addition to a statement of health, signed by a physician, the following are required: tetanus and polio immunizations; proof of freedom from active tuberculosis based on either a negative skin test, or in the presence of a positive test, a normal chest x-ray within six months of admission.

Insurance

All graduate students are urged to carry health insurance. Students up to age twenty-five are entitled to the Bryn Mawr College Student Health care insurance at a cost of about \$40.00 per year. Those wishing more complete coverage may purchase Blue Cross and Blue Shield insurance on an individual basis, subject to screening by the insurance company. Application for College health insurance should be made through the Head Nurse in the Infirmary.

Foreign Students. The College also makes available a policy which provides fuller coverage of medical, surgical, and hospital costs. This insurance is required of all students whose permanent residence is not in the United States unless they have equally complete protection of another kind effective in the United States. The cost for students under age thirty is about \$70.00 for a twelve-month period, starting in September.

Child Care Center

Child care is available for Bryn Mawr-Haverford families at the New Gulph Child Care Center, 911 New Gulph Road (215 LA 5-7649). The Center, conducted by a professional staff, incorporates age group developmental activities with high quality group care. Children, three months through five years old, are eligible. The Center is open five days a week, 9-5, at an approximate cost of \$1.25 per hour plus an additional charge for hot lunch if desired. A minimum of six hours' regular use per week is required. Following Commencement, a summer Play Program is conducted for approximately two months. Early registration for all programs is essential. For information contact the Director. Tuition for the semester is partially payable in advance.

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The notations throughout this section
refer to the following footnotes:

¹On leave, 1974-75.

²On leave, semester I.

³On leave, semester II.

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- Esther A. Stults MSLS (Drexel University) *Cataloging Librarian*
- Barbara F. Van Horn MSLS (Drexel University) *Serials Librarian*
- Ethel W. Whetstone ABLIS (University of North Carolina) *Head, Sciences and Social Sciences Libraries*

BRYN MAWR COLLEGE

Child Study Institute

Janet L. Hoopes PHD (Bryn Mawr College) *Director*

Anne D. Emmons MS (University of Pennsylvania) *Director, Remedial Reading Service*

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Elsie Waelder MSW (Western Reserve University) *Supervising Counselor*

Isabel Westfried MA (Bryn Mawr College) *Chief Psychologist*

Phebe Anna Thorne School

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Index

Academic Departments	3	Excavations	27
Administrative Officers	102	Exclusion from the College	79
Admission, to the Graduate		Executive Committee, Directors	93
School of Arts and Sciences	6	Expenses	79
to Graduate Courses	7		
Anthropology	16	Faculty	94
Application for Admission	6	Fees	78
for Financial Aid	7	Fellowships	80
for Residence	89	Finance Committee, Directors	93
Archaeology, Classical and		Financial Aid	80
Near Eastern	26	Foreign Students, Application	7
Art, History of	52	Financial Aid	7
Assistantships	85	Scholarships	84
Avignon, Summer Institute	12	French	37
Awards, Academic	81		
Awards, Graduate,		Geology	40
Committee on	104	German	43
		Goldman Collection, Hetty	9
Biochemistry	19	Goodhart, Marjorie Walter,	
Biology	20	Mediaeval Library	9
Board of Directors	92	Gordan, John D., Reference	
Committees of	93	Center	9
Boyce Collection, Aline A.	9	Graduate Prize	86
Buildings and Grounds		Graduate Record Examinations	6
Committee, Directors	93	Graduate Residence Center	89
		Graduate Student Council	88
Calendar for the		Greek	45
Academic Year	4-5		
Canaday Collection, Ward M.	10	Health	90
Career Planning, Office of	88	Health Staff	103
Castle Collection	9	History	47
<i>Centro de Estudios</i>		History and Philosophy of	
<i>Hispánicos</i>	12	Science	50
Chemistry	23	History of Art	52
Child Care Center	91	History of Religion	54
Child Study Institute	33	Housing	89
Child Study Institute Staff	104		
Classical and Near Eastern		Infirmary	90
Archaeology	26	<i>Institut d'Etudes françaises</i>	
Committees of Board of		<i>d'Avignon</i>	12
Directors	93	Insurance, Health	91
Computer Center	10	Italian	55
Continuing Enrollment	8		
Council of the Graduate		King Collection, Elisabeth W.	9
School of Arts and Sciences	104		
Courses	16-77	Laboratories	10
Curtis Collection, Densmore	9	Language Requirements	6
		Latin	55
Degree Candidacy	8	Libraries	9
Degree Requirements	13-15	Mariam Coffin Canaday	9
Dillingham Collection	9	M. Carey Thomas	9
Directions to the College	108	Auxiliary Libraries	9
Directors, Board of	92	Library Committee, Directors	93
Committees of	93	Library Staff	103
Doctor of Philosophy, degree	13	Loan Funds	87
Duties of Fellows and Scholars	85		
		Madrid, Summer Institute	12
Economics	29	Master of Arts, degree	14-15
Education and Child		Mathematics	57
Development	31	Mediaeval Studies	59
Employment	88	Music	60
English	35		

Officers		Scholarships	80
Administrative	102	Science Center	10
Board of Directors	92	Sciences, Plan for	
		Coordination in	10, 83
Phebe Anna Thorne School	33	Seminars and Courses	16
Philosophy	62	Social Work and	
Philosophy of Science	50	Social Research, Graduate	
Physical Examination	90	School of	3, 22
Physics	65	Sociology	74
Plan for Coordination in		Spanish	75
the Sciences	10, 83	Staff, Academic and	
Political Science	68	Administrative	94
Program of Study	11, 16	Student Employment	88
Psychology	70	Summer Work	12
		Teaching Certification	32
Rare Book Room	9	Trustees	92
Reciprocal Plan, University		Tuition	78
of Pennsylvania	11	Tuition Grants	86
Registration	8	Tuition Scholarships	80
Riegel Museum, Ella	9		
Religion, History of	54	University of Pennsylvania,	
Religious Life Committee,		Reciprocal Plan	11
Directors	93	U.S. Corps of Engineers	
Requirements for Admission	6	Map Collection	10
for Degrees	13-15		
Residence Center	89	Vaux Collection, George Jr.	10
Resources for Graduate Work	9		
Russian	72		



Directions to Bryn Mawr

Bryn Mawr College is located approximately eleven miles west of Philadelphia and nine miles east of Paoli.

By air: From the Philadelphia International Airport take the airport limousine to 30th Street Station in Philadelphia and from there the Paoli Local to Bryn Mawr, or take a taxi or the Bennett Limousine Service directly to Bryn Mawr from the airport, a distance of 14 miles.

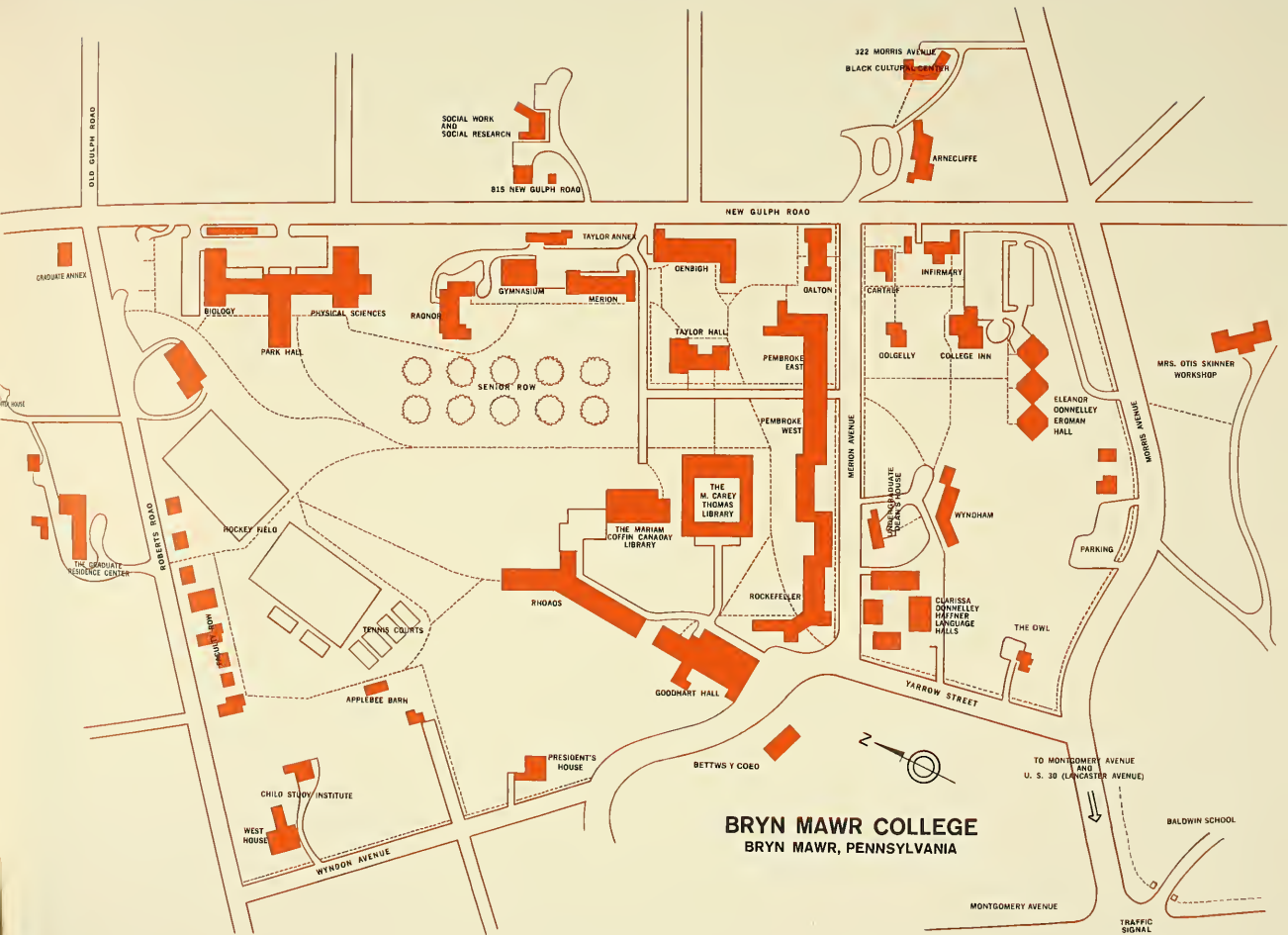
By automobile: From the east or west take U.S. 30 or the Pennsylvania Turnpike. From the Valley Forge Exit of the Turnpike, take the Schuylkill Expressway (Pa. #43—Interstate #76), turning right at exit number 36, Pa. #320, Gulph Mills, which is 3.5 miles east of the toll gate; continue into Montgomery Avenue to the town of Bryn Mawr, a distance of 4 miles from the Expressway. Turn left at the traffic light at the intersection of Morris and Montgomery Avenues and take Morris Avenue to the next traffic light. Turn left on to New Gulph Road.

Visitors may use the College parking lot, entering at Merion Gate, which is directly opposite 815 New Gulph Road.

By bus: All Greyhound buses arrive at the Philadelphia terminal at 17th and Market Streets, adjoining Suburban Station. Trailways buses arrive at 13th and Arch Streets, three blocks from Suburban Station. Take the Paoli Local from Suburban Station to Bryn Mawr.

By railroad: Connections from the east, north and south are best made from 30th Street Station, Philadelphia, on the Paoli Local of the Penn Central Railroad, which leaves the station every thirty minutes. Those coming by rail from the west are advised to leave the train at Paoli (rather than North Philadelphia) and take the Local from Paoli to Bryn Mawr.

To walk to the College from the Bryn Mawr Station, go one block to the traffic light at the intersection of Morris and Montgomery Avenues, cross Montgomery onto Morris and take the next left onto Yarrow Street, which leads directly to the campus.



BRYN MAWR COLLEGE
 BRYN MAWR, PENNSYLVANIA



1974-75

1974-1975
Bryn Mawr College Calendar

**BRYN
MAWR**

Undergraduate College

1974-75

Bryn Mawr College Calendar

Undergraduate Courses

Issue for the Session of 1974-75

August 1974, Volume LXVII, Number 3

Bryn Maur College Calendar. Published December, July, August and September by Bryn Mawr College, Bryn Mawr, Pa. 19010.

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Contents

	PAGE
Academic Schedule	3
The Trustees, Directors and Committees of the Board	5
The Faculty and Staff	7
Introduction	20
Admission	25
To the Freshman Class	25
Of Transfer and of Foreign Students	28
Readmission	29
Leaves of Absence	29
Academic Facilities and Residence	31
Tuition and Residence Fees	37
General Information	39
Student Advising	39
Academic Standards and Regulations	39
Health	40
Curriculum	43
Premedical Preparation	47
Preparation to Teach	48
Coordination in the Sciences	48
Credit for Creative Work in the Arts	49
Language Houses	49
Summer Institutes Abroad	50
The Junior Year Abroad	50
Employment and Vocational Counseling	52
Courses of Study	54
Departmental Courses	55
Interdepartmental Work	145
Performing Arts	154
Physical Education	154
Financial Aid	157
Scholarship Funds	159
Prizes and Academic Awards	175
Scholarships for Medical Study	178
Loan Funds	180
Alumnae Representatives	183
Index	189

Visitors to the College are welcome, and when the College is in session student guides are available to show visitors the campus. Appointments for interviews and for campus tours should be made in advance by letter or by telephone. The College offices are open Monday through Friday from nine until five and on Saturdays from nine until one when the College is in session.

Correspondence

The Post Office address is Bryn Mawr College, Bryn Mawr, Pennsylvania 19010. Telephone: 215 LA 5-1000.

Correspondence about the following subjects should be addressed to:

The President

General interests of the College

The Dean

Academic work, personal welfare and health of the students

The Director of Admissions

Admission to the Undergraduate College and entrance scholarships

The Dean of the Graduate School of Arts and Sciences

Admission and graduate scholarships

The Dean of the Graduate School of Social Work and Social Research

Admission and graduate scholarships

The Director of Halls

Rooms in the halls of residence

The Comptroller

Payment of bills

The Director of Office of Career Planning

Recommendations for positions and inquiries about students' self-help

The Alumnae Association

Regional scholarships and loan fund

Academic Schedule 1974-75

1974		<i>First Semester</i>
<i>August</i>	31	Halls of residence open to entering class at 12 noon. Registration of entering undergraduate students.
<i>September</i>	2-7	Deferred examinations.
<i>September</i>	4	Halls of residence open to returning undergraduates at 8 a.m. Registration of returning students.
<i>September</i>	5	Work of the 90th academic year begins at 9 a.m.
<i>September</i>	7	French examinations for undergraduates.
<i>September</i>	14	German examinations for undergraduates.
<i>September</i>	20	Hebrew examinations for undergraduates.
<i>September</i>	21	Italian and Spanish examinations for undergraduates.
<i>September</i>	28	Greek, Latin and Russian examinations for under- graduates.
<i>October</i>	12	Mathematics examinations for undergraduates.
<i>October</i>	18	Fall vacation begins after last class.
<i>October</i>	23	Fall vacation ends at 9 a.m.
<i>November</i>	27	Thanksgiving Holiday begins after last class.
<i>December</i>	2	Thanksgiving Holiday ends at 9 a.m.
<i>December</i>	10	Last day of Semester 1 classes.
<i>December</i>	11-12	Review Period.
<i>December</i>	12	Written work due.
<i>December</i>	13-18	College examinations for Semester 1.
<i>December</i>	14	Language examinations for Seniors Conditioned.
<i>December</i>	18	Winter vacation begins.

1975		<i>Second Semester</i>
<i>January</i>	13	Work of the Second Semester begins at 9 a.m.
<i>January</i>	31-	
	<i>February</i>	1 Deferred examinations.
<i>March</i>	7	Spring vacation begins after last class.
<i>March</i>	17	Spring vacation ends at 9 a.m.
<i>March</i>	22	Greek, Latin, Russian and Mathematics examinations for undergraduates.
<i>April</i>	4	Hebrew examinations for undergraduates.
<i>April</i>	5	French, Italian, Spanish and German examinations for undergraduates.
<i>April</i>	12	Parents' Day.
<i>April</i>	18-20	Geology Field Trip.
<i>April</i>	25	Last day of Semester II classes.
<i>April</i>	26-29	Review Period.
<i>April</i>	29	Written work due.
<i>April</i>	30-	
	<i>May</i>	9 College examinations for Semester II.
<i>May</i>	12	Conferring of degrees and close of the 90th academic year.
<i>May</i>	16-18	Alumnae Weekend.

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The notations through this section refer to the following footnotes:

1. On sabbatical leave, 1974-75
2. On sabbatical leave, semester I, 1974-75
3. On sabbatical leave, semester II, 1974-75
4. On leave of absence with Junior Faculty Research Award, 1974-75
5. On leave of absence, 1974-75
6. On sabbatical leave semester I, leave of absence semester II

Professors

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Deborah Grady Dalton, A.B. (Bryn Mawr College), *Warden of Rboads Hall*
Marie Devine, M.A. (Bryn Mawr College), *Warden of Rockefeller*
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Introduction

Bryn Mawr effectively combines a small undergraduate college with two graduate schools. In both the Graduate School of Arts and Sciences and the Undergraduate College the study of the liberal arts and sciences is pursued with members of the faculty who normally teach on both levels. They find that the teaching of undergraduates and the direction of graduate student research complement each other, so that the stimulation of investigation in the various fields of graduate study is reflected in all departments of undergraduate work. The undergraduate program emphasizes both depth and breadth of knowledge and understanding. No field is so broad that it cannot take advantage of the specialist's deep understanding; no specialty is so narrow that it may not profit from a breadth of perception.

Bryn Mawr College is convinced that intellectual discipline and enrichment provide a sound foundation for living. It believes in the rights of the individual and thinks of the college community as a proving ground for the freedom of individuals to think and act as intelligent and responsible members of a democratic society.

In these beliefs Bryn Mawr has preserved the purpose and much of the tradition of its founders, a group of men and women belonging to the Society of Friends who were convinced that intelligent women deserve an education as rigorous and stimulating as that offered to men.

History of the College

This concern about the opportunity for women to study at the university level was felt strongly by Dr. Joseph Taylor, a New Jersey physician, who decided to give his estate to provide the land, the first buildings and the endowment for the new college. With much care Dr. Taylor chose the site, thirty-nine acres of land on a hill in Bryn Mawr, eleven miles west of Philadelphia. He supervised the erection of the first building and took part in formulating the plans that led to a new educational venture. This was the opening in 1885 of the first college for women with undergraduate instruction for the A.B. and graduate instruction for the M.A. and PH.D. degrees in all departments.

Dr. Taylor as he planned the College thought first of the education of young Friends. As Dr. Taylor's trustees in the early years considered the

policies of the College they found themselves bound to allow freedom of conscience to all students. By 1893 it is clear from their studies and reports that they were determined to maintain a non-denominational college while strongly supporting the Friends' position of freedom of conscience and providing for continued opportunity within the College and through the College to encourage the student to develop and strengthen her own religious faith.

The first president of Bryn Mawr College was James E. Rhoads, a physician and one of the trustees responsible for the initial plans. The first dean was M. Carey Thomas, who devoted her life to securing for women the opportunity for higher education and the right to share in all the privileges and responsibilities of American citizenship. Miss Thomas succeeded to the presidency in 1893, after the resignation of Dr. Rhoads. In 1922 she was followed by Marion Edwards Park, already distinguished in the academic world for her scholarship in the classics and her ability as a teacher and administrator. From 1942 to 1970 Katharine Elizabeth McBride presided over the College in a time of great change and tremendous growth. The fifth president, Harris Llewellyn Wofford, Jr., was elected in 1969.

Since the early years of Bryn Mawr, the campus has grown from 39 to about 100 acres; new buildings have been added as required by additional students and by new undertakings in teaching and research.

The College as Community

Believing that a small college provides the most favorable opportunity for the students to participate in their own education, Bryn Mawr limits the number of undergraduates to approximately nine hundred. And since diversity in background and training serves not only to stimulate discussion but also to develop an intelligent understanding of such diversity, the undergraduate enrolment includes students from various types of schools, independent and public, foreign as well as American. The whole group, both graduate and undergraduate, is composed of students from all parts of the United States as well as from many foreign countries.

The resources of Bryn Mawr as a small residential college are augmented by its participation at the undergraduate level with Haverford College and Swarthmore College in an arrangement which coordinates the facilities of the three institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. All three colleges share

in some facilities and in various curricular and extra-curricular activities, but geographical proximity makes possible more regular and closer cooperation between Bryn Mawr and Haverford, which are only a mile apart. The calendars for the year are coordinated so that vacations and examination periods coincide. Bryn Mawr students regularly take courses at Haverford and may major in fields not represented in the Bryn Mawr curriculum. The cooperation greatly augments and enriches the academic offerings of both colleges. Collections in the two libraries are cross-listed, and students may study in either library.

The cooperation between Bryn Mawr and Haverford naturally extends beyond the classroom. Student organizations on the two campuses work closely together in matters concerned with student government and in the whole range of activities. Cooperation in living arrangements was initiated in 1969-70, and several residence halls on the two campuses are assigned to students of both colleges.

Bryn Mawr itself sponsors a broad cultural program which supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. Such opportunities are provided by the six-week residence of the Mary Flexner Lecturer in the humanities and by the Anna Howard Shaw Lectures in the social sciences, the visiting professors on the Katharine E. McBride Fund for faculty appointments and by various individual lecturers in many of the departments of the College. The President's Office sponsors seminars on current issues which bring together distinguished leaders from the worlds of business, politics, finance and scholarship. Several of the student organizations also arrange conferences and lectures both on current national and international problems and within particular fields of social and cultural interest. The musical, dramatic and dance programs of the College are under the direction of the faculty and staff of Bryn Mawr and Haverford colleges and are arranged by the appropriate student organizations of the two colleges. The Mrs. Otis Skinner Theater Workshop has facilities for experimental theater work; the Arnecliffe Studio is for painting and sculpture, where guidance and criticism are provided by the artist-in-residence.

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join with members of the faculty and administration in making and carrying out plans for the college community as a whole. The Student Self-Government Associa-

tion, to which every student belongs, provides a framework in which individuals and smaller groups function. The Association both legislates and mediates in matters of social and personal conduct. Through their Government Association, the students share with the faculty the responsibility for the administration of the Academic Honor System. The Association also coordinates the activities of the many special interest clubs, open to all students; it serves as the liaison between students and College officers, faculty and alumnae. It has most recently been instrumental in perfecting a system of meal exchanges with Haverford, extending the shuttle bus service which the two colleges provide, and introducing college transportation between the two colleges and Swarthmore.

The Association is aided by the Committee on Religious Life and Student Affairs of the Board of Directors and by the staff of the College to bring students in touch with their churches, to sponsor lectures or discussions on religious subjects, to plan services for worship and to take responsibility for giving students an opportunity to pursue and extend their religious interests.

Other major student organizations are concerned with political affairs, community service, the arts and athletics. The Alliance for Political Affairs offers possibilities for political action and political education, sponsoring speakers, organizing discussions and providing outlets for active participation in contemporary political issues. Alliance is an "umbrella organization" serving politically-oriented interest groups on campus.

The Bryn Mawr-Haverford Arts Council, independently or with other groups (College Theater, Orchestra, Chorus, Little Theater) sponsors work and performances or exhibitions in the arts. Under the aegis of the Athletic Association, the Dance Club choreographs its own productions. The Athletic Association also provides opportunities for all kinds of activities, from the Outing Club to organized intramural and varsity contests. *The Bryn Mawr-Haverford News*, published weekly, and *Arroy*, published annually, welcome the participation of students interested in reporting, editing and critical or creative writing. In 1972-73 a new magazine *Ra*, sponsored by the Sisterhood of the Black Students League, came into being.

One of the most active of student organizations is the Curriculum Committee, which has worked out with the Faculty Curriculum Committee a system of self-scheduled examinations, currently in operation, as well as the possibility of receiving academic credit for "project" courses of

a creative studio type or in social field work. Students participated in meetings of the Faculty Curriculum Committee for the first time in 1969-70 and continue to work with the faculty on an overall curriculum review which has to date resulted in a revision of the grading system, the initiation of five new interdepartmental majors and an interdepartmental area of concentration, and the opportunity to fulfill the divisional requirements at either Bryn Mawr or Haverford and to major in departments at Haverford College which have no counterpart department at Bryn Mawr. Black students' organizations have also been active in arranging with members of the faculty and staff for visiting lecturers to teach new courses in the appropriate departments and in 1970-71 opened a Black Cultural Center, which sponsors cultural programs open to the College community. It provides residence space for a few students. An active Women's Alliance has been working for several years with various departments on the establishment of appropriate courses on women. In 1971-72 a volunteer student group organized an all-College colloquium which involved a day of discussion on the aims and direction of the College and resulted in a series of reports and recommendations for the community. A similar colloquium is planned for the fall of 1974.

In 1970-71 for the first time the Faculty voted to invite three seniors elected by the undergraduates to serve with faculty members on the College Admissions Committee. The Board of Directors requested the undergraduate college and the student organizations from each of the graduate schools to elect representatives to sit with the Board in its stated meetings. Two undergraduate students began meeting with the Board in May 1971. Like the faculty representatives to the Board, the student members join in discussion but do not vote. In 1973 the Faculty invited three students elected from the three upper classes to serve with Alumnae and Faculty on the Undergraduate Scholarship Committee.

Through their interest and participation in these many aspects of the College community the students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

Admission

Bryn Mawr College is interested in candidates of character and ability, who wish a liberal college education and are prepared for college work by a sound education in school. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad.

In its consideration of candidates the College looks for evidence of ability in the student's high school record, her rank in class and her College Board tests, and asks her high school advisor and several teachers for an estimate of her character, maturity and readiness for college.

The College admits only candidates for a degree.

Program of Secondary School Studies

Candidates are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages and mathematics carried through most of the school years and, in addition, history and a laboratory science. A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition and literature throughout four years; at least three years of mathematics, with emphasis on basic algebraic, geometric and trigonometric concepts and deductive reasoning; four years of one modern or ancient language, or a good foundation in two languages; some work in History and at least one course in laboratory science, preferably Biology, Chemistry or Physics. Elective subjects might be offered in, for example, History of Art, History of Music or Biblical studies to make up the total of 16 or more credits recommended for admission to the College.

Since school curricula vary widely, the College is fully aware that many applicants for admission will offer programs that differ from the one described above. The College is glad to consider such applications provided students have maintained good records and continuity in the study of basic subjects.

Application for Admission

Students are advised to apply for admission to Bryn Mawr between the end of the junior year and January 15 of the senior year of high school. The College welcomes earlier consultation about school programs.

Only in exceptional circumstances will applications to the freshman class be accepted after January 15 of the student's senior year.

Application forms may be obtained from the Director of Admissions, Bryn Mawr College, Bryn Mawr, Pennsylvania. A fee of \$15 must accompany each application and is not refundable.

Candidates will be notified of the Committee on Admissions' action on their application in mid-April of the senior year.

Entrance Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all candidates, and should be taken between February of the junior year and mid-January of the senior year. If possible, Achievement Tests should be taken in current subjects. Students should offer three of the one-hour tests: one in English, one in a foreign language (if studied for two full years or more; see page 44, III B. 1, c for details on language exemption) and one in Social Studies, Science or Mathematics. No special preparation, other than work well done in a good school, is required for successful performance on these tests.

Candidates are responsible for registering with the College Entrance Examination Board for the tests. Information about the tests, test centers, fees and dates may be obtained by writing to College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540 or P.O. Box 1025, Berkeley, California 94701.

Interviews

All candidates are expected to have an interview, before January 15, either at the College or with an alumna area representative. Appointments for interviews and campus tours should be made in advance by writing or telephoning the Office of Admissions (215 LA 5-1000). The Office of Admissions is open from nine to five on weekdays and, except during March, June, July and August, on Saturdays from nine to one. A student who is unable to visit the College should write to the Director of Admissions for the name and address of an alumna representative in her area.

Early Decision Plan

A student who is applying for admission to Bryn Mawr College only, and to no other college, will be sent an earlier notice (by December 1) as to the

action taken on her application, provided she follows the plan outlined below:

1. She must take the Scholastic Aptitude Test and three Achievement Tests (English and any two others) by the summer preceding her senior year.

2. After she and her advisor have reviewed the results of these tests together with her three-year high school record, she should file *by October 15* a preliminary application and an Early Decision Plan card.

3. All other application forms must be completed and returned no later than *November 1*.

4. She should complete the required interview at the College or with an alumna area representative before *November 1*. Names and addresses of the area representatives may be obtained from the Director of Admissions.

5. She will be notified by December 1 (1) that she has been admitted to Bryn Mawr for the following autumn, or (2) that she is advised to transfer to the Regular Plan for admission and to file an application with at least one other college, or (3) that she will not be admitted to Bryn Mawr.

Early Admission

Each year a few outstanding students are admitted after the junior year of high school. Students who wish to apply for Early Admission should plan to complete a senior English course before entrance to college and should write to the Director of Admissions about application procedures.

Deferred Entrance

A student admitted to the College may defer entrance to the freshman class for one year provided that she writes the Director of Admissions requesting deferred entrance by May 1, the Candidate's Reply Date.

Advanced Placement

Students who have carried advanced work in school and who have honor grades (4 and 5) on the Advanced Placement Tests of the College Entrance Examination Board may, after consultation with the Dean and the departments concerned, be admitted to one or more advanced courses in the freshman year. Bryn Mawr accepts Advanced Placement Tests with honor grades in the relevant subjects as exempting the student from college requirements for the A. B. degree.¹ With the approval of the Dean

1. The grade of 5 is required in English and in History.
See also pages 44-45, sections II and III.

and the departments concerned, one or more Advanced Placement Tests with honor grades may be presented for credit. Students who enter with three or more Advanced Placement Tests passed with honor grades may apply for sophomore standing.

The Advanced Placement Tests are given at College Board centers in May. Students may also consult the Dean or the Director of Admissions about the advisability of taking placement tests given by the College during Freshman Week.

Transfer Students

Each year a few students are admitted on transfer to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities and present strong high school records which compare favorably with those of entering Bryn Mawr freshmen.

Transfer candidates should file applications as early as possible and no later than March 15 for entrance in September, or no later than November 1 for the second semester of the year of entrance. Application forms and instructions may be requested from the Director of Admissions.

Transfer candidates will be asked to submit official test reports from the College Entrance Examination Board of the Scholastic Aptitude and Achievement Tests taken in high school. Those who have not previously taken these tests will be required to take only the Scholastic Aptitude Tests. Test registration information may be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or from the West Coast office of the Board at Box 1025, Berkeley, California 94701.

To qualify for the A. B. degree transfer students must have completed a minimum of two years of full-time study at Bryn Mawr. No credit will be given for work done elsewhere until the student has successfully completed a year's work at the College. Students who have failed to meet the prescribed standards of academic work or who have been put on probation, suspended or excluded from other colleges and universities, will under no circumstances be admitted.

Candidates for transfer will be notified of the action taken on their applications by early June, or for the second semester in December.

Foreign Students

Bryn Mawr welcomes applications from foreign students between the ages of 17 and 21 who have outstanding secondary school records and who

meet university entrance requirements in their native countries.

Application forms and instructions are available from the Director of Admissions. No application fee is required. Foreign applications should be filed early in the year preceding entrance and must be complete by February 15.

Foreign applicants will be asked to take the Scholastic Aptitude Test of the College Entrance Examination Board. Achievement Tests are recommended but not required. Test registration information may be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or the West Coast office of the Board at Box 1025, Berkeley, California 94701. Registration arrangements for students taking the tests abroad should be made at least two months prior to the scheduled testing date.

All foreign applicants whose native language is not English will be required to present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is recommended but not required for all non-native speakers of English unless they have a diploma from an institution in which English is the sole medium of instruction. TOEFL registration information can be obtained by writing the Educational Testing Service, Princeton, New Jersey 08540.

Withdrawal and Readmission

A student who has withdrawn from College is not automatically readmitted. She must request readmission and should consult her Dean and the Director of Admissions concerning the procedure to be followed. Evidence of the student's ability to resume work at Bryn Mawr may be requested in the form of records from another university or medical approval. Applications for readmission will be reviewed twice during the year, in late February and in June. Students who file an application by February 15 will be notified of the Committee's decision in early March. Those who file by June 1 will be notified late in June.

Leaves of Absence

A student whose status at the College is not in question may apply to her Dean for a leave of absence. A leave may be requested for one semester or two consecutive semesters, and once approved, reinstatement will be granted. The estimated residential space available at the time a student wishes to return to the College will be a factor in the consideration of requests for leaves. Application must be made in writing by July 1 of the

academic year preceding the requested leave (or November 1 for second semester leave). The deans and members of the student's major department will review any questions raised by the student or her Dean regarding the approval of the leave. In case of study at another institution, either foreign or domestic, the transfer of credits will be treated in the usual manner by the Committee on Transfer. A student should confirm her date of return, by letter to her Dean, by March 1 preceding return for the fall semester and by December 1 for return in the spring semester. (See page 37, Tuition.)

A student extending her leave beyond the approved period will have to apply for readmission.

Medical Leave of Absence

A student may, on the recommendation of the College Physician or her own doctor, at any time request a medical leave of absence for reasons of health (see page 37, Tuition). Re-entrance will be granted upon evidence of recovery.

Academic Facilities and Residence

Libraries

The new Mariam Coffin Canaday Library was officially opened in April, 1970. As the center of the College's library system, it offers expanded facilities for study and research. The collections for the humanities and social sciences are largely in the Canaday Library, except for Art and Archaeology in the M. Carey Thomas Library, Music in Goodhart Hall and Psychology in Dalton Hall. In addition, there are libraries for the Sciences and Mathematics in the Science Center. The collections of the Haverford College Library, which complement and augment those of Bryn Mawr, are equally accessible to the students.

Bryn Mawr's libraries operate on the open-stack system, allowing students free access to the collections, which comprise over 400,000 volumes. A union catalogue for all the libraries of Bryn Mawr and Haverford is located in the Canaday Library, as are the basic reference and other service facilities of the system. Students are urged to familiarize themselves with the various aids provided for study and research. A series of pamphlets on library use is available for handy reference, and the staff of librarians may be consulted for further assistance.

In addition to the books, periodicals and microfilms basic to a college library, the Canaday Library also has a small but distinguished collection of research materials among its rare books and manuscripts. The Marjorie Walter Goodhart Medieval Library, for example, provides the basic texts for probing the mind of the late Middle Ages and the thought of the emerging Renaissance. These treasures are supplemented by a growing collection of sixteenth-century texts. Another noteworthy resource is the Louise Bulkley Dillingham collection of Spanish-American books, which range from sixteenth-century exploration and settlement to contemporary Spanish-American life and culture.

The Rare Book Room houses the Marjorie Walter Goodhart Medieval Library of incunabula and medieval manuscripts. Important and extensive collections of early material on Latin America, Africa and Asia are to be found in the Dillingham, McBride and Plass Collections. The recently acquired Castle Collection expands the opportunities for the study of the graphic book arts. In addition to these special collections are numerous other rare books and manuscripts.

The M. Carey Thomas Library still houses in the West Wing the books and other study materials of the Departments of Classical and Near Eastern Archaeology and History of Art. The study area in the stacks has been increased and the collections of slides and photographs have been made more accessible. Also in the West Wing is the Quita Woodward Memorial Room for recreational reading, with recent books in literature, art, religion and current affairs as well as many classics. The rest of the M. Carey Thomas Library will continue to provide offices for the majority of faculty in the humanities and social sciences as well as informal meeting rooms and the Great Hall, serving now as a Commons for the College community.

Haverford and Swarthmore Colleges and the libraries in Philadelphia are generous in making their resources available to students. The Union Library Catalogue of Philadelphia, situated at the University of Pennsylvania, enables students to locate easily the material in approximately one hundred and seventy-five libraries in the Philadelphia metropolitan area.

Students wishing to use another library for material not available at Bryn Mawr must secure from the Head of the Public Services Department of the library a letter of introduction stating the subject to be consulted.

Archaeology Collections

The Ella Riegel Museum of Classical Archaeology, housed on the third floor of the M. Carey Thomas Library, West Wing, contains a small study collection of Greek and Roman minor arts, especially vases, and a selection of pre-classical antiquities. The Museum was formed from private donations such as the Densmore Curtis Collection presented by Clarissa Dryden, the Elisabeth Washburn King Collection of classical Greek coins, and the Aline Abaecherli Boyce Collection of Roman Republican silver coins. The late Professor Hetty Goldman gave the Ella Riegel Museum an extensive series of pottery samples from the excavations at Tarsus in Cilicia. The collections are used for small research projects by undergraduate and graduate students.

Anthropology Museum and Laboratory

The Anthropology Laboratory in Dalton Hall houses several large collections of New World artifacts, including the W. S. Vaux Collection of archaeological and ethnological materials. This important collection, made during the last half of the nineteenth century, has as its main emphasis the artistic works of New World Indians. The Anne and George

Vaux Collection represents a wide selection of American Indian basketry from the Southwest, California and the Pacific Northwest. The extensive Ward Canaday Collection contains outstanding examples of most of the ceramic and textile traditions for which Peru is known. Other comprehensive collections, given by faculty and friends of the College, represent the Old World Paleolithic and Neolithic, Paleo-Indian, Eastern Woodland, Southwestern, Middle Mississippian and Mexican antiquities. These collections have been enlarged by osteological materials and casts of fossil hominids. There is also a small but growing collection of ethnomusical recordings, representing the music of native peoples in all parts of the world. Students are expected to make use of these materials and laboratory facilities; there are limited display areas available for those interested in working on museum exhibits.

Laboratories

Laboratories, classrooms and libraries for Biology, Chemistry, Geology, Mathematics and Physics are located in the three buildings of the Science Center. Laboratories and classrooms for Psychology are in Dalton Hall.

In the Science Center the central building is the Marion Edwards Park Hall for Chemistry and Geology. Adjoining this building on the north is a building for Biology. South of Park Hall is the building for the physical sciences, which provides additional space for Chemistry and Geology, all the laboratories for Physics and classrooms and a library for Physics and Mathematics.

In all three buildings in the Science Center and in Dalton Hall there are large laboratories and lecture rooms for undergraduate students and smaller seminar rooms and laboratories for graduate students. In addition to the usual equipment, the science departments have special apparatus and instruments needed in particular research projects by faculty and graduate students and acquired, in part, through the Plan for the Coordination of the Sciences and through research grants from industry and other private sources and from government agencies.

In the Science Center there is a machine shop with a staff of expert machinists to serve all the science departments, and several departments have smaller shops for the use of their own faculty and students. There are rooms specially equipped for work with radioactive materials and for photographic work.

The Geology Department makes available for study and research several important collections. On deposit from the U. S. Army Corps of

Engineers are 40,000 maps. The department has extensive reference and working mineral collections, including the George Vaux, Jr., collection and the Theodore D. Rand collection, approximately 10,000 specimens each.

Through its membership in the Uni-Coll Corporation, a regional educational computer consortium, Bryn Mawr College has access to the resources and technical support of a major computing center. A high speed, remote batch terminal (printer at 600 lines per minute, card reader at 600 cards per minute) and nine teletypewriter terminals located on campus link the College with the Uni-Coll IBM 370, Model 165 computer. These facilities make available to faculty and students batch, remote job entry, and interactive computing supported by a large variety of programming systems.

Language Laboratory

The Modern Language Departments jointly maintain a Language Laboratory. Its library of tapes contains recordings from the various literatures as well as material especially prepared for language drills. The simple but versatile equipment offers opportunities to improve both the speaking and comprehension proficiency of the student of foreign languages.

Halls of Residence

Nine halls of residence on campus each provide full living accommodations for from 50 to 135 students. Denbigh Hall, Merion Hall, Pembroke East, Pembroke West and Radnor Hall are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor, John D. Rockefeller, and Rhoads North and South for the first president of the College, James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman, Class of 1921, and member of the Board of Directors. The Clarissa Donnelley Haffner Hall, which brings together into a "European village" three houses for students of French, German and Spanish, was opened in the fall of 1970.

In the year 1969-70 an experiment in coeducational living was tried: Radnor Hall housed students from both Bryn Mawr and Haverford; other Bryn Mawr students occupied suites in a Haverford residence hall. The success of the experiment and increased interest in these arrangements

have resulted in an extension of coeducational living to Rhoads and Erdman Halls at Bryn Mawr and to further units at Haverford.

College officers called wardens are in charge of the residence halls. They may be single women or married couples who are members of the Dean's staff but at the same time close to the undergraduates in age and engaged either in teaching or in studying for an advanced degree. They are interested in all aspects of each student's welfare and they work, as well, with the student officers in each hall.

The College offers a variety of living accommodations including a few suites and a limited number of double rooms. However, most students occupy single rooms. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, curtains, and any other accessories they may wish.

The maintenance of halls is the responsibility of the Director of Halls and a staff of managers. Food service is provided by a national food service organization. No special foods or diets can be obtained.

Rules for Residence

Residence in the college buildings is required of all undergraduates with these exceptions: those who live with their families in Philadelphia or the vicinity; and no more than thirty students who are permitted to live in houses or apartments of their own choosing after having received permission to do so from both the College and their parents. Married couples live off campus.

A student enrolled in the College who plans to be married must inform the Dean in advance and must make her own living arrangements.

The College maintains the halls of residence in order to provide simple, comfortable living for its students. It expects students to respect its property and the standards on which the halls are run. A printed statement of residence regulations is given each student. The College makes every effort to keep the residence charge low; the present rates are possible only because the students have agreed to assume the major responsibility for keeping their rooms clean and in order, thus permitting a reduction in service. Failure on the part of a student to meet the requisite standard in the care of her room may cause the College to refuse her residence the following year.

All the undergraduate halls are closed during the Christmas vacation. One hall is kept open during the spring vacation and here undergraduates may occupy rooms at \$5.00 per day (including meals).

Non-Resident Students

For non-resident students, there is a suite of rooms in Erdman Hall containing study space, a kitchenette, dressing room and showers. College mail and campus notices will be sent there throughout the academic year. The warden of Erdman Hall is available for consultation.

Non-resident students are liable for all undergraduate fees except those for residence in a hall. A Dispensary fee of \$40 entitles them to medical examination and consultation with the College Physician.

Fees

Tuition

The tuition fee in 1974-75 for all undergraduate students, resident and non-resident, is \$3275 a year.

The entire fee will be billed in July 1974 and due August 15, 1974. No reduction or refund will be made in the total tuition fee on account of absence, illness, dismissal, or for any other reason. Any student who does not formally notify the Dean of the College of her withdrawal prior to July 15 is responsible for the tuition charge for the entire year.

The average cost of teaching each undergraduate is over \$5000 a year. The difference over and above tuition must be met from private gifts and income from endowment. Contributions from parents able and willing to pay an additional sum are most welcome to help meet the expenses of instruction.

Residence

The charge for residence is \$1495 a year and will be billed with tuition in full in July and be paid in two equal payments, that is, on August 15, 1974 and January 1, 1975.

An applicant who, after having reserved a room, fails to cancel her reservation by July 15 (even though she does not occupy the room at all or vacates it during the college year) prevents some other student from obtaining accommodation and consequently admission to the College. Therefore, unless formal notice of withdrawal of application for the ensuing academic year is received by the Dean of the College by July 15, the applicant is responsible for the residence charge for the whole year, subject to an allowance for the cost of food and a further allowance if the College re-rents the room to a student not previously resident. The applicant is not entitled to dispose of the room.

General Deposit

All entering students are required to make a deposit of \$100. This deposit will remain with the College while the student is enrolled as an undergraduate. After one year of attendance, the deposit will be returned thirty days after graduation or withdrawal from College. However, any unpaid bills and any expenses incurred as a result of destruction or negligence on the part of the student will be applied against the deposit.

Summary of Fees and Expenses for 1974-75

Tuition	\$3275
Residence	1495

Minor Fees

Laboratory fee per semester:

One course of 2 hours or less a week	\$12.50
One course of more than 2 hours a week	25.00
Two or more courses of more than 2 hours a week	50.00
Health Insurance (Students' Health Care Plan)	37.50
(For foreign students)	67.20
Dispensary fee for non-resident students	40.00
Graduation fee (payable in the senior year)	25.00

Schedule of Payments

Tuition and residence fees will be billed in full and may be paid as follows:

For resident students

 \$4020 due not later than August 15

 \$ 750 due not later than January 1

For non-resident students

 \$3275 due not later than August 15

No student will be permitted to attend classes or to enter residence until payment of the College charges has been made. No student will be registered at the beginning of a semester, or be graduated, or receive a transcript until all accounts, including a single activities fee of approximately \$60.00, collected by the students, are paid.

Faced with the rising costs affecting all parts of higher education, the College has had to raise tuition each of the last five years, and further increases can be expected.

Monthly Payment Plan

For parents who wish to pay college fees on a monthly basis, the College offers the Education Plan in cooperation with the Bryn Mawr Trust Company. To finance a single year's cost it is necessary to sign an agreement by July 15. Contracts include the benefit of parent life, total and permanent disability insurance. For information, write to the Comptroller of the College.

General Information

Student Advising

The deans are responsible for the general welfare of undergraduates, and students are free to call upon them for help and advice on academic or more general problems. Each class has its own Class Dean. In addition to their class deans, students may work with the Financial Aid Officer who administers the financial aid program, including grants and loans, and with the Director of Career Planning. The wardens of residence halls, who are members of the Dean's staff, also are ready to advise and assist students. The College Physician, the consulting psychiatrists and counselors are also available to all students. The deans and wardens will give students information about appointments with these specialists.

For freshmen, the Student Freshman Week Committee and the College provide a special period of orientation. Freshmen are asked to come into residence before the College is opened to upperclassmen. The wardens of the various halls and a committee of upperclassmen welcome them and are available to answer questions and give advice. Freshmen with their parents may have interviews with the President. In addition, freshmen have individual appointments with the deans to plan their academic program for the year. New students also take placement tests and a physical examination. To acquaint them with the many other aspects of college life, activities are sponsored by the undergraduate organizations.

Academic Standards and Regulations

Faculty rules governing academic work and the conduct of courses are stated in "Academic Rules for Undergraduates," given to each freshman. All students are responsible for knowing the rules thoroughly. Rules concerning the Academic Honor System and student conduct are also stated in the Student Handbook.

Each student's academic work must be of sufficiently high quality to meet the academic standards set by the College. The Council of the Undergraduate College, composed of one faculty member from each department, reviews the records of those students whose work has fallen below the required standard. In such cases the Undergraduate Council may set specific requirements to be met by the student concerned and may

also curtail privileges. In extreme cases the Undergraduate Council may exclude a student or require her to withdraw for a period of time from the College.

Integrity of all work is demanded of every student. Information about the Academic Honor System dealing with the conduct of examinations, written quizzes, and other written work is given to all entering students. Any infraction of these regulations or any action contrary to their spirit constitutes an offense. Infractions are dealt with by an Administrative Board composed of faculty and students.

Attendance at Classes

Regular attendance at classes is expected. Responsibility for attendance rests solely with each student. In general no attendance records are kept. Each instructor will make clear his view concerning absence from class.

Students should note that instructors are not notified of absences because of illness unless a student has missed three days of classes.

Absences for health or other urgent reasons are excused by the Dean, but any work missed must be made up. After a brief absence the student should consult her instructors about making up the work. In the case of a prolonged absence the Dean must be consulted as well as the instructors. If it seems probable to the Dean that a student's work may be seriously handicapped by the length of her absence, she may be required to drop one or more courses. Any student absent for more than twenty-five consecutive class days will generally be required to drop a course.

Health

Students receive clinic and hospital care in the College Dispensary and Infirmary, where a College Physician is in daily attendance. The 18-bed Infirmary is open when College is in session. Additional medical and surgical facilities are readily available at the Bryn Mawr Hospital and in nearby Philadelphia.

Students at Bryn Mawr and Haverford receive out-patient care in their respective College Dispensaries and in-patient care when necessary in the Bryn Mawr College Infirmary. Medical and psychiatric consultations with the College staff are available by appointment.

The Counseling Service is staffed by two clinical social workers, and three psychiatrists who are employed by the health service on a part-time

basis. This service is available to all students eligible for Dispensary care, and is limited to discussion of acute problems, diagnosis and recommendations for further care. A charge is made for visits in excess of four.

Certain health regulations must be met by all entering students. A medical examination blank provided by the College must be filed before July 1. As part of this health report, certification of immunization against tetanus, diphtheria and poliomyelitis, an intradermal tuberculin test and ophthalmologist's certificate are required. If the intradermal tuberculin test is reported positive a chest x-ray is necessary. Students who have failed to hand in these reports will not be permitted to register until they have completed the necessary examinations and immunizations.

The residence fee paid by resident students entitles them to treatment in the College Dispensary and to care in the Infirmary for seven days, not necessarily consecutive, during the year, to attendance by the college physicians during this time and to general nursing. In cases requiring a special nurse, the expense incurred must be paid by the student. The fee for each day in the Infirmary after the seven-day period is \$20. A nominal charge will be made for medicines and laboratory tests.

Non-resident students must pay a fee of \$40, which entitles them to full use of the Student Health Service. Non-resident students need not pay the fee unless they desire Student Health Service privileges.

All communications from parents and guardians, outside physicians and others, concerning the health of a student should be addressed to the College Physician. Any student who becomes ill when absent from College must notify the Office of the Dean and present to the Infirmary when she returns a signed statement from her physician. If a student leaves the campus for reasons of health she should notify her Class Dean or the Infirmary.

The College reserves the right, if the parents or guardians of a student cannot be reached, to make decisions concerning operations or other matters of health.

Health insurance is required of all undergraduate students. If a student is not already covered, a student Health Care Insurance Plan is available through the Head Nurse at the Infirmary. The cost is less than \$40 a year and includes coverage for one full calendar year. Foreign students must carry health insurance valid in the United States. The cost for insurance taken out at Bryn Mawr is approximately \$70 for a twelve-month period. Application by foreign students for insurance may be obtained from the Comptroller.

Insurance

The College is not responsible for loss due to fire, theft or any other cause. Students who wish to insure against these risks should do so individually or through their own family policies.

Curriculum

The present plan of study takes into account both the changes of recent years in secondary school education and the expectation of graduate school on the part of a larger proportion of students. It provides flexibility and makes it possible for students to include a wide range of fields of knowledge and to have great freedom to explore and elect. Some of the flexibility has been achieved by including all departments of the College in a divisional system, thus allowing both humanist and scientist a variety of ways in which to meet college requirements.

The Plan for the Curriculum

I. All candidates for the A. B. degree shall present 16 units¹ of work. In all cases one of these will be a unit of Senior Conference in the major subject.

II. Students must elect to complete a unit of work in each of the four following disciplinary groups with courses that introduce students to these disciplines offered under departmental sponsorship at either Bryn Mawr or Haverford Colleges. A student with suitable preparation may, in consultation with the appropriate faculty members and her class dean, elect a course at the intermediate or advanced level.

<i>Group I</i>	<i>Group II</i>	<i>Group III</i> ⁶	<i>Group IV</i>
History	Biology	English	History
Philosophy	Chemistry	Literature	Philosophy
Anthropology ²	Geology	Modern	Archaeology
Economics	Physics	Literatures	History of Art
Education	Psychology 101	Classical	History of Religion ⁷
Political Science	[Mathematics] ⁵	Literatures	Music ⁸
Psychology ³			
Sociology ⁴			

1. A unit of work is the equivalent of eight semester hours and is either a year course, or when appropriate, two one-semester courses.

2. Anthropology 101, if at Bryn Mawr.

3. Two semester courses chosen from: 206, 207, 208, 305; any two-semester Haverford courses numbered 111 and above.

4. At least one semester of work at the 100-level is required.

5. Mathematics alone may not be used to fill any *group* requirement. See page 44, II, a & c; III, B, 2.

The following directions and qualifications are to be noted:

a. A student (not majoring in subjects under Group II) may elect a second course under Group II, including Mathematics, as an alternative to any one of her other divisional requirements.

b. No course may satisfy more than one divisional requirement. Students majoring in History or Philosophy may count courses in their major as satisfying the requirement in *either* Group I or Group IV, but not both. Students majoring in Psychology may count courses in their major as satisfying *either* Group I or Group II, but not both. Students majoring in History of Religion may count courses in their major as satisfying *either* Group III or Group IV, but not both.

c. Courses taken to satisfy the requirements in English and Mathematics described below do not count as fulfilling divisional requirements.

III. In addition to the divisional requirements, each student must:

A. Include in her program two semesters of English composition (English 015) unless by a score of 5 on the Advanced Placement Test she has shown evidence that she has attained proficiency at this level.

B. Achieve a certain level of proficiency in languages or in one language and mathematics, the level to be demonstrated in one of the three following ways:

1. She may demonstrate a knowledge of two foreign languages by
 - a. passing an examination offered by the College every spring and fall, or
 - b. passing with a grade of at least C a College course (one full unit) above the elementary level, or

6. Any combination of courses at Bryn Mawr listed below will satisfy the requirement:
 - English 101 and all 200 courses under "Literature"
 - French 201,202,203 and all 300 courses
 - German 202 and all 300 courses
 - Greek 101, 201, 203 and 301
 - Italian 201, 202, 303 and 304
 - Latin 101, 201, 202 and all 300 courses
 - Russian 203 and all 300 courses
 - Spanish 201, 203 and all 300 courses
 - History of Religion 103, 104, 105b, 201a, 207b, 208b, 209, 301b, 302a, 302b, 303, 304, 305a.

at Haverford:

- Classics 201a, 202b, 203a, 204b, 301a, 302b, 303a, 304b
 - English 101 and all advanced courses with the exception of 147a, 190a
 - French 200 level and above
 - German 202a & b and all 300 courses
 - Spanish 200 level and above
7. Or Religion at Haverford.
 8. Music 101 or 102, if at Bryn Mawr.

c. attaining a score of at least 590 (in one language) on a College Board Achievement Test *taken in the year prior to college entrance* and/or by passing with an honor grade an Advanced Placement Test.

2. She may offer one language to be tested as described above and demonstrate proficiency in mathematics by

a. attaining a grade of 4 or 5 on the Advanced Placement Test, or

b. passing an examination offered by the Department of Mathematics each spring and fall, or

c. achieving a grade of at least C in Mathematics 101 or a more advanced course.

3. She may offer one language to an advanced level of proficiency to be demonstrated by passing with a grade of at least C one course or two semester courses at the 300 level.

IV. At the end of the sophomore year each student must choose a major subject, and in consultation with the departmental advisor plan an appropriate sequence of major and allied courses. Usually a major is made up of four courses, two courses of allied work and one unit of Senior Conference in the Major Subject. No student may be required to offer more than six courses in the Major Subject. Students invited to participate in the Honors program count the Honors project as one of the Major Subject units.

In brief outline, each student's program will include:

1. a unit of work in English, unless she is exempt

2. work to achieve the required level of proficiency in one language, or two languages, or one language and mathematics

3. four units of work, one from each of the divisions I-IV

4. a major subject sequence of at least four units of work and two units of allied work and a Senior Conference

5. elective units of work to complete an undergraduate program of at least 16 units.

Each major department offers Honors work to a number of its senior students who have demonstrated unusual ability. Honors work is of more advanced character than that done in the regular courses and requires more initiative and power of organization than is usually expected of undergraduate students. Such work may be carried on in connection with an advanced course or may be planned especially for individual students. It usually includes independent work of a critical and analytical nature

with source material, periodic reports and the preparation of an Honors paper.

A student with unusual interest or preparation in several areas could consider one of the interdepartmental majors, a double major, a major with a strong minor, or a special program involving work in several departments built around one major as a core. Such programs can be arranged by consulting the Dean and members of the departments concerned.

A student who wishes to pursue the study of a special area, figure or problem within a given discipline, may, if she finds a faculty member willing and able to supervise such work, substitute a supervised unit of independent study for one semester or year course.

In 1971 the faculty voted to change from a numerical grading system to one which uses only the letters A, B, C, D and F. A review of the present system is currently being undertaken by a joint Bryn Mawr-Haverford faculty-student committee. A grading system with finer distinctions is being considered.

Each student must attain a grade of C or above in at least half of her graded courses and a grade of at least D in the remainder. In all courses in her major subject, she must attain grades of C or above. Should she receive a grade below C in a second-year or advanced course in the major subject, she may be required to change her major.

The degree of Bachelor of Arts is conferred upon students who have completed the course of study described above. The degree is awarded *cum laude*, *magna cum laude*, and *summa cum laude*. To students who have completed Honors work in their major subject the degree is awarded with honors in that subject.

Credit for work taken elsewhere is given as follows:

1. Transfer Credits (see page 28)
2. Cooperation with Neighboring Institutions

Under the Three-College Plan for Cooperation, full-time students at Bryn Mawr may register for courses at Haverford College and Swarthmore College without payment of additional fees. Such registration must be approved by the Dean and, in the case of required or major and allied work, by the departments concerned. Credit toward the Bryn Mawr degree will be granted for such courses.

Students may major in departments at Haverford College for which there are no corresponding departments at Bryn Mawr, e.g., Astronomy and Fine Arts (under the direction of Bryn Mawr's Professor of Fine Art).

3. Summer School Work

Students desirous of supplementing their work at Bryn Mawr by taking courses in summer school are encouraged to do so after their freshman year. Students who wish to present summer school work for credits should first obtain approval of their plan from their Class Dean and from the department concerned. No credit will ever be given for work in which a student has received a grade below C. Credit given will be calculated on an hour-for-hour basis.

Supplementary requirements for the Degree:

1. Physical Education—All students must meet the requirement in Physical Education (see page 154).
2. Residence—Every candidate for the degree of Bachelor of Arts unless she is a transfer student or is permitted to accelerate her program or to take a junior year away will normally attend Bryn Mawr College for a period of four years. Students admitted on transfer from other colleges must complete sixteen units, eight of which must be taken while enrolled as a degree candidate at Bryn Mawr College. At least four of these units must be completed at Bryn Mawr during the junior or senior year.
3. Full Program of Work—With few exceptions, all students carry a complete program and do not spend more than the equivalent of the four undergraduate years in completing the work for the A.B. degree.

Student Health Lecture Series

A series of lectures and discussion is presented each year by the college health service. Such topics as drug addiction, sex counseling, adolescent mental health and basic health care are discussed. All freshmen must attend the program which is given in the fall.

Premedical Preparation

Bryn Mawr, through the curriculum in liberal arts and sciences, provides the opportunity of meeting requirements for admission to the leading medical schools of the country, and each year a number of its graduates enters these schools. The minimal requirements for most medical schools are met by the following courses: Biology 101, Chemistry 101, Chemistry 202, Mathematics 101, Physics 101. Some medical schools also stipulate Chemistry 201a and 203, and a second course in Biology.

The requirements are fulfilled by a major in Biology, with the election

of Mathematics 101 and Physics 101, or by a major in Chemistry, with the election of Biology 101. They can be met by a major in other subjects, such as literature or history, with careful planning of the student's courses during her four years at Bryn Mawr and some work in the summer at an institution giving summer courses acceptable either to Bryn Mawr in substitution for its regular course work, or to the medical school of the student's choice. Students planning pre-medical work should consult early in their careers with the Associate Dean who is the pre-medical advisor for the College.

The College is able to award a number of scholarships for medical study from funds given for that purpose by friends interested in the advancement of women in medicine (see page 178). These may be applied for on admission to medical school and are awarded at the end of the senior year for use during the first year of medical study, with the prospect of renewal for later years if the student's need and her record in medical school warrant it.

Post-Baccalaureate Pre-Medical Program

A post-baccalaureate pre-medical program is available to graduates of Bryn Mawr and other (four-year) accredited institutions. The program is designed to meet the needs of students who have not completed the pre-medical requirements during their undergraduate years and who have never applied for admission to a medical school. For details of the program, please write to the Pre-Medical Advisor of the College, Taylor Hall, Bryn Mawr College, Bryn Mawr, Pennsylvania 19010.

Preparation to Teach

Students majoring in a liberal arts field which is taught in secondary school may, by appropriate planning early in the undergraduate career, prepare themselves to teach in the public junior and senior high schools of Pennsylvania. By reciprocal arrangement the Pennsylvania certificate is accepted by a number of other states. A student who wishes to teach should consult early in her college career with the chairman of the department concerned and of the Department of Education and Child Development so that appropriate curriculum plans can be made. (See page 72).

Coordination in the Sciences

In 1935, a grant from the Carnegie Corporation of New York enabled the

College to put into operation a Plan for Coordination in the Sciences. Through the grant, the College is able to offer both undergraduate and graduate scholarships to students who wish to prepare themselves for future work in areas of interest to more than one natural science department. The chairmen of the departments included in this plan (Biology, Chemistry, Geology, Mathematics, Physics, Psychology) will be glad to see students interested in this program and to advise them about their course of study. Such students should consult with the chairmen of the departments as early as possible.

Interdepartmental Work

Interdepartmental majors are offered in Classical Languages, Classical Studies, French Studies, the Growth and Structure of Cities, and Russian Studies; an Interdepartmental area of concentration in Hispanic and Hispanic-American Studies (see page 150) is also offered.

In addition, each year certain courses are offered which cut across well-defined areas of knowledge and emphasize relationships among them. The interdepartmental courses are usually offered at the advanced level since the material considered requires some background in at least two disciplines.

Credit for Creative Work in the Arts

Students may major in Fine Arts at Haverford College under the direction of Bryn Mawr's Professor of Fine Art (see Fine Art under History of Art). Serious students of Music, Creative Writing and the Dance may receive elective academic credit for work in these fields. For details see the Performing Arts, the Department of Music and the Department of English.

Language Houses

Haffner Hall, which opened in the fall of 1970, comprises three separate units for qualified students of French, German and Spanish. In 1972-73 a small group of students wishing to speak Italian was included in a section of Haffner Hall. In 1974-75 ten students from Bryn Mawr and Haverford interested in the study of Russian will occupy a section of Erdman Hall.

Sophomores, juniors or seniors who wish to live in a language house should apply to the head of the appropriate department. Adequate preparation in the language is a prerequisite and those who are accepted agree not to speak English at any time. Residence in a language house

provides an excellent opportunity to gain fluency in speaking a foreign language and is highly advisable for students planning to spend the junior year abroad.

Institut d'Etudes Françaises d'Avignon

Bryn Mawr College offers a summer program of intensive work in significant aspects of French culture. The program is open to men and women students from other colleges and from Bryn Mawr. Certain of the courses carry graduate credit. The *Institut* director and faculty members are French professors teaching in colleges and universities in the United States and France. Classes are held in the Palais du Roure and the facilities of the Bibliothèque Calvet are available to the group. Students live with families in Avignon. Applicants for admission must have strong academic records and have completed a course in French at the third year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit and scholarships, students should consult Dr. Michel Guggenheim of the Department of French.

Centro de Estudios Hispánicos en Madrid

Bryn Mawr also offers a summer program of intensive work held in Madrid, Spain. The program, under the direction of a member of the Department of Spanish, is open to men and women students from other colleges and from Bryn Mawr. The instructors are members of college and university staffs familiar with teaching standards and practices in this country.

Courses are offered both for the student whose interest is Spain and for the student who wishes to specialize in Latin American affairs. Students live with Spanish families. All participate in study trips and attend an excellent series of carefully planned lectures and cultural events. Applicants must have strong academic records and must have completed the equivalent of three years of college-level Spanish. For information students should consult Dr. Eleanor Paucker of the Department of Spanish. A small number of scholarships is available each year. The *Centro* was made possible by a grant from the Henry L. and Grace Doherty Charitable Foundation of New York.

The Junior Year Abroad

Qualified students may apply for admission to certain groups which offer a junior year in Europe. Bryn Mawr students may study in Paris under the

junior year plans sponsored by Sarah Lawrence, Smith and Sweet Briar Colleges or at *L'Académie*; in Geneva, Florence, or Hamburg with groups organized by Smith College, or in Munich or Freiburg with the group sponsored by Wayne State University. Students may apply for admission to other Junior Year Abroad programs which have the approval of their major department and the Curriculum Committee. Applicants must have excellent academic records and must give evidence of competence in the language of the country in which they plan to study. In general, two years of study at the college level are necessary to provide adequate language preparation. The junior year groups are not limited to language majors; they often include majors in, for example, History of Art, History or the social sciences. All students who plan to study abroad should consult the chairmen of their major departments to be certain that the work done in Europe may be coordinated with the general plan for the major subject.

Intercollegiate Center for Classical Studies in Rome

The Center is maintained by a cooperating group of colleges and universities, of which Bryn Mawr is a member. Students majoring in Latin, Greek or Archaeology who meet the Center's entrance requirements may apply for admission for one or both semesters of the junior year. The Center's curriculum includes courses in Greek and Latin Literature, Ancient History and Archaeology, and provides for the study of Italian.

Guest Senior Year

A student, after consultation with her major department and her Dean, may apply for a guest senior year at another institution in the following circumstances: (a) if a program offered elsewhere will provide her with an opportunity of furthering her academic goals in a way not possible at Bryn Mawr (such cases to be submitted to the Curriculum Committee for approval); (b) for reasons of health or family emergency; (c) if she will be married and not remain in the Bryn Mawr area.

Scholarships and Other Student Aid

All students are, strictly speaking, on scholarship in the sense that their tuition fees cover only part of the costs of instruction. To those students well qualified for education in liberal arts and sciences but unable to meet the college fees, Bryn Mawr is able to offer further scholarship aid. Alumnae and friends of the College over many years have built up endowment for scholarships. Annual gifts from alumnae and alumnae

clubs and from industrial and professional groups add to the amounts available each year. It is now possible to provide at least partial scholarships for approximately forty per cent of the undergraduate students in the College. Full information about the scholarships available and other forms of help for meeting the expenses of college education will be found in the section, Financial Aid.

Child Care

Child Care is available for Bryn Mawr and Haverford college families at the New Gulph Child Care Center, 911 New Gulph Road (215 LA 5-7649) across from the Science buildings. Children three months through five years old are eligible. The Center is open five days a week, 9:00 a.m.-5:00 p.m., at an approximate cost of \$1.25 per hour plus an additional charge for hot lunch if desired. Tuition for the semester is partially payable in advance.

The Center, conducted by a professional staff, incorporates age group developmental activities with high quality group care. Flexible schedules can be arranged to accommodate the programs of students, staff, faculty, and alumnae parents, based on the college calendar. A minimum of six hours regular use per week is required. Following Commencement, a summer Play Program is conducted for approximately two months.

Early registration for all programs is essential. For information contact the Director.

Career Planning

Students and alumnae are invited to make use of the services of the Career Planning Office which include: a) career and job counseling; b) group and private sessions on resume writing and job-hunting techniques; c) information on and referrals for on- and off-campus part-time jobs, and summer and permanent positions; d) maintaining and furnishing to employers, upon request, credentials files of alumnae containing biographical data and letters of recommendation.

During the academic year the office sponsors career conferences to provide students with a broader knowledge of career options. Within recent years these conferences, made possible by a grant from the William C. Whitney Foundation in memory of Alexander Colt Werkman '60, have focused on careers for women in law, medicine, the arts, and business and management and have dealt with such related themes as a choice of life-styles for women and changes in women's roles since World

War II. The office invites alumnae back to the College to participate both in these conferences and in its career colloquia series through which individual alumnae spend a short time on campus sharing with students their own career experiences and insights gained from them.

Students interested in exploring specific career fields may participate in any of several internship programs during a semester, the January recess, or spring vacation. In addition, a number of competitive, paid summer work internships are made available to Bryn Mawr students by businesses and other professional institutions.

Bryn Mawr participates in the Federal College Work-Study Program established by the Economic Opportunity Act of 1964. This program provides funds for on- and off-campus jobs for students who meet the Federal eligibility requirements. Students interested in this program should consult the Director of Financial Aid. (See page 158.)

Courses of Study 1974-75

Key to Course Numbers and Symbols

001-099

indicate elementary and intermediate courses.

With the exception of Greek 001 and Russian 001 these courses are not part of the major work.

100-199

indicate first-year courses in the major work.

200-299

indicate second-year courses in the major work.

300-398

indicate advanced courses in the major work; 399 is used for the Senior Conference.

400-499

indicate special categories of work (e.g., 401 for Honors, 403 for supervised unit).

* . . . indicates elective courses, open to all students without prerequisite unless a special prerequisite is stated.

a . . . the letter "a," following a number, indicates a half-course given in the first semester.

b . . . the letter "b," following a number, indicates a half-course given in the second semester.

c . . . the letter "c," following a number, indicates a half-course given two hours a week throughout the year.

d . . . the letter "d," following a number, indicates a course of six-weeks' duration to be followed by an additional six weeks of independent supervised work.

[] . . . Square brackets enclosing the title of courses indicate that these courses are not given in the current year.

In general, courses listed as full-year courses must be carried through two semesters, In some cases one semester of such a course may be taken with credit, but only with permission of the student's Class Dean and the Department concerned. One unit of work carried throughout the year is the equivalent of eight semester hours, or eleven quarter hours.

Haverford College courses are listed by number as they appear in the Haverford catalogue.

Anthropology

Professor: Frederica de Laguna, PH.D.

Associate Professor: Jane C. Goodale, PH.D., *Chairman*

Assistant Professor: Philip L. Kilbride, PH.D.

Lecturers: Robert A. Braun, M.A.

Richard H. Jordan, A.B.

Assistants: Rosalie Haines, M.S.

Robert L. Rubenstein, M.A.

Professor of Music: Agi Jambor, M.A. (Ethnomusicology)

Associate Professor of German: Nancy C. Dorian, PH.D. (Linguistics)

The aim of the department is two-fold: 1) to introduce the liberal arts student to the discipline of Anthropology: its aims, methods, theories and contributions to an understanding of the nature of human culture and society, and 2) to provide for the major in Anthropology, in addition to the above, a firm understanding of the basic concepts and history of the discipline through examination of theoretical works and intensive studies in the ethnography and prehistory of several world areas. Laboratory experience is provided in a number of courses.

Requirements in the Major Subject: 101, 203a, 320b, and two additional half-units of intermediate (200) work chosen from 204a, 204b, 208a, 208b, 210a, and two additional half-units of advanced (300) work, plus 399a & b (Senior Conferences). Two additional units of major or allied work are required, which may be taken at Bryn Mawr or Haverford.

Allied Subjects: Biology, Classical and Near Eastern Archaeology, Economics, English Literature, Geology, History of Art, History of Religion, Linguistics, Philosophy, Political Science, Psychology, Sociology.

101. *Man, Culture and Society:* Members of the Department.

Man's place in nature, human evolution, and the history of culture to the rise of early civilizations in the Old and New Worlds; forms of culture and society among contemporary peoples. Because the subject matter is extensive, and the basic concepts unfamiliar, a full year is needed to gain

an adequate understanding of the subject; therefore, both semesters are required for credit.

102a.* *Afro-American Heritage*: Mr. Kilbride.

Selected topics to illustrate the culture history of Afro-American Peoples. Special attention will focus on African cultural survivals in the New World.

[103b.* *American Indian Heritage*.]

203a. *Primitive Society*: Miss Goodale.

Social organization: an introduction to theory and methods and a study of significant contributions. Prerequisite: Anthropology 101.

204a. *South American Prehistory*: Mr. Braun.

The prehistory of South American cultures up to and including the time of the Spanish Conquest. Introduction to archaeological methods and theory and interpretation of archaeological materials. Laboratory work is included. Prerequisite: Anthropology 101, or permission of instructor.

204b. *North American Prehistory*: Mr. Jordan.

A study of North American archaeology and culture history. Introduction to methods and theory in archaeology and in the analysis of archaeological data. Laboratory work is included: Prerequisite: Anthropology 101, or permission of instructor.

205a. *Ethnomusicology*: Mme. Jambor.

Gypsy, Hungarian, ancient and modern Israeli, East European folk music, and American Indian music; ear training and practice in transcription.

205b. *Ethnomusicology*: Mme. Jambor.

Native African music; preparation for museum curatorship of musical instruments; continued instruction in transcription. Prerequisites: Anthropology 205a or Music 111a (Haverford).

[206a. *Introduction to Folklore*.]

[208. *Old World Prehistory*: Mr. Jordan, Mr. Braun.]

210a. *Human Evolution*: Mr. Jordan.

Man's position among the primates, processes of bio-cultural evolution: the fossil record and contemporary distributions of varieties of man. Prerequisite: Anthropology 101, or permission of instructor.

- 302b. *Africa: Sub-Saharan Ethnology*: Mr. Kilbride.
A study of selected Sub-Saharan African societies and cultures, illustrating problems in ethnography. Prerequisite: Anthropology 203a.
- 303b. *Oceania: Topics in Melanesian Ethnography*: Miss Goodale.
An intensive study of selected Melanesian cultures and societies with emphasis on such topics as politics, law, economics, sex roles and identities, magic, religion, cultural dynamics and political development. Prerequisite: Anthropology 203a.
- 304a. *The American Indian*: Miss de Laguna.
A comparative study of North American Indian cultures and societies with an emphasis on selected problems in ethnography. Prerequisite: Anthropology 203a.
- 305b. *Latin America: Native Cultures of South and Central America*: Mr. Braun.
A comparative study of selected cultures of Latin America. Prerequisite: Anthropology 203a, or permission of instructor.
- [306a. *Peasants*: Mr. Kilbride.]
- 320b. *Cultural Theory*: Miss de Laguna.
The development of Anthropology as a discipline and an examination of the important classical and modern contributions to cultural theory. Prerequisite: a half-unit of advanced (300) work.
- 321a. *Culture and Personality*: Miss de Laguna.
Approaches to an understanding of culture through study of cultural factors in the development of human personalities, and individual experiences in different socio-cultural settings. Prerequisite: a half-unit of advanced (300) work.
- [322b. *Physical Anthropology*.]
- [324b. *Cultural Ecology*.]
- See also:
- [308. *Introduction to Linguistics*: Miss Dorian.]
(INT.)
310. *Introduction to Linguistic Techniques*: Miss Dorian.
(INT.) Introduction to techniques of linguistic analysis: typology, phonetics, phonemics, morphemics, syntax; generative grammar; historical and comparative linguistics; writing systems and literacy.
- 312b. *Field Methods in Linguistics*: Miss Dorian.
(INT.) Practical experience in transcription and analysis of an unfamiliar

language. There will be an informant, and students will be able to develop their own methodology for approaching a language with which they have had no previous experience.

399a. *Senior Conferences:*

& b. The topic of each seminar is determined in advance in discussion with students. Paper(s), report(s), quality of student's participation and examination will form the basis for evaluation. The seminars for 1974-75 are:

399a-1: Miss Goodale: *Myth, Ritual and Symbolism.*

-2: Mr. Kilbride: *Cultural Deviance.*

399b 1 & 2: Mr. Braun, Mr. Jordan (topics to be selected).

401a. *Independent Work:*

& b. Independent work is offered to seniors of marked ability for one or two semesters. If undertaken successfully it may be credited as Honors work.

Interdepartmental Work: The Department of Anthropology participates in the Interdepartmental major in *The Growth and Structure of Cities* and in the concentration in *Hispanic and Hispanic-American Studies*. See pages 148 and 150.

Biology

Professor: Robert L. Conner, PH.D., *Chairman*

Assistant Professors: Anthony R. Kaney, PH.D.

Mary J. Koroly, PH.D.

Patricia J. Olds, PH.D.

David J. Prescott, PH.D.¹

Allen C. Rogerson, PH.D.

Lon A. Wilkens, PH.D.

1. On leave for the year, 1974-75.

Lecturers: Jane R. McConnell, PH.D.

Patricia O. Pruett, PH.D., *Associate Dean*

Assistants: Charles J. Dunton, A.B.

Patricia Flood, B.A.

Carol Ely Hepfer, A.B.

Andrew P. Ingel, B.S.

George Marzelli, A.B.

Michael Reinhardt, A.B.

Professor of History of Science: Jane M. Oppenheimer, PH.D.²

Assistant Professor of Chemistry: J. Maitland Young, PH.D.

The courses offered are designed to present the principles underlying biological science to liberal arts students interested in understanding the biotic world in which man lives and his own position in it. Primary consideration is devoted, both in class and in the laboratory, to the interplay of development, structure and function in determining the unity and diversity which characterize the plant and animal kingdoms, and to dynamic interrelationships of living organisms with each other and with their environment. Genetics, developmental biology and biochemistry are emphasized as unifying disciplines.

Requirements in the Major Subject: Biology 101 (unless exempted), 201a & b, 301 and at least one other unit (two half courses) of advanced work, the Senior Conference, and Chemistry 101 and 202. Physics 101 and Mathematics 101 are strongly recommended as additional courses. Students should note that the ability to read French or German is essential for graduate work.

Allied Subjects: Chemistry, Physics, History of Science.

101. *General Biology:* Mr. Kaney, Miss Olds, Mr. Wilkens.

Laboratory: Mrs. McConnell and assistants.

A presentation of the fundamental principles of genetics and molecular, cellular, and organismic biology. A selection of plants and animals is studied to illustrate problems and theories dealing with living systems and their interaction with the environment. Lecture three hours, laboratory three hours a week.

2. On leave, semester 1.

- 201a. *Genetics and Developmental Biology*: Mr. Kaney, Miss Olds.
A study of the fundamentals of heredity, gene action, and animal development. Lecture three hours, laboratory four hours per week.
- 201b. *Developmental Biology and Systems Physiology*: Miss Olds, Mr. Wilkens.
A continuation of developmental biology, and a study of animal physiology. Lecture three hours, laboratory four hours per week.
301. *Cellular Physiology, Cell and Molecular Biology*: Mr. Conner, Miss Koroly, Mr. Rogerson.
A course devoted to a study of the activities of cells in terms of physical and chemical processes. The relationship of structure to function at the molecular, organellar and cellular levels is stressed. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 201 and Chemistry 202 which may be taken concurrently.
- 314b. *History of Science*: Miss Oppenheimer. (See History).
- [351b. *Problems in Genetics*: Mr. Kaney.]
- 352b. *Problems in Molecular Biology*: Mr. Rogerson.
A seminar course dealing with a limited number of current topics of interest in the fields of cellular and molecular biology. Class meeting two hours a week. No laboratory. Prerequisite: Biology 301b.
353. *Biochemistry*: Mr. Conner, Miss Koroly, Mr. Young.
(INT.) The chemistry of living organisms with special emphasis on the chemical principles in physiological phenomena. Lecture three hours, laboratory six hours a week. Prerequisites: Chemistry 202 and Biology 301, or permission of the Department. Physics 101 and Mathematics 101 are recommended.
- 354a. *Aspects of Immunology*: Mr. Rogerson.
The immune response will be considered in terms of its physiology and molecular specificity.
- [355a. *Problems in Developmental Biology*: Miss Olds.]
- [356. *Biophysics*: Miss Hoyt.]
357. *Computer Usage in the Life Sciences*: Mrs. Pruett.
(INT.) Experiments in the life sciences will be analyzed using computer techniques. The Fortran IV language will be developed and used throughout the course. Limited to advanced students with research experience; no previous training in the use of the computer required. Lecture two hours, laboratory two hours.

- 358a. *Physiology of Nerve and Muscle*: Mr. Wilkens, Mr. Kessler.

A study of excitable cells, both nerve and muscle, including mechanisms of impulse propagation, synaptic transmission, excitation-contraction coupling and muscle proteins. A lecture-discussion course with self-scheduled laboratory exercises. Prerequisites: Biology 301, Biology 200 (Haverford), and permission of instructor.

- 361b. *Recent Advances in Cell Biology*: Miss Koroly.

A study of the dependence of function on the ultrastructural organization in cellular organelles. Class meeting two hours a week. Prerequisite: Biology 301.

399. *Senior Conference*: All seniors write a comprehensive paper in a prescribed area of Biology in conjunction with a faculty member. These papers serve as the basis for seminars intended to relate materials from various sub-disciplines of Biology to each other, to examine subjects of current biological interest, and to relate the field to the larger aspects of society. The method of evaluating the work will be determined in consultation between the seniors and the Department.

Honors Work: All qualified students are encouraged to do Honors work in one of the advanced fields. This entails one unit of laboratory work on an independent experimental research problem.

Teaching Certification: A sequence of work offered by the Department of Biology and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

COURSES AT HAVERFORD

- 350a. *Heredity and Regulation*: Mr. Finger.
354a. *Molecular Virology*: Mr. Showe.
355b. *Fundamentals of Immunology*: Mr. Finger.

Chemistry

Professors: Ernst Berliner, PH.D., *Chairman*

Frank B. Mallory, PH.D.

George L. Zimmerman, PH.D.

Associate Professors: Jay Martin Anderson, PH.D.

Joseph Varimbi, PH.D.

Assistant Professor: J. Maitland Young, PH.D.

Lecturer: Frances Bondhus Berliner, PH.D.

Assistants: Mary B. Baker, M.A.

Susan J. Ehrlich, M.A.

Sandra J. G. Linkletter, B.S.

George J. Morrow, B.S.

Cynthia H. Sarnoski, B.S.

Appointment to be announced.

Assistant Professor of Biology: David J. Prescott, PH.D.¹

The major in Chemistry is designed to give the student a sound background in the four major fields of Chemistry: Inorganic, Analytical, Organic and Physical Chemistry. The courses are arranged in such a sequence as to convey an insight into the development of chemical theories from basic scientific principles. In the advanced courses the student begins to be acquainted with current problems in special fields and with modern approaches to their solutions. The emphasis throughout is on the fundamental principles on which chemistry is based and which are exemplified and further clarified by laboratory work taken in conjunction with each course.

Requirements in the Major Subject: Chemistry 101, the three 200-level courses, one unit of advanced work and the Senior Conference. The required unit of advanced work shall consist of two semesters of courses selected from among 301b, 302a, 302b, 303a, 303b, 311a, 353, and 356b, with the provision that at least one of the semesters shall include laboratory work (i.e., 302a, 302b, 303b, or 353). Physics 101 and Mathematics 101 are also required. Students are encouraged to take

1. On leave for the year, 1974-75.

additional mathematics. A reading knowledge of German is valuable for work in chemistry beyond the undergraduate level.

Allied Subjects: Biology, Geology, Mathematics, Physics.

- 101a. *General Chemistry:* Mr. Anderson, Mr. Varimbi, Mrs. Berliner and assistants.

An introduction to the theories of chemistry and the study of the non-metals. Introductory quantitative techniques. No knowledge of chemistry is presupposed. Three lectures, three hours laboratory a week.

- 101b. *General Chemistry:* Mr. Young, Mr. Berliner, Mrs. Berliner and assistants.

Ionic equilibria and the systematic qualitative analysis of inorganic substances. A study of the metallic elements. Three lectures, three hours laboratory a week.

201. *Inorganic Chemistry:* Mr. Varimbi, Mr. Anderson.

Correlations of chemical and physical properties based on the Periodic Table; structures of inorganic compounds; equilibria in acid-base and complex-ion systems. Laboratory work includes analytical techniques, synthesis, purification, and characterization of a variety of compounds by chemical and instrumental methods. Three lectures, five hours laboratory a week.

202. *Organic Chemistry:* Mr. Berliner, Mr. Mallory.

First semester: aliphatic chemistry; second semester: aromatic chemistry and natural products. Three lectures, five hours laboratory a week.

203. *Physical Chemistry:* Mr. Zimmerman, Mr. Varimbi.

Structure and kinetic-molecular theory of matter, elementary thermodynamics and chemical kinetics. Two lectures and one conference, five hours laboratory a week. Prerequisites: Mathematics 101, Physics 101. (The latter may be taken concurrently.)

- 301b. *Advanced Inorganic Chemistry:* Mr. Varimbi.

Group theory and some of its applications to structural and spectroscopic problems of ligand field theory. Elements of solid state chemistry: metals, semiconductors, and surface reactions. Two lectures a week.

- 302a. *Advanced Organic Chemistry:* Mr. Mallory, Mr. Berliner.

& b. Lectures: theories and fundamental principles of organic chemistry. Laboratory: (first semester) organic qualitative analysis; (second semester) advanced synthesis and laboratory techniques. Two lectures, six hours laboratory a week.

- 303a. *Quantum Mechanics of Atoms and Molecules*: Mr. Anderson.
Two lectures and one conference a week. Prerequisites: Chemistry 203, and Mathematics 201 or its equivalent.
- 303b. *Atomic and Molecular Spectroscopy* (jointly with Haverford): Mr. Zimmerman.
Topics include absorption and emission spectroscopy in the vacuum ultraviolet, the ultraviolet-visible, and the infrared regions, nuclear magnetic resonance spectroscopy, raman spectroscopy. Two lecture-discussions, five hours of laboratory per week, and regular use of a computer. Prerequisites: Chemistry 303a or Chemistry 311a (Haverford) and some elementary knowledge of Fortran programming.
- 304a. *The Dynamics of Environmental Systems*: Mr. Anderson.
(INT.) Principles of the structure and function of ecosystems; techniques for the simulation of complex systems; the impact of man on the environment and man's management of resources. Three hours lecture-discussion weekly. Prerequisites: one year each of a natural and of a social science, and some familiarity with digital computation.
353. *Biochemistry*: Mr. Conner, Miss Koroly, Mr. Young.
(INT.) (See Biology 353.)
- 356b. *Biochemical Mechanisms*: Mr. Dunathan (Haverford).
Prerequisite: Chemistry 202.
399. *Senior Conference*: Students and faculty meet together in a weekly seminar to consider topics in chemistry.

Honors Work: Honors work, consisting of individual research under the supervision of a member of the Department, may be undertaken in conjunction with any of the advanced courses by qualified students who are invited by the Department to participate in this program.

Teaching Certification: A sequence of work offered by the Department of Chemistry and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Classical and Near Eastern Archaeology

Professors: Machteld J. Mellink, PH.D., *Chairman*

Kyle M. Phillips, Jr., PH.D.

Brunilde S. Ridgway, PH.D.¹

Associate Professors: Richard S. Ellis, PH.D.

Carl Nylander, PH.D.

Assistants: Marilyn Y. Goldberg, M.A.

Ann Steiner, A.B.

The major courses provide an extensive survey of the ancient Mediterranean and Near Eastern civilizations, with emphasis on Greek art and archaeology.

Requirements in the Major Subject: Archaeology 101, 201b or 204b, 203, 205b, 301 and the Senior Conferences. All majors are urged to take Greek and Ancient History, and to acquire a reading knowledge of French and German.

Allied Subjects: Ancient History, Anthropology, History of Art, Greek, Latin, Akkadian.

101. *An Introduction to Ancient Art:* Mr. Nylander.

A historical survey of the art of the Ancient Near East, Greece and Rome. Three hours of classes, one hour of informal discussion.

201b. *Egypt and Mesopotamia before 1600 B.C.:* Mr. Ellis.

[202b. *Ancient Greek Cities and Sanctuaries:* Mrs. Ridgway.]

[203a. *Greek Sculpture:* Mrs. Ridgway.]

203b. *Etruscan and Roman Sculpture:* Mr. Phillips.

From the Hellenistic period to the end of the Roman Empire.

[204b. *Egypt and Mesopotamia from 1600-546 B.C.:* Mr. Ellis.]

205b. *Aegean Archaeology:* Miss Mellink.

The pre-Greek and early Greek cultures of the Aegean area: Minoan Crete, Troy, the Aegean Islands, Mycenaean Greece and their overseas connections.

1. On leave for the year, 1974-75.

- 207a. *Ancient Near Eastern Cities*: Mr. Ellis.
(INT.) The development of the earliest cities in Western Asia. Architectural form and function, reconstruction of historical cities on the basis of excavation and texts.
- 301a. *Greek Vase-Painting*: Mr. Phillips.
Greek vase-painting as an original form of art, its relation to other arts, and its place in archaeological research.
- 301b. *Greek Architecture*: Mr. Nylander.
(INT.) The Greek architectural tradition in its historical development, with special study of the Greek temple.
- {302b. *Roman Architecture*: Mr. Phillips.]
- 304a. *Monumental Painting*: Mr. Phillips.
The arts of wall painting and mosaics in the Greek world and in Italy from the archaic period to the third century A.D.
- 305b. *The Bronze Age in Syria and Palestine*: Mr. Ellis.
The archaeology of the Levant and its relationships with surrounding cultures from the beginnings of urban civilization to the disturbances caused by the Sea Peoples c. 1200 B.C.
399. *Senior Conference*: Weekly two-hour seminars for which readings are assigned and reports are prepared. Semester I: Mr. Nylander; Semester II: Miss Mellink, Mr. Phillips.

See also History 205a.: *The Ancient Near East*: Mr. Ellis.

Honors Work: A long written paper is submitted on a topic selected by the student and approved by the Department. In preparation, the student confers throughout the year with the member of the Department under whose direction the paper is prepared.

Interdepartmental Work: The Department of Classical and Near Eastern Archaeology participates in the Interdepartmental majors: *Classical Studies* and *Growth and Structure of Cities*. See pages 145 and 148.

Excavation: The Department has two excavation projects. The excavation of Karatash-Semayük in Lycia (Turkey) is conducted as a field seminar in the fall, with full credit for graduate students and seniors by invitation. The second project, the excavation of an Etruscan archaic site at Murlo near Siena, takes place during the summer on a non-credit basis for graduate and undergraduate students of archaeology.

Economics

Associate Professors: Richard B. Du Boff, PH.D.

Noel J. J. Farley, PH.D., *Chairman*

Helen Manning Hunter, PH.D.

Assistant Professor: Barbara Wolfe, PH.D.

At Haverford

President: John R. Coleman, PH.D.

Assistant Vice-President: Samuel Gubins, PH.D.

Professor: Holland Hunter, PH.D.

Associate Professor: Vernon J. Dixon, PH.D.¹

Instructor: John Gibson, B.A.

The major in Economics consists of courses given at Bryn Mawr and Haverford. It is designed to provide an understanding of economic processes and institutions and the interactions among the economic, political and social structures; to train students in the methods used to analyze those processes and institutions; and to enable them to make policy judgments.

Requirements in the Major Subject: Economics 111 and 112, three units of intermediate and advanced work (including at least one unit of 300 level courses) and the Senior Conference. Courses 111 and 112 are designed to give the kind of informed perspective on economic principles and problems that is an integral part of a liberal education, as well as to provide a foundation for students to do further work in Economics. The group of intermediate courses offers a full range of material on major topics in the discipline and is designed to meet a wide variety of student interests. The group of advanced courses supplies a methodological and theoretical foundation for those planning to make use of economics in their professional careers. In the selection of courses the student is urged to take three of the following courses: 203a or b, 303a, 304b, 310b. Students intending to do graduate work in Economics should take 302b, and Mathematics 101 and 201 and they should consult with members of the Department about their plans before selecting their courses.

1. On leave for the year, 1974-75.

Prospective majors in Economics are advised to take Economics 111a,b and 112a,b by the end of the first semester of the sophomore year. As a general rule, the prerequisites for intermediate and advanced level work are Economics 111a,b, Economics 112a,b or permission of instructor.

Allied Subject: Mathematics, Political Science, History, Philosophy, Psychology, Sociology, Anthropology.

- 111a. *Introduction to Macroeconomics:* Members of the Department.
& b. The analysis of national economic behavior including prosperity and depression. Theories of inflation and unemployment. The role of government in managing and mismanaging the economy by influencing total national expenditure and by regulating financial institutions. The international role of the United States. Focus is on Western mixed-capitalist economies.
- 112a. *Introduction to Microeconomics:* Members of the Department.
& b. Techniques of analysis which apply to all economic systems in general and modern mixed-capitalism in particular. Topics include: determination of costs and prices for goods and services; the functioning of the marketplace; causes of wealth, poverty, and income inequality; environmental protection; discrimination. The course is intended to provide a method of examining economic behavior which will continue to be useful in a changing economic world.
- 115a. *Economic Accounting:* Mr. Hunter (Haverford).
An introduction to the theory and practice of classifying, recording and evaluating the activities of business firms and the sectors of the economy. Brief treatment of the accounting cycle, corporate reports and the integrated system of national accounts, interindustry accounts and some concepts in social accounting.
- 201a. *Economic History and Development:* Mr. DuBoff.
Long-term trends in output, resources, technology; structure of consumption, production, distribution; foreign trade and finance; basic causes of economic growth and underdevelopment. Quantitative findings provide the points of departure. Prerequisite: Economics 111a or b and Economics 112a or b.
- 202b. *Latin American Economic Development:* Instructor to be announced.
A theoretical and empirical analysis in an historical setting of the factors which have led to the under development of Latin America. The interrelationship between political and social change and economic

growth. Prerequisites: Economics 111A or b, Economics 112A or b.

203a. *Statistical Methods in Economics*: Members of the Department.

& b. Frequency distributions, probability and sampling theory, simple correlation and multiple regression and an introduction to econometric terminology and reasoning. The computer programming and other techniques required are developed as part of the course. Prerequisites: Economics 111A or b, Economics 112A or b.

204a. *Mathematics for Economists*: Mr. Gibson (Haverford).

Application of mathematics techniques—derivatives and differentiation, integration, difference and differential equations, vectors and matrix algebra—to the construction of economic models. Models are chosen from both macro and micro economic analysis. Prerequisites: Economics 111A or b, Economics 112A or b.

206b. *International Economic Theory and Policy*: Mr. Farley.

Current problems in international trade. The theory of trade. The balance of payments and theory of disturbances and adjustment in the international economy. Economic integration. The impact of growth in rich and poor countries on the development of the world economy. Prerequisite: Economics 111A or b, and Economics 112A or b, or permission of instructor.

207b. *Money and Banking*: Members of the Department.

The development and present organization of the money and banking system of the United States; domestic and international problems of monetary theory and policy. Prerequisites: Economics 111A or b, Economics 112A or b.

208b. *Economics of the Public Sector*: Mrs. Wolfe.

The concept of public goods. Expenditure and financing decisions within the frameworks of efficiency and the distribution of benefits and costs. Case studies of particular government decisions with emphasis on education and housing. Prerequisites: Economics 111A or b, Economics 112A or b.

209a. *Urban Economics*: Mr. Gubins (Haverford).

Study of economic aspects of urban poverty problems, investment in human resources, financing of urban services, relations between income and earnings; theoretical and empirical analysis of benefits and costs of poverty programs. Enrollment limited. Prerequisite: Economics 111A or b, or Economics 112A or b.

- 210a. *Developing Economies*: Mr. Farley.
Analysis of the structural transformation of the developing economies. Causes and roles of saving, investment, skills, technological change and trade in the development process. Strategies and methods of economic planning. Prerequisites: Economics 111a or b, Economics 112a or b.
- 211a. *The Soviet System*: Mr. Hunter (Haverford).
(INT.) An analysis of the structure and functioning of major Soviet economic, political and social institutions. Current conditions are studied as products of historical development. Prerequisite: two semester courses in Economics, Political Science or History.
- 212b. *Political Economy of Capitalism*: Mr. Du Boff.
An analysis of contemporary capitalism as a socio-economic system. Free market, neo-Keynesian, Marxist and socialist theories are appraised. Readings may include Veblen, Galbraith, Baran, Sweezy, Friedman and others. Prerequisites: Economics 111a or b, Economics 112a or b, or permission of instructor.
- 215a. *Women in Demographic and Economic Perspective*: Mrs. Wolfe.
Characteristics of the supply of labor; demographic aspects, education and training, experience and motivation. The demand for labor in the perspective of wage and occupational structures. Discrimination theories. Women in developed and underdeveloped countries. Public policy issues. Prerequisites: Economics 111a or b, Economics 112a or b.
- 218b. *Seminar in Labor Resources*: Mr. Coleman (Haverford).
Selected issues in the functioning of labor markets and the development of human resources. Illustrative topics: frictions in labor markets from unskilled through professionals, ideology in contrasting work groups, rise and status of labor unionism, public policy on collective bargaining, investment in education and training.
- {222b. *History of Economic Thought*: Mr. Du Boff.}
Given 1975-76.
- 225a. *Topics in Economics*: Members of the Department (Haverford).
or b. Study of contemporary problems from the economist's viewpoint. The fields of analysis will be taken from such areas as U.S. foreign economic policy, population studies, cross-cultural economics, minority economic development, radical critique, planning in the U.S. economy, the economics of education. Prerequisites: Economics 111a or b, Economics 112a or b, or permission of instructor.

- 302b. *Introduction to Econometrics*: Mrs. Hunter.

The econometric theory presented in Economics 203 is further developed and its most important empirical economic applications are considered. Each student will do a six-week empirical research project using multiple regression and other statistical techniques. Prerequisite: Economics 203a or b and permission of instructor.

- 303a. *Macroeconomic Analysis*: Mrs. Hunter.

Rigorous review of the theoretical foundations of income determination, monetary phenomena, and economic fluctuations. Introduction to dynamic processes. Prerequisites: Economics 111a or b, Economics 112a or b, or permission of instructor.

- 304b. *Microeconomic Analysis*: Mrs. Wolfe.

Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, and ideal pricing. Introduction to operations research. Prerequisite: Economics 112a or b, or permission of instructor.

- 310b. *Interindustry Economics*: Mr. Hunter (Haverford).

An introduction to input-output methods of analyzing the impact on United States employment and output, both regionally and sectorally, of changes in defense spending, energy availability, pollution and foreign trade. Application of linear programming methods, in an intersectoral and intertemporal framework, to aggregate plan testing, sensitivity analysis, and alternate expansion paths in other countries. Prerequisites: Economics 111a or b, Economics 112a or b.

- [312a. *Economic Integration: Theory and Policy*: Mr. Farley.]

- [315a. *Advanced Economic Theory*: Members of the Department (Haverford).]

- 321b. *Quantitative Analysis of Economic Change*: Mrs. Hunter.

Measuring national income and national welfare. Input-output analysis. Indexes of price and production. Econometric models of growth. Evaluation of the effects of long run change, growth and inflation on the distribution of income and living standards. Measuring business cycles. Short run forecasting with (and without) econometric models. Prerequisite: Economics 203a or b.

399. *Senior Conference*: Weekly two-hour seminars for which readings are assigned and reports are prepared. Semester I: economic theory; Semester II: topic to be chosen by the students. Each student will have the option of writing a paper or taking an examination.

Honors Work: One unit of Honors work may be taken by students recommended by the Department.

Interdepartmental Work: The Department of Economics participates in the Interdepartmental concentration in *Hispanic and Hispanic-American Studies* and in the Interdepartmental major *Growth and Structure of Cities*. See pages 148, 150.

Teaching Certification: A sequence of work offered by the Department of Economics and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Education and Child Development

Professors: Ethel W. Maw, PH.D., *Chairman*

Janet L. Hoopes, PH.D., *Director, Child Study Institute*

Associate Professors: Susan E. Maxfield, M.S., *Director, Thorne School*

Emmy A. Pepitone, PH.D.

Faye P. Soffen, ED.D.

Lecturers: Katharine E. McBride, PH.D., *President Emeritus*

Beth M. Riser, M.A.

Samuel Snyder, M.A.

Assistants: Anita Grinnell, M.A.

Isabel Westfried, M.A.

The work in Education is designed for students preparing for teaching or for work with children in a variety of fields. The curriculum treats the nature and development of the child, the psychology of teaching and learning, and principles of measurement. It deals with the history, philosophy and objectives of the school as a social institution.

Although there is no major in Education, a sequence of courses in the Department enables the student to prepare for teaching in the secondary school. Students expecting to teach are urged to confer with the Department during the freshman year.

A program of work in elementary education is being developed experimentally by Swarthmore and Bryn Mawr Colleges together. After evaluation by the Colleges the programs may be submitted to the Pennsylvania Department of Education for approval as a route to certifica-

tion for elementary-school teaching. At present this work does not lead to certification, and enrollment in it is limited.

The Thorne School is maintained by the Department as a laboratory for child study where undergraduates have experience with young children. The pre-kindergarten program, in which advanced students assist, provides training for those planning to teach.

The Department also operates the Child Study Institute. This is a mental health service supported by the College, by the Lower Merion Township Schools and by fees. Problems of learning and behavior are studied; psychological testing, psychiatric treatment, remedial teaching and a program of counseling for children and parents are carried on. Advanced students participate in the work, and undergraduate and graduate students observe in the schools and at the Institute.

[101b. *The Social Foundations of Education*: Mrs. Pepitone.]

102b. *History and Philosophy of Education*: Mrs. Pepitone.

A study of the interrelation of education and culture from earliest times to the present day with particular consideration given to current educational issues as they are rooted in the historical process.

201a. *Educational Psychology*: Mrs. Riser.

Psychology and measurement related to educational objectives particularly from the point of view of what is currently known about human social, affective, cognitive and learning behavior. Laboratory work is required. Prerequisite: Psychology 101.

301a. *Principles of Teaching in the Secondary School*: Mrs. Maw.

The objectives, curriculum and organization of the secondary school. The nature of the learner and his relation to the school program and aims. Two-hour seminar per week; student teaching in the junior or senior high school.

[302a. *Principles of Teaching in the Elementary School*: Mrs. Maw.]

303b. *Developmental and Remedial Reading*: Mrs. Riser.

Basic principles and approaches to teaching reading. Developmental reading progress of children will be studied, as well as how to recognize and evaluate deviation from the norm. Weekly tutoring experience required.

304b. *Higher Education in the 1970s*: Miss McBride.

The issues and prospects with specific reference to the studies of the Carnegie Commission on Higher Education.

[306a. *Child Psychology*: Instructor to be announced.]

306b. *Adolescent Development*: Mr. Snyder.

Patterns of growth and development—physical, emotional, social, intellectual—during the adolescent period. Theory and research focusing on adolescents in home, school and community. Two-hour seminar per week; laboratory work with adolescents. Prerequisite: Psychology 101a.

Mathematics 9a. *Mathematics for Elementary School Teachers*: Mr. Rosen (Swarthmore).

This course is designed to introduce prospective elementary school teachers to some of the mathematical concepts that appear in elementary school curriculum. Among the topics to be covered are the structure of the integer and rational numbers, sets and relations, and elementary number theory. One hour a week will be devoted to discussing how the mathematical concepts can be taught effectively in elementary school. Students will try out their ideas by actually teaching a small class of elementary school students.

Education 16. *Practice Teaching*: Members of the Department (Swarthmore).

Supervised teaching in elementary schools, with an accompanying seminar for methods and materials. Double credit; offered each semester.

Teaching Certification: Requirements for the state certificate to teach in the public secondary school can be met by the appropriate selection of courses in this Department and in the major field or fields. Though each state has its own requirements, most follow the same pattern, namely the Bachelor of Arts degree with emphasis upon a content area offered in the secondary school plus eighteen semester hours of professional preparation for teaching. At Bryn Mawr the suggested sequence includes Psychology 101 followed by Education 101b, 201a, and 306a or 306b or 102b. Required of all is Education 301a.

Selected Graduate Seminars: For certain undergraduates who have taken Child Psychology or Educational Psychology the following graduate seminars are open upon the consent of the instructor with the permission of the student's class dean and the Dean of the Graduate School of Arts and Sciences:

Critical Issues in Child Development: Miss Hoopes.

Adolescent Development: Miss Hoopes.

Psychology of Exceptional Children: Mrs. Riser.

Diagnosis and Remediation of Learning Deficit: Mrs. Riser.

English

Professors: Robert B. Burlin, PH.D., *Chairman*
K. Laurence Stapleton, A.B.

Professor of English and Performing Arts: Robert H. Butman, M.A.

Associate Professors: Thomas H. Jackson, PH.D.
Joseph E. Kramer, PH.D.

Assistant Professors: Louise K. Barnett, PH.D.
Sandra M. Berwind, PH.D.
Stephen Goodwin, M.A.
Sandra I. Kohler, PH.D.

Lecturers: Carol L. Bernstein, PH.D.
Peter M. Briggs, M.PHIL.
Katrin Ristkok Burlin, M.A.
E. Jane Hedley, PH.D., *Class Dean*
Eileen T. Johnston, M.A.
Anne Kaier, M.A.
Ramona T. Livingston, A.B.
Adrienne Lockhart, PH.D.

Instructors: Diane Bonds, M.A.
Jack Winner, M.A.

The Department offers an opportunity to explore all periods of English literature. Through comprehensive reading as well as close analysis, the major in English seeks to develop a historical perspective, critical and writing abilities, and an understanding of the imaginative process.

Requirements in the Major Subject: Prerequisite: English 101 (Bryn Mawr or Haverford) or its equivalent. Four second-year or advanced units in English literature. At least one full unit must be at an advanced (300) level. At least one-half unit must be in the literature of the Middle Ages. Students may in consultation with their departmental advisors take a portion of their work at Haverford. The Senior Conference.

Allied Subjects: Majors are urged to build a strong ally in classical or modern literature, History, Philosophy, or History of Art. Other courses

in Music, History of Religion, Political Science, Sociology and Linguistics may also be counted. A second-year writing course may be substituted for one unit of allied work.

Students contemplating graduate work in English are reminded that most graduate schools require a reading knowledge of French and German, and frequently Latin as well, for the Ph.D.

015. *English Composition and Reading*: Members of the Department.

Training in writing discursive prose, with emphasis on the critical analysis of a few works by selected authors. There will be weekly papers, two class meetings a week, and regular conferences. Brief descriptions of the topics and reading lists for 1974-75 will be sent to each student in May, to allow her to indicate her preference. (Note: there is one division of this course, called "Readings in English Literature," which may be substituted for the prerequisite to the English major. In this division there will be three class meetings a week, as well as more reading. The paper requirements are the same as for the other divisions.)

WRITING COURSES

Weekly papers are required in the following courses. Students who cannot meet this requirement should not elect any of these courses.

[191.* *Experimental Prose Writing*: Mr. Goodwin.]

192a.* *Fiction Writing*: Mr. Goodwin.

& b. The writing of at least three pieces of short fiction. Student writing and some assigned texts will be discussed in class. Prerequisite: permission of instructor.

[195b.* *Verse Composition*: Miss Stapleton.]

198a.* *Playwriting and Production*: Mr. Butman.

Writing of two original one-act plays.

198b.* *Advanced Playwriting and Production*: Mr. Butman.

Writing of a full-length play and preparation of its production-book. Prerequisite: permission of instructor.

199c. *Projects in Writing*: Mr. Goodwin.

The writing of a novel or a collection of short fiction. By invitation of instructor.

LITERATURE

- 101a. *Major Works in English Literature*: Members of the Bryn Mawr and Haverford Departments.
 & b. This prerequisite to the English major, taught jointly at Haverford and Bryn Mawr, is the critical study, in chronological sequence, of major works by major authors, including Chaucer, Spenser, Shakespeare, Milton, Pope and Wordsworth, plus a major novel. The emphasis will be on close reading, and the continuity of traditions and modes in English and American literature.
- 201a. *Chaucer and His Contemporaries*: Mrs. Lockhart, Mr. Burlin.
 & b. Semester I: Chaucer's early poems and the *Troilus*, with supplementary readings from the Middle English period; semester II: the *Canterbury Tales*.
- [209b. *Medieval Narrative: From Beowulf to Malory*: Mr. Burlin.]
- 210b. *Sixteenth Century Literature*: Mrs. Kohler.
 Lyric poetry; the literary theories of Sidney's *Apology* and *Arcadia*.
- 225a. *Shakespeare*: Mr. Kramer.
 & b. a. From *Titus Andronicus* to *Hamlet* (circa 1589-1600). The non-dramatic poetry of Shakespeare will be read with specific reference to illuminating the dramas.
 b. From *Troilus and Cressida* to *Henry VIII*.
- [228a. Modern Drama: Mr. Kramer.]
 & b.
- 240a. *Restoration and Early Eighteenth Century Literature*: Mr. Briggs.
 Developments to be examined include the rise of new literary genres and the contemporary effort to find new definitions of heroism and wit, good taste and good manners, sin and salvation. Principal readings will be drawn from Dryden, the Restoration dramatists, Swift, and Pope.
- 247b. *Eighteenth Century English Novel*: Mrs. Burlin.
 A study of selected novels in the context of relevant eighteenth century intellectual trends and critical approaches: Defoe, Richardson, Fielding, Smollett, Sterne, Radcliffe, Burney, Edgeworth, and Austen.
- 250a. *Nineteenth Century English Poetry*: Mrs. Johnston.
 & b. The major poets from Blake to Yeats will be studied, as well as some key theoretical texts. The course is organized around the study of several important traditions, themes, and forms.

257a. *Nineteenth Century English Novel*: Mrs. Lockhart.

Selected novels in the period from Jane Austen to Dickens will be studied. Emphasis will be placed on the conceptions and development of literary forms. Some acquaintance with earlier and later fiction is desirable.

260a. *American Literature to 1900*: Mrs. Barnett.

Readings from the Puritans, Lewis and Clark, Emerson, Thoreau, Hawthorne, Melville, Whitman, James, Crane, Henry Adams; short fiction and poetry of the major figures of the period.

[264a. *Racial Minorities in the Modern American Novel*: Mrs. Barnett.]

266b. *Nineteenth Century American Novel*: Mrs. Barnett.

Readings from Brown, Cooper, Poe, Hawthorne, Melville, Twain, James, Chopin, Dreiser, Crane and Wharton.

268a. *Modern Short Fiction*: Mr. Goodwin.

A study of the dominant forms of modern short fiction. Chekhov, James, Joyce, Lawrence, Kafka, Welty, O'Connor, Borges, and Barth will be among the writers discussed.

270a. *Twentieth Century Literature*: Mr. Jackson.

& b. Twentieth century literature in its relationship to earlier literary and intellectual traditions, principal themes, and technical achievements, seen through extensive study of selected major twentieth century writers.

[281a. *Urban Fiction*: Mrs. Barnett.]

282a. *The Lyric*: Mrs. Berwind.

Instruction in the techniques (tropological, rhetorical, formal, and prosodic) by which poetry expresses its meaning. There will be some discussion of critical theory, but most of the time will be devoted to practical analysis of short poems from different periods.

The following courses are open primarily to advanced students; enrollment will be restricted at the discretion of the instructor.

300. *Old English Literature*: Mr. Burlin.

After a brief introduction to the language and some reading of prose, the first term will be devoted to short lyrics and questions of Old English poetic style; the second term, to a careful study of the textual and critical problems of *Beowulf*. This is a full year course and the second semester cannot be taken unless the student has prior training in the language.

[301a. *Readings in Middle English Literature*: Mr. Burlin.]

- [321a. *English Drama to 1642.*]
& b.
- 323b. *Renaissance English Tragedy*: Mr. Kramer.
Specimen tragedies of Marlowe, Chapman, Jonson, Webster, Middleton, Tourneur, Ford and Shirley will be read closely in the context of theatrical developments from 1580-1642.
- [325a. *Studies in Shakespeare*: Mrs. Kohler.]
- [326a. *The Theatre of Ben Jonson*: Mr. Kramer.]
- 330a. *The Seventeenth Century*: Miss Stapleton.
& b. The first semester will be devoted to the Metaphysical poets, especially Donne, and major prose writers such as Bacon and Sir Thomas Browne. An opportunity will be given for students who are interested to study some of the women writers of the period. The second term is devoted primarily to Milton.
- 346b. *Later Eighteenth Century English Literature*: Mr. Briggs.
Course reading and discussion will direct particular attention toward two developments: first, the cultural perspective and literary achievements of Johnson and his circle; and second, the experiments of a more heterogeneous group of writers whose diverse interests formed the basis of English Romanticism.
- 352a. *Early Romantic Writers*: Miss Kaier.
Studies in the major poetry and critical prose of Wordsworth and Coleridge. Particular emphasis will be placed on the *Prelude*. Attention will also be paid to Scott and to De Quincey.
- 355b. *Tennyson, Browning and Arnold*: Mrs. Johnston.
The focus of the first half of the course will be on an intensive study of Tennyson's poetry. The second half will be devoted to the major poems of Browning and Arnold, as well as Arnold's major prose writings.
- 358a. *Early Nineteenth Century English Novelists: "Women of Talents"*: Mrs. Bur-
lin.
The achievement of female writers 1790-1847, with special attention to Jane Austen and the Brontes.
- 359b. *Developments in Late Nineteenth Century English Fiction*: Mrs. Lockhart.
This course will examine a variety of fictional genres of the late nineteenth century and the critical attitudes which accompanied them. Attention will be paid to the realist novel, the romance, the short story, the English naturalist movement and fantasy. Some attempt will be made

to demonstrate the ways in which experiments at the end of the century led to the work of the major early twentieth century novelists.

366b. *Melville and James*: Mrs. Barnett.

A juxtaposition of the primitive and romantic with the civilized and realistic sensibility through a consideration of the major novels of each author.

[371a. *The Development of Modern Poetry*: Mr. Jackson.]

[376a. *William Butler Yeats*: Mrs. Berwind.]

381a. *The Sonnet*: Mrs. Kohler.

The Elizabethan sonnet sequence (Sidney, Daniel, Drayton, Spenser, Shakespeare) with some study of its origins in Italian and French renaissance poetry, and then some attention to the later development and use of the sonnet form in Donne, Milton, Wordsworth, Meredith and Hopkins.

[384a. *Approaches to the Theory and Practice of Fiction*: Mrs. Lockhart.]

388a. *Modern Poetic Theory*: Mr. Jackson.

Theories of poetry and criticism since Imagism and their background in the late nineteenth century. Pater, the Decadents, Pound, Hulme, and Eliot are among the writers to be covered; in addition, some coverage of more recent theories, e.g., structuralism.

[389b. *Studies in Twentieth Century Criticism*: Mr. Jackson.]

399. *Senior Conference*: a: Mr. Kramer, Mrs. Berwind.
b: Mr. Jackson, Mrs. Kohler.

Senior Conference: The Senior Conference will continue for the entire year and will focus upon a core of reading, determined in advance by the two instructors for each semester. The reading will consist of substantial and significant works drawn from all periods of English and American literature, ranging from the late medieval period to the modern.

Majors in English will be expected to know the works in advance—either through course work or summer reading. The conferences will consider kinds of critical approaches to these works and will demand further reading, as well as reports by the students. A work may be considered in its historical context (political, philosophical, occasional background); in the context of other works by the author (for both thematic and formal comparison); in the context of other works of the same period; and, for structural and generic studies, in the context of the entire spectrum of English and American literature. Concurrently the

student will become acquainted with examples of practical and theoretical criticism which exemplify these various approaches.

At the end of the year the students will be examined by a committee of three members of the Department *not* involved in supervision of the conference. The examination will be written; questions will be of a broad sort that will allow for many kinds of exemplification as well as intelligent use of supplementary and secondary reading. The student will also be allowed two other options. With the approval of the instructors, she may present a paper of approximately twenty pages on a topic of her choosing related to the core reading. (Such an alternative will have to be decided upon early in the second semester and be contingent upon full participation in the seminar work.) Secondly, the student may present herself to the Examination Committee for a fifty-minute oral examination. The grade for the year will be determined by the Examination Committee in consultation with the conference instructors.

Honors Work: In the senior year, Honors work, consisting of independent reading, reports and conferences, is offered to students of marked ability. Honors papers are due on the Friday two weeks before the end of classes.

Teaching Certification: A sequence of work offered by the Department of English and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

French

Professors: Michel Guggenheim, PH.D.

Mario Maurin, PH.D.¹

Katharine E. McBride Visiting Professor of French Studies: Marianne Debouzy, D. ès L.

Associate Professors: Gérard Defaux, D. ès L.

Pauline Jones, PH.D., *Chairman*

Catherine Lafarge, PH.D.

Assistant Professor: Grace A. Savage, PH.D.

Instructor: Vivien Thweatt, M.A.

Assistant: Jill N. Lundin, A.B.

1. On leave, semester II.

The major in French includes work in both literature and language. In the first year students are introduced to the study of French literature, and special attention is given to the speaking and writing of French. Second-year courses treat French literature from the beginning to the present day. In these courses, students whose command of written French is inadequate will be expected to attend regular sessions devoted to special training in writing French. A second-year half-course is devoted to advanced language training, with practice in spoken as well as in written French.

Advanced courses offer detailed study of individual authors, genres and movements. Students are admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in French literature, or by placement test and permission of the instructor.

Students in all courses are encouraged to make use of the Language Laboratory. In French 001, 002 and 205c, the use of the Laboratory and intensive oral practice in small groups directed by a Department assistant form an integral part of the course. French majors find it valuable to supplement the work done at Bryn Mawr by study abroad either during the summer at the *Institut* in Avignon or by study abroad during the sophomore or junior year. Residence in French House for at least one year is advisable.

Requirements in the Major Subject: French 101, French 205c, four semesters of 200-level literature courses, two semesters of advanced literature courses, and the Senior Conference. Students whose preparation for college has included advanced work in language and literature may, with consent of the Department, substitute a more advanced course for French 101. Occasionally, students may be admitted to seminars in the Graduate School. Such arrangements are made at the suggestion of the Department, with the approval of the Dean of the Graduate School of Arts and Sciences.

All French majors are expected to have acquired fluency in the French language (written and oral). Unless specifically exempted by the Department, they are required to take French 205c.

Allied Subjects: Any other language or literature, European History, History of Art, Music, Philosophy.

001. *Elementary French:* Members of the Department.

The speaking and understanding of French are emphasized, particularly during the first semester. The work includes regular use of the

Language Laboratory and is supplemented by intensive oral practice sessions three or four times weekly. The course meets five times a week.

002. *Intermediate French*: Members of the Department.

The emphasis on speaking and understanding French is continued, texts from French literature are read, and short papers are written in French. Students are expected to use the Language Laboratory regularly and to attend supplementary oral practice sessions twice a week.

101. *Readings in French Literature with Practical Exercises in the French Language*: Members of the Department.

The works read are chosen from various periods and genres, and include drama, poetry, novels and short stories. Oral expression and practice in writing are emphasized.

201a. *The Classical Age*: Mr. Gutwirth (Haverford).

Reading in the French seventeenth century, from Pascal's *Pensées* to La Bruyère's *Caractères*, with special attention to the flowering of the classical drama.

201b. *French Literature of the Eighteenth Century*: Miss Lafarge.

The course will include texts representative of the Enlightenment and the Preromantic movement, with emphasis upon the development of liberal thought as illustrated in the *Encyclopédie* and the works of Montesquieu, Voltaire, Diderot, and Rousseau.

202a. *French Literature of the Nineteenth Century*: Mr. Guggenheim, Miss Jones.

The poetry, drama and prose of Romanticism. A study of representative novelists such as Stendhal, Balzac, and Flaubert. Poetry in the second half of the century: the aesthetics of the Parnasse, Baudelaire, the Symbolist movement.

202b. *French Literature of the Twentieth Century*: Mr. Cook (Haverford), Mr. Guggenheim.

A study of selected works illustrating the principal literary movements from the turn of the century to the present. Gide, Proust, Valéry, Claudel, Surrealism, Existentialism, the Theater of the Absurd, the New Novel.

[203a. *French Literature of the Middle Ages*: Mrs. Savage.]

204a. *French Literature of the Sixteenth Century*: Mr. Defaux.

A study of the development of Humanism, the concept of the Renaissance, and the Reformation. The course will focus on representative

- works, with special attention given to the prose of Rabelais and Montaigne, the *conteurs*, the poetry of Marot, the Pléiade and d'Aubigné.
- 205c. *Advanced Training in the French Language*: Mr. Guggenheim, Miss Jones.
Intensive practice in writing and speaking the language. Compositions, literary translations, oral reports and discussions.
- [290. *The Civilization of France*: Mr. Silvera.]
(INT.)
- [293a. *Littérature, Histoire et Société de Montaigne à Madame de Roland*: Mr. (INT.) Guggenheim.]
- 295a. *Mai 1968: une société en crise*: Mrs. Debouzy.
(INT.) See Interdepartmental course 295a, *French Studies*, page 147.
- 295b. *La Ville de Paris aux XVII^e et XVIII^e siècles*: Miss Lafarge.
(INT.) See Interdepartmental course 295b, *French Studies*, page 147, and *The Growth and Structure of Cities*, page 148.
- [301. *French Lyric Poetry*.]
[303. *French Novel*.]
[304. *French Essayists and Moralists*.]
[305a. *Le Théâtre du XX^e siècle*.]
[305b. *La Vision de la femme dans la littérature française*.]
306a. *Marivaux et Giraudoux*: Miss Lafarge.
Representative works of fiction and drama will be read and examined closely in an attempt to bring out the similarities between the two authors. Their concept of "préciosité" will receive particular emphasis.
- 306b. *Le Roman du XX^e siècle*: Mr. Guggenheim.
A study of works representative of the twentieth century French novel, with particular attention given to thematic content and narrative techniques.
- 311a. *Advanced Topics in French Literature*: Mr. Cook (Haverford).
Topic for 1974-75: The art of short fiction (*conte, récit, poème en prose*) as practiced by Voltaire, Maupassant, Flaubert, Baudelaire, Mallarmé, Gide. Prerequisite: permission of instructor.
- 311b. *Advanced Topics in French Literature*: Mr. Gutwirth (Haverford).
Topic for 1974-75: Montesquieu's *Lettres Persanes*, Flaubert's *Madame Bovary*, Colette's *Chéri*—aspects of "the woman question" in the France

of the Old Régime, the Second Empire, the Third Republic. Prerequisite: permission of instructor.

399. *Senior Conference*: Mr. Defaux, Mr. Guggenheim.

A weekly seminar on representative works of French literature followed at the end of the year by an oral explication of a French literary text and a three-hour written examination.

Honors Work: On the recommendation of the Department, students in their senior year will be admitted to Honors work consisting of independent reading, conferences and a long paper.

Interdepartmental Work: The Department of French participates in the interdepartmental majors: *French Studies* and *The Growth and Structure of Cities*. See pages 146, 148.

Junior Year Abroad: Students majoring in French may, by a joint recommendation of the Dean of the College and the Department of French, be allowed to spend their junior year in France under one of the junior year plans, such as those organized by Hamilton, Hood, Sarah Lawrence, Smith, Swarthmore, Sweet Briar Colleges, New York University, Vanderbilt University, or L'Académie.

Summer Study: Students wishing to enroll in a summer program may apply for admission to the *Institut d'Etudes françaises d'Avignon*, held under the auspices of Bryn Mawr. The *Institut* is designed for selected men and women undergraduates and graduate students with a serious interest in French culture, most particularly for those who anticipate professional careers requiring a knowledge of the language and civilization of France. The curriculum includes general and advanced courses in French language, literature, social sciences, history and art. The program is open to students of high academic achievement who have completed a course in French at the third-year college level, or the equivalent.

Teaching Certification: A sequence of work offered by the Department of French and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Geology

Associate Professors: Maria Luisa B. Crawford, PH.D.

William A. Crawford, PH.D.

Lucian B. Platt, PH.D., *Chairman*

Assistant Professor: W. Bruce Saunders, PH.D.¹

Lecturers: David D. Gillette, PH.D.

Thomas O. Wright, PH.D.

The Department seeks to make students more aware of the physical world around them. The subject includes a study of the nature of the materials of which the world is made, of the physical processes which have formed the earth, especially near the surface, of the history of the earth and its organisms, and of the various techniques necessary to investigate earth processes and history. Geology borrows widely from its sister sciences, combining many disciplines into an attack on the problem of the earth itself. An essential part of any geologic training lies outside the classroom, in field work.

Requirements in the Major Subject: Geology 101, 201, 202a, 204a, one advanced unit. In addition, at least one of the following first-year courses is normally required: Biology, Chemistry or Physics. The sixth unit may be chosen in Geology or in an allied field approved by the Department. In addition, the Senior Conference is required. Students are encouraged to meet some of the major and allied requirements by advanced standing or placement examinations.

Allied Subjects: Biology, Chemistry, Physics, Mathematics; Astronomy, Anthropology, Archaeology, Economics or Statistics may be accepted in special cases.

101a. *Physical Geology:* Mrs. Crawford, Mr. Platt.

A study of materials and structures of the earth; surface and near-surface processes such as the action of streams, glaciers, and volcanoes; and of the features to which they give rise. Three lectures, four hours laboratory or field work a week.

1. On leave for the year, 1974-75.

- 101b. *Historical Geology*: Mr. Platt, Mr. Gillette, Mr. Wright.

The history of the earth from its beginning, and the evolution of the living forms which have populated it. Three lectures, four hours laboratory or field work a week. A three-day field trip is taken in the spring. Prerequisite: Geology 101a or equivalent.

- 201a. *Crystallography*: Mrs. Crawford.

The study of crystal systems and space groups, optical crystallography and crystal chemistry. The emphasis will be on the relation between the physical properties of crystalline substances and their structures and chemical constitution. Three lectures, four hours laboratory a week. Prerequisite: Geology 101, or permission of instructor.

- 201b. *Mineralogy*: Mrs. Crawford.

Descriptive and determinative mineralogy and mineral paragenesis. Three lectures, four hours laboratory a week. Prerequisite: Geology 201a.

- 202a. *Invertebrate Paleontology*: Mr. Gillette.

A systematic survey of animal groups in geologic time, with emphasis on their morphology, ecology and evolution. Three lectures, three hours laboratory a week. Prerequisite: Geology 101, or permission of instructor.

- [203b. *Physiography*: Mr. Crawford.]

- 204a. *Structural Geology*: Mr. Platt.

Recognition and description of deformed rocks; introduction to mechanics and patterns of deformation. Three lectures and three hours laboratory or field work a week. Prerequisite: Geology 101, or permission of instructor.

- [205b. *Introduction to Geochemistry*: Mr. Crawford.]

- 207a. *The Earth and Planets: Current Observations*: Mr. Platt, Mr. Green (Haverford) at Haverford.

Prerequisite: one semester of calculus, or permission of instructor.

- 221a. *Oceanography*: Mr. Wright.

A survey of physical, chemical, and biological processes. Emphasis will be on marine sediments, geophysical methods of study, and the history of the oceans. Three lectures a week. Prerequisite: one year of Geology.

- 302b. *Advanced Paleontology*: Mr. Gillette.

Principles, theory and application of various aspects of paleontology

such as evolution, biostratigraphy. Laboratory project-oriented, to include practical applications dependent on student and instructor's particular areas of interest. Three lectures, three hours of laboratory each week (with occasional augmentation by field work). Prerequisite: Geology 202a, or permission of instructor.

303a. *Thermodynamics for Geologists*: Mr. Crawford.

An elementary treatment of thermodynamics and crystal chemistry as applied to geological systems. The laboratory consists of determination of thermodynamic properties, phase equilibria experiments, and familiarization with basic electronics as applied to laboratory apparatus. Three lectures and three hours of laboratory a week. Prerequisites: Geology 101, Geology 201, Chemistry 101, or consent of instructor.

303b. *Advanced Geochemistry*: Mr. Crawford.

A review of selected topics in geochemistry. The laboratory consists of wet chemical and instrumental methods of analysis of silicate materials and natural waters. Two lectures and four hours laboratory a week. Prerequisite: Geology 303a, or permission of instructor.

[304. *Introduction to Petrology*: Mr. Saunders, Mrs. Crawford, Mr. Crawford.]

305b. *X-ray Crystallography*: Mrs. Crawford.

An introduction to the elements of x-ray crystallography including the geometry of crystals, the physics of x-rays and how x-rays interact with crystals. The laboratory will cover experimental study of powder and single-crystal x-ray diffraction. Two lectures, four hours laboratory a week. Prerequisite: any 101 science.

306b. *Stratigraphy*: Mr. Platt.

Principles, theory, and criteria for recognition of processes of formation of sedimentary rocks. Environments of deposition, basic stratigraphic relations, and interpretations of specific lithotopes. Three lectures a week. Field trips. Prerequisite: Geology 202a.

324a. *Vertebrate Paleontology*: Mr. Gillette.

The morphology, taxonomy, ecology and evolution of the vertebrates, with emphasis on mammals. Occasional field trips. Three lectures, three hours laboratory a week.

399. *Senior Conference* shall consist of:

1. "Topics in Geology," led by members of the Department.
2. A written report on an independent project in the field, laboratory or library.

Honors Work: Honors work in any of the advanced fields is offered to any student who has completed the first two years in Geology with distinction.

Selected Graduate Courses: Certain graduate courses are open to properly trained undergraduates with the approval of the student's class dean and the Dean of the Graduate School of Arts and Sciences.

German

Professor: Hans Bänziger, PH.D.

Associate Professors: Gloria Flaherty, PH.D., *Chairman*
Nancy C. Dorian, PH.D.

Assistant Professor: James W. Scott, PH.D.¹

Visiting Lecturer: Harold Jantz, PH.D.

Lecturer: Anne P. Addicks, M.A.

The purpose of the major in German is to lay the foundation for an understanding and appreciation of German culture through its literature and language. Students may elect to concentrate on the German language during their major program, or on German literature. The former program includes an introduction to applied German linguistics, Middle High German, and Germanic philology. The latter program concentrates on important epochs and genres of literature in the German-speaking lands. A broad base for students in both options is attained through a common core of courses. All German majors are expected to acquire fluency in the German language (written and oral). They are encouraged to gain supplementary exposure to the German language through residence in the German House and /or by study abroad during the summer or the junior year.

The German Departments of Bryn Mawr College and Haverford College cooperate to offer the widest possible range of courses to students in both colleges. Haverford German courses conducted in German are applicable to the Bryn Mawr German major.

1. On leave for the year, 1974-75.

Requirements in the Major Subject: The normal course sequence for the major is German 101, 201a or b, 202, and at least two other units at the 300-level. The Senior Conference is also required. Special consideration is given to students who have supplemented their linguistic training as outlined above.

Allied Subjects: Any language or literature, History, Political Science, Philosophy, Music, History of Art, History of Science.

001. *Elementary German:* Members of the Department.
The course offers the foundation of the language with emphasis on the four basic skills: reading, writing, listening and speaking. Increased importance is given to reading as the course progresses.
002. *Intermediate German:* Members of the Department.
Thorough review of grammar, exercises in composition, oral practice, and specially selected readings for students who have had the equivalent of two years of high school German and for those who are not adequately prepared to take German 101.
101. *Readings in German Literature:* Members of the Department.
Thorough review of grammar with continued practice in speaking and writing. Reading and discussion of selected works of German literature, including poetry, novellae, and drama.
- 201a. *Advanced Training in the German Language:* Mr. Cary (Haverford) and
& Mr. Bänziger.
- {201b.} First semester at Haverford. Advanced training in grammar, speaking, writing; stylistic exercises; reading of non-fictional material; oral reports and discussions; compositions.
- 202a. *Goethe and Schiller:* Miss Flaherty.
Representative works will be read and examined closely. Special attention will be given to their historical and aesthetic backgrounds as well as their position in the history of German literature.
- 202b. *Romanticism:* Miss Flaherty.
A study of works by Novalis, Tieck, Kleist, Hoffman, Brentano and Eichendorff with emphasis on their relationship to the major artistic, intellectual and social trends of the time.
- {301b.} *History of the German Language:* Miss Dorian.]
- 302a. *Vernacular Literature in Medieval Germany:* Mr. Jantz.
The appearance and development of literature in German will be

studied with concentration on writings after the year 1200. Works will be read in Medieval German, modern German or English translation.

- 303a. *Modern German Prose*: Mr. Bänziger.
Representative works of Kafka, Mann and Frisch will be discussed in terms of their aesthetic, historical and social value.
- [304a. *The German "Novelle"*: Mr. Scott.]
- [305a. *The Modern German Drama*: Mr. Bänziger.]
- [306a. *German Poetry*: Mr. Bänziger.]
- [307b. *The Literature of Reformation*: Mr. Scott.]
- [310b. *Lessing and the Enlightenment*: Miss Flaherty.]
399. *Senior Conference*: All senior majors are to participate in weekly conferences on selected works, topics and problems directly related to the study of German literature, language and culture. They will be required to submit papers or problem-sets to each of the instructors conducting each of the mini-mesters into which the two semesters will be divided. They will also be required to take a comprehensive examination on the material covered in the conferences.

Honors Work: On recommendation of the Department, students in the senior year will be admitted to Honors work consisting of independent reading, conferences and a substantial paper.

Teaching Certification: A sequence of work offered by the Department of German and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Greek

Professor: Mabel Louise Lang, PH.D., *Chairman*

Assistant Professors: Gregory W. Dickerson, PH.D.¹

Richard Hamilton, PH.D.

Lecturer: Peter M. Smith, PH.D.

1. On leave for the year, 1974-75.

The courses in language and literature are designed to acquaint the students with the various aspects of ancient Greek culture through a mastery of the Greek language and a comprehension of Greek mythology, religion and the other basic forms of expression through which that culture developed. The works of poets, philosophers and historians are studied both in their historical context and in relation to subsequent Western thought.

Requirements in the Major Subject: 001, 101a, 201, 301, one other half-unit course and the Senior Conference. Prospective majors in Greek are advised to take Greek 001 in the freshman year.

Allied Subjects: Ancient History, Classical Archaeology, History of Art, History of Religion, any language, Philosophy.

001. *Elementary Greek:* Miss Lang.

Semester I: elements of grammar, prose composition, reading, readings from ancient authors and the *New Testament*. Semester II: Plato's *Apology* and *Crito*; sight readings in class from Euripides' *Alcestis*.

101a. *Herodotus:* Mr. Smith.

After a review of Attic Greek with Lysias the reading is Book VI of Herodotus; prose composition is required.

101b. *Tragedy I:* Mr. Hamilton.

Sophocles' *Antigone* and Euripides' *Medea*; a critical literary paper is required.

102a. *Homer:* Mr. Smith.

Several books of the *Odyssey* are read, and verse composition is attempted. A short essay is required.

201a. *Plato and Thucydides:* Mr. Hamilton.

The *Symposium* and an abridged version of the Sicilian Expedition, with required prose composition.

201b. *Tragedy II:* Mr. Smith.

Euripides' *Bacchae* and Sophocles' *Philoctetes*; a critical literary essay is required.

[203. *Greek Literature in Translation.*]

213a. *Myth in Practice and Theory:* Miss Lang.

(INT.) See Interdepartmental course 213a., page 152.

- 214b. *Development of Greek Tragedy*: Mr. Hamilton.

Various approaches will be examined and major developments traced in the works of Aeschylus, Sophocles and Euripides (in translation).

- 301a. *Hesiod and the Lyric Poets*: Mr. Smith.

The Works and Days, and early elegiac and lyric poetry, including the odes of Pindar.

- 301b. *Aeschylus and Aristophanes*: Mr. Hamilton.

Aeschylus' *Agamemnon* and Aristophanes' *Frogs*.

399. *Senior Conference*: Weekly meetings with the members of the Department to explore in depth one or two areas (such as Homer and Oral Poetry, the Lyric Age of Greece, Attic Tragedy, the Golden Age of Athens, Biography and Rhetoric in Early Greek History, Folklore and Mythology in Greece). Oral reports will be scheduled throughout the year, and at the end there will be a written examination in sight translation from Greek to English and whatever other evaluation of the conferences each group deems appropriate.

Students doing their major work in Greek only will be expected to elect two conference areas; those doing a double major or a minor in another field will elect only one. A student majoring in another field may be admitted to one of the conferences without being liable for the translation examination.

For work in Greek History see History 205b.

Honors Work: Honors may be taken by qualified seniors either in conjunction with the advanced course or after its completion.

Interdepartmental Work: The Department of Greek participates in the Interdepartmental majors: *Classical Languages* and *Classical Studies*. See page 145.

History

Professors: Arthur P. Dudden, PH.D., *Chairman*

Mary Maples Dunn, PH.D.¹

Elizabeth Read Foster, PH.D.

Jane M. Oppenheimer, PH.D., *History of Science*²

J. H. M. Salmon, M.LITT., LIT.D.

Alain Silvera, PH.D.¹

James Tanis, TH.D., *Director of Libraries*

Katharine E. McBride Visiting Professors: Marianne Debouzy D. ès L.

Valerie Pearl, PH.D.

Associate Professors: Charles M. Brand, PH.D.

Barbara M. Lane, PH.D.

Assistant Professor: Stephen Poppel, PH.D.

Lecturers: Wendell P. Holbrook, A.B.

Phyllis S. Lachs, PH.D., *Associate Dean of the Graduate School of Arts and Sciences.*

Asunción Lavrin, PH.D.

Professor of Greek: Mabel Lang, PH.D.

Professor of Social Work and Social Research: Milton D. Speizman, PH.D.

Associate Professor of Latin: Russell T. Scott, PH.D.

Associate Professor of Classical and Near Eastern Archaeology: Richard S. Ellis, PH.D.

The History major is designed to enable the student to acquire historical perspective and historical method. Courses stress the development of ideas, cultures and institutions—political, social and economic—rather than the accumulation of data about particular events. Students study some topics and periods intensively in order to learn the use of documentary material and the evaluation of sources. Extensive reading is assigned in all courses to familiarize majors with varied kinds of historical writing and, in most courses, critical or narrative essays are required.

1. On leave for the year, 1974-75.

2. On leave, semester I.

Requirements in the Major Subject: Students are expected to complete four units of History and two units of allied work meaningfully related to the discipline of History. The basic selection of courses is planned in the spring of the sophomore year and depends upon the special interests of each student together with the availability of courses. History 111 will ordinarily be required of all History majors, but it will not satisfy the departmental distribution requirements. A suitable distribution of work in History to be undertaken by History majors should include at least: 1) one European course; 2) one non-European course; 3) one ancient, medieval, or early modern course concentrated before 1789; 4) one modern course concentrated after 1789; 5) one and one-half 300-level courses with one-half unit at least to be taken during the senior year. A particular course may very well satisfy more than one of the above qualifications. History majors will, in addition to the foregoing requirements, participate in the History Major Conference.

Allied Work: A wide choice is open to majors in History; in general those in modern fields will find courses in the Social Sciences most suitable, while those in earlier periods may select, with the permission of the department concerned, courses in classical studies, in Philosophy and History of Art. Intermediate or advanced courses in literature and in language may also serve to enrich the major offering.

Cooperation with Haverford College: The History Departments of Haverford College and Bryn Mawr College have coordinated their course offerings. History 111 is offered jointly by members of both departments; several intermediate courses are given at one college or the other in alternate years. All courses offered by both departments are open to students of both colleges equally, subject only to the prerequisites stated by individual instructors. Both departments encourage students to avail themselves of the breadth of offerings this arrangement makes possible at both colleges.

111. *Western Civilization:* Members of the two Departments.

A Bryn Mawr-Haverford combined course surveying Western European civilization from the fall of Rome to the present. The course deals with both institutional and intellectual currents in the Western tradition. Conferences, discussions, and lectures deal with both primary materials and secondary historical accounts. The course is intended for freshmen and sophomores, but one section is designed for upperclassmen.

- [190. *The Form of the City*: Mrs. Lane.]
(INT.)
- 200a. *Urban Society*: Mrs. Lane, Mr. Ross.
(INT.) See Interdepartmental Course 200a, page 152.
- 201a. *Medieval England*: Mr. McKenna (Haverford).
The evolution of English institutions from the Roman invasion to the Tudors.
202. *American History*: Mr. Lane (Haverford).
American history from colonial times to the present.
- [203. *Medieval European Civilization*: Mr. Brand, Mr. McKenna.]
- [204. *Europe, 1789-1848*: Mr. Silvera.]
- 205a. *The Ancient Near East*: Mr. Ellis.
An introduction to the history of the ancient Near East from the beginning of the third millennium B.C. to the rise of the Persian Empire. The sources and nature of the earliest history of Egypt and Mesopotamia; the international developments in Western Asia and Egypt during the second millennium B.C.; the Dark Ages and survival of traditions in the Near East at the beginning of Greek history.
- 205b. *Ancient Greece*: Miss Lang.
A study of Greece from the Trojan War to Alexander the Great, with particular attention to the constitutional changes from monarchy, through aristocracy and tyranny, to democracy in various parts of the Greek world. The stress will be on ancient sources, including historians, inscriptions, and archaeological and numismatic materials.
- 206a. *Roman History*: Mr. Scott.
The rise of Rome in Italy, contacts with the Hellenistic world, and the growth of the Roman Empire. Reading from source material and an essay will be required.
- 206b. *Roman History*: Mr. Scott.
The Roman Empire and the Hellenistic world to the reign of Constantine I.
- [207. *Latin America: Colonies and Revolutions*: Mrs. Dunn.]
208. *Byzantine History*: Mr. Brand.
Political, institutional, and cultural history of the Byzantine (Later Roman) Empire from the reforms of Diocletian and conversion of Constantine to the capture of Constantinople in 1453. Contacts with

Arabic, Turkish, Armenian, Slavic, and West European peoples will be stressed.

[209. *Early American History*: Mrs. Dunn.]

[210. *The Near East*: Mr. Silvera.]

[211b. *Medieval Mediterranean World*: Mr. Brand.]

[212. *Renaissance and Reformation*: Mr. Salmon.]

219b. *Early Modern England*: Mrs. Foster.

A study of the social, economic, religious, and political developments in the Tudor and Stuart period which affected the daily life of the English people.

223a. *Medieval and Early Modern Urban Society in England: London as a (INT.) Microcosm*: Mrs. Pearl.

A consideration of social organization in its relation to urban geography and urban politics. Lectures begin with the Roman period, but the main emphasis of the course is upon the period from the later Middle Ages through the early eighteenth century.

225. *Europe since 1848*. Mr. Spielman (Haverford).

The main political, social, and cultural developments of the European states since the mid-nineteenth century.

[227. *The Age of Absolutism*: Mr. Spielman (Haverford).]

[230. *A History of the Afro-American People*: Mr. Holbrook.]

235. *West African History*: Mr. Holbrook.

A survey of West African history from the Iron Age to the present. Themes to be covered include: State-building in the Sudan and forest belt, the growth of Islam, the impact of Europe and the trans-Atlantic slave trade, responses to European penetration and decolonization.

240a. *History and Principles of Quakerism*: Mr. Bronner (Haverford).

The Quaker movement is studied in relation to other intellectual and religious movements of its time and in relation to problems of social reform. The development of dominant Quaker concepts is traced to the present day and critically examined. Open to sophomores, juniors and seniors.

244. *Russian History*: Mrs. Gerstein (Haverford).

A topical study of Russian history from Kiev to the death of Lenin. First semester: the problem of Russian medieval culture, the

growth of Muscovite absolutism, and the impact of the West in the eighteenth century. Second semester: modernization, the growth of the radical intelligentsia and the Russian Revolution to 1924.

[260. *Germany since 1815*: Mrs. Lane.]

261. *History of China*: Mrs. Borei (Haverford).

A general survey of Chinese civilization to the beginning of the nineteenth century. Lectures and discussions will deal topically with such themes as Confucianism and the growth of the Chinese bureaucracy.

262b. *History of Japan*: Mrs. Borei (Haverford).

A general survey of Japanese history from the Yamato period to World War II. Lectures and discussions will concentrate on institutional and cultural developments in the traditional period and on the modernization process in the nineteenth and the twentieth centuries.

[290. *The Civilization of France*: Mr. Silvera.]

(INT.)

295a. *Mai 1968, une société en crise*: Mme. Debouzy.

(INT.) See Interdepartmental Course 295a., French Studies page 147.

[300b. *The American City in the Twentieth Century*: Mr. Speizman.]

(INT.)

301a. *Europe in the Twentieth Century*: Mr. Poppel.

Selected topics and problems of recent European history.

302. *France, 1559-1661*: Mr. Salmon.

The period from the religious wars to the personal rule of Louis XIV is treated as a unity in which revolutionary changes occurred in the structure of French society. These changes are examined in the light of French literature and political thought in the period.

303a. *Topics in the Recent History of the United States*: Mme. Debouzy.

Social developments since the late nineteenth century, with examination of the problems peculiar to constructing the history of the recent past.

305b. *The Italian City-State in the Renaissance*: Mrs. Lane.

(INT.) Out of its medieval setting the evolution of the urban civilization of Northern Italy will be examined within its socio-economic as well as its cultural context. Not only Florence, but the other major city-states as well will be investigated in detail.

- [307b. *Medieval Cities: Islamic, Byzantine, and Western*: Mr. Brand.]
(INT.)
- 308b. *The Jews in the Middle Ages*: Mr. Brand.
The economic, social, and political position of the Jews in the Islamic world, the Byzantine Empire, and Western Europe, from the seventh to the thirteenth centuries. A reading knowledge of *one* of the following languages is required: French, Spanish, German, Italian, Hebrew, Greek, Arabic *or* Latin. A conference course.
- [311b. *Colonial Towns in North and South America*: Mrs. Dunn.]
(INT.)
- [312a. *History of Women in America*: Mrs. Dunn.]
- 314b. *The Scientific Renaissance and Modern Science*: Miss Oppenheimer.
(INT.) The course will consider changing relationships between scientific ideas and other intellectual, cultural, and religious traditions from 1543 to 1900.
- [315a. *Topics in Modern British History*: Mrs. Lachs.]
- 317a. *Mexico: Independence to the Present*: Mrs. Lavrin.
(INT.) Emphasis will be placed on cultural conflict; the historical development of institutions such as church, *hacienda*, *caciquismo*; and on the nature and dynamics of the protracted revolutionary movement from Hidalgo to Cardenas.
- 320a. *Holland's Golden Age*: Mr. Tanis.
The Dutch contribution to the modern world. A study of the cultural and intellectual life of the Netherlands in the seventeenth century, emphasizing the philosophical and theological thought of the period, against a background of general economic and political considerations. Brief attention will be given to the interplay of the artistic and literary contributions of the age.
- [321b. *Revolution within the Church*: Mr. Tanis.]
- [322. *Religious Forces in Colonial America*: Mr. Tanis.]
- 323a. *London and the Puritan Revolution*: Mrs. Pearl.
(INT.) The role of London in the great political, social, economic, and intellectual changes of the seventeenth century. Taught as a seminar.
- [330. *France since 1870*: Mr. Silvera.]

- 335a. *West African Leadership*: Mr. Holbrook.

The course treats the themes of continuity and the patterns of change in West African leadership from the eleventh century to the present. After a study of leadership in both state and segmentary societies of pre-colonial West Africa, the course continues with readings and research focused upon: chiefs and other traditional leadership under colonialism, nationalists, parliamentary leaders, one-party systems, and military rule.

- 335b. *A History of Blacks in the American City*: Mr. Holbrook.

(INT.) The early nineteenth century experiences of slaves and freemen in American cities. The course includes the study of successive waves of black migrations which have contributed much to the contemporary American urban demographic pattern. As a special focus the course offers students the opportunity for doing research and writing on the history of the black experience in Philadelphia.

- 340b. *Topics in American History*: Mr. Lane (Haverford).

Class discussions and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Topic for 1974-75: Violence in American History. Prerequisite: permission of instructor.

- [347. *Topics in Far Eastern History*: Mrs. Borei (Haverford).]

- [351a. *Topics in Regional History*: Mr. Bronner (Haverford).]

- 352b. *Religious Utopian Movements in the United States*: Mr. Bronner (Haverford).

Utopian movements in the United States, with special emphasis on religious utopian thought and communities from colonial times to the present.

- 355a. *Topics in European History*: Mr. Spielman (Haverford).

Seminar meetings and an extensive research paper based on reading in primary and secondary sources. May be repeated for credit with change of topic. Topic for 1974-75: The French Revolution. Prerequisite: a reading knowledge of French.

- 356b. *Topics in Modern European History*: Mrs. Gerstein (Haverford).

Seminar meetings and papers based on readings in source materials and interpretive works. May be repeated for credit with change of content. Topic for 1974-75: *Fin de siècle* (1890-1914). Prerequisite: permission of instructor.

- 358b. *Topics in Medieval History*: Mr. McKenna (Haverford).

Seminar meetings and a substantial paper based chiefly on contempo-

rary sources in translation. May be repeated for credit with change of content. Topic for 1974-75: The Fundamentals of Western Law. Prerequisite: permission of instructor.

[360. *England under the Tudors and Stuarts*: Mrs. Foster.]

361a. *Majors Conference for Juniors*: Mr. Dudden and members of the Department.

A required seminar in Historical Methods and Evidence for majors in their junior year. Part of this course will be conducted jointly with Haverford.

[370a. *The Great Powers and the Near East*: Mr. Silvera.]

399b. *Majors Conference for Seniors*: Mr. Dudden and members of the Department.

A required seminar with selections and alternative choices in Philosophy of History and Contemporary History. Part of this course will be conducted jointly with Haverford.

401. *Honors Work*: Honors work in any of the advanced fields is offered for the senior year to any History major who completes her third year with a record of distinction. An essay based on source material must be presented.

403. *Supervised Study*: Members of the Department.
Permission of instructor and Department chairman required.

Interdepartmental Work: The Department of History participates in the Interdepartmental Majors: *French Studies* and *The Growth and Structure of Cities* and the concentration in *Hispanic and Hispanic-American Studies*. See pages 146 and 148 and 150.

Teaching Certification: A sequence of work offered by the Department of History and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania. Current requirements call for two and one-half units of allied work in the social sciences.

History of Art

Professors: Charles Mitchell, B.LITT., LITT.D., *Chairman*¹

James E. Snyder, M.F.A., PH.D., *Acting Chairman*

Visiting Professor: John McCoubrey, PH.D.

Associate Professor: Charles G. Dempsey, M.F.A., PH.D.

Lecturers: Dale Kinney, M.A.

Marilyn McCully, M.A.

Assistants: Jane Lamb, B.A.

Kathryn Porter Aichele, M.A.

Professor of Fine Art: Fritz Janschka, *Akad. Maler*

The Department regularly offers an introductory course (involving some studio work), a series of general intermediate courses and more concentrated advanced half-courses, and instruction on special topics to majors in their senior year. The program is open also to undergraduates of Haverford College.

Requirements in the Major Subject: At least four units of course work in art history, normally including Art 101 and always one unit of advanced course work, together with the Senior Conference and two units of allied work. Intermediate courses with supplementary work may sometimes be counted as advanced at the discretion of the Department.

Students contemplating a major in History of Art are strongly advised to consult the Department as early as possible in their College careers, especially with regard to language preparation.

Allied Subjects: History, Latin, Greek, modern languages, Archaeology; others in consultation with the Department.

101. *Introduction to Art History:* The Department.

The course is designed as an introduction to the methods and scope of art history in the field of Western art from medieval to modern times. Studio work, two hours weekly.

INTERMEDIATE COURSES

210. *Early Medieval and Byzantine Art:* Mrs. Kinney.

1. On leave for the year, 1974-75.

- 211. *Art of the Later Middle Ages*: Mr. Snyder.
- 213. *Baroque Art*: Mr. Dempsey.
- 214. *Modern Art*: Miss McCully.

ADVANCED COURSES

- 321a. *Medieval Mosaics in Rome*: Mrs. Kinney.
- 333b. *Early Netherlandish Art*: Mr. Snyder.
- 339a. *Problems in Renaissance Painting*: Mr. Dempsey.
- 348a. *Picasso*: Miss McCully.
- 399. *Senior Conference*: Members of the Department hold regular conferences with senior majors on their special subjects. The evaluation is in three parts, each of three hours:
 - 1. An examination to test knowledge of works of art.
 - 2. A general examination on the history of art.
 - 3. An examination on a special topic.*Honors Work*: Offered to students on invitation of the Department.

FINE ART MAJOR PROGRAM

Professor: Fritz Janschka, *Akad. Maler* (Vienna)

At Haverford:

Professor of Fine Arts: Charles Stegeman, *Académie Royale des Beaux-Arts* (Brussels)

Assistant Professors of Fine Arts: R. Christopher Cairns, A.B., M.F.A.
Dru Shipman, B.A., M.F.A.

The major program in Fine Art is coordinated with, and complementary to, the Fine Arts major program at Haverford College, courses on either campus being offered to students of either College with the approval of the respective instructors.

The program is under the direction of the Bryn Mawr Professor of Fine Art, with whom intending Fine Art majors should plan their major curricula.

Requirements in the Major Subject: At least four units in Fine Art, which must include Haverford 101, one 300 course (or an approved Haverford

equivalent) and the Senior Conference. Fine Art majors must also successfully take two units of allied work, of which a course in History of Art must be one.

Allied Subjects: History of Art, History, Classical and Modern Languages, Mathematics, Chemistry, Physics; others, exceptionally, in consultation with the Professor of Fine Art.

(For Haverford Fine Arts courses see the Haverford College Catalogue.)

225. *Graphic Arts:* Mr. Janschka.

Intaglio and relief printing. Etching of liftground, aquatint, soft-ground. Drypoint. Woodcutting, and combined use of various methods. Prerequisite: Haverford Fine Arts 101 or proof of adequate previous training in drawing.

235. *Color-Lithography:* Mr. Janschka.

An advanced graphic arts course with emphasis on color printing by lithographic processes. Making of editions. Prerequisites: Fine Art 225 or Haverford Fine Arts 231 or 241.

345. *Advanced Drawing:* Mr. Janschka.

Drawing as an independent art-form. Line as dominant composition factor over color. All drawing media and watercolor, tempera and acrylic paints. Prerequisite: Haverford Fine Arts 231 or 241 or Fine Art 225.

399. *Senior Conference:* Individual or joint approved projects pursued through the year under the direction of the Professor of Fine Art at Bryn Mawr.

Final Examination in the Major Subject: This is in three parts—

- a) The presentation of one portfolio of work arising from courses taken in advanced drawing, and a second portfolio resulting from work in advanced courses in painting, or sculpture, or graphics;
- b) The formal exhibition of a small selection of advanced works;
- c) The presentation of work done in the Senior Conference.

Work presented in the final examination will be judged and graded by a jury consisting of the Professor of Fine Art, a member of the Haverford Fine Arts faculty, and a member of the Department of the History of Art.

Honors Work: Suitable Fine Art majors may be invited by the Professor of Fine Art to present an Honors Project. Honors work requires (a) a major project in Fine Art approved by the Professor of Fine Art, and (b) an extended paper discussing the theoretical, technical and other relevant problems involved in the achievement of the major project. Both the project and the paper will be evaluated by the Professor of Fine Art and a

member of the History of Art Department, who may be joined, where it is judged appropriate, by a member of the Fine Arts Faculty of Haverford College.

History of Religion

Professor: Howard C. Kee, PH.D., *Chairman*¹

Katharine E. McBride Visiting Professor: Hugh Anderson, PH.D.

Associate Professor: Samuel T. Lachs, PH.D., *Acting Chairman*

Lecturer: Thomas Song, M.A., M.A.L.S., *Associate Director of Libraries*

Visiting Lecturers: Patrick Henry, PH.D.

David Rabi, PH.D.

Donald Swearer, PH.D.

Roian Fleck Resident in Religion: Christopher F. Evans, M.A.

Director of Libraries and Professor of History: James Tanis, TH.D.

The History of Religion major concentrates on the historical study of the religious traditions which have contributed most to shaping the culture of the West: the religion of Israel, Rabbinic Judaism and Christianity. The student is expected to achieve facility in critical analysis of the primary sources of these traditions and in tracing their development against the background of the cultural situations in which they arose and matured.

Requirements in the Major Subject: Four full courses in History of Religion, of which at least one must be in a tradition other than that of the student's concentration. The Senior Conference is also required.

The normal pattern for the major consists of one introductory course (100 level), two intermediate courses (200 level) and two advanced half-courses or a full-year course (300 level). Students in advanced courses who are majoring in History of Religion are required to demonstrate a working knowledge of the language appropriate to their field of concen-

1. On leave for the year, 1974-75.

tration: Hebrew for the Religion of Israel or Rabbinic Judaism, Greek for New Testament or Early Christianity, Latin for Medieval Christianity, German for the Reformed Period.

Allied Subjects: Latin and Greek, Philosophy, History, Archaeology, Anthropology.

LANGUAGE COURSES

001. *Elementary Hebrew:* Mr. Rabi.

Grammar, composition and conversation with primary emphasis on fluency in reading. Course designed for preparation in reading classical religious texts.

101. *Readings in the Hebrew Bible:* Mr. Rabi.

Readings in prose of Genesis. Course will include Hebrew composition, grammar, and conversation based on the Hebrew text.

202. *Readings in Rabbinic Literature:* Mr. Lachs.

212a. *Readings in the Greek New Testament:* Instructor to be announced.

403. *Tutorial in Semitic Languages:* Mr. Rabi.

INTRODUCTORY COURSES

103a. *History and Literature of the Bible:* Mr. Anderson.

& b. a. A study of the history of Israel and its sacred literature against the background of the ancient Near East, the development of the legal, prophetic and wisdom traditions. b. The beginnings of Christianity, tracing the influences of Judaism and of Hellenistic culture and religion on the life and thought of the New Testament community.

104a. *History and Literature of Judaism:* Mr. Lachs.

& b. a. Historical study of Judaism from the Exile through the Geonic period, with major focus on the literature. b. Modern movements from the French Revolution to the present.

{105b. *Introduction to Asian Religions:* Mr. Swearer.]

INTERMEDIATE COURSES

{201a. *Topics in Biblical Literature:* Mr. Kee, Mr. Lachs.]

207a. *Jesus and the Gospel Tradition:* Mr. Anderson.

Historical sources for the life of Jesus; the varying interpretations of Jesus in the gospel tradition; the rise of critical method for evaluating the sources.

- 208b. *Paul and the Rise of Gentile Christianity*: Mr. Anderson.
A study of the life and letters of Paul, of the cultural shift of Christianity into the Roman world, and of the impact of Paul on the Early Church.
- 211b. *Mahayana Buddhism*: Mr. Song.
History of Mahayana Buddhism in northeast Asia, with special attention to major Mahayana sutras.

ADVANCED COURSES

- 300a. *Studies in Early Rabbinic and Medieval Judaism*: Mr. Lachs.
& b. Topic for 1974-75: a. Sects and institutions of the Second Commonwealth. b. Rabbinic concepts of God, man and society.
- [301a. *Studies in the Origins of Christianity*: Mr. Kee.]
& b.
- 305b. *Myth and History in the Gospel of John*: Mr. Evans.
- 312a. *Studies in Early Christianity*: Mr. Henry.
An analysis of the literary forms, religious vocabulary and cultural background of selected passages.

COURSES AT SWARTHMORE

- ion 28 *Mysticism East and West*: Mr. Swearer.
- ion 41 *Religion and Ethics*: Mr. Urban.
399. *Senior Conference*: Consists of a year-long seminar in which the students will be introduced to the major literary materials, secondary sources, reference works and critical issues in the literature of Judaism and Early Christianity during the period approximately 200 B.C. to 200 A.D. In the second semester the students will present to the seminar a report of some theme or problem on which they will have conducted research, based on their ability to handle one or many primary sources in the original language.

Honors Work: Qualified students are admitted to Honors work on the recommendation of the Department.

Italian

Assistant Professors: Nancy Dersofi, PH.D.
Nicholas Patrino, PH.D., *Director*

The aims of the major are to acquire a knowledge of the Italian language and literature and an understanding of Italian culture and its contribution to Western civilization. Majors in Italian are urged to spend the junior year in Italy or to study in approved summer schools in Italy or in the United States, and they are also encouraged to take advantage of the facilities offered by Italian House.

Requirements in the Major Subject: Italian 102a, 201b, 301, 303a,b and at least one other advanced course. For students who enter the College with Italian, proper substitutions will be made. In all courses students are urged to use tapes available in the Language Laboratory.

Allied Subjects: Any other language or literature, History, History of Art, Philosophy, Music, Political Science; with departmental approval, any other field allied to the student's special interests.

001. *Italian Language:* Mr. Patruno, Miss Dersofi.

A practical knowledge of the language is acquired through hearing, speaking, writing, and reading, going from concrete situations to the expression of abstract ideas and with a gradual introduction to the reading of Italian literature.

101. *Intermediate Course in the Italian Language:* Miss Dersofi, Mr. Patruno.

Intensive grammar review, readings from selected Italian authors and topics assigned for composition and discussion. Conducted entirely in Italian.

102a. *Advanced Course in the Italian Language:* Mr. Patruno.

Advanced work in composition and critical examination of literary texts. Prerequisite: Permission of the Department, sometimes determined by a brief written examination.

[201b. *Novel and Poetry of Modern Italy.*]

204a. *Foscolo, Leopardi and Manzoni:* Mr. Patruno.

A study of the Italian Romantic movement as reflected in these writers.

[204b. *Literature of the Nineteenth Century.*]

301. *Dante:* Miss Dersofi, Mr. Patruno.

Principal emphasis on the *Divina Commedia*. Some attention given to Dante's minor works and literary currents of the Middle Ages.

[303a. *Petrarca, Boccaccio and the Early Humanists.*]

[303b. *Literature of the Italian Renaissance.*]

[305a. *History of the Italian Theatre.*]

305b. *Arcadia and Enlightenment*: Miss Dersofi.

An introduction to the *Scienza Nuova* of Vico and a study of plays by Metastasio, Goldoni, Gozzi and Alfieri, Patrini's *Giorno* and opera libretto in the context of eighteenth century social custom and theatrical tradition.

399. *Senior Conference*: In the first semester weekly meetings devoted to the study of special topics in Italian literature chosen by the students, evaluated by an oral examination in January. In the second semester each senior will prepare under the direction of the instructor a paper on an author or a theme which she has chosen. At the end of the year students must demonstrate knowledge of the development of Italian literature by either an oral or written examination, according to their preference.

Honors Work: On the recommendation of the Department a student may undertake Honors work in Italian. Students work in a special field adapted to their interest under the direction of the Department.

Latin

Professors: Agnes Kirsopp Michels, PH.D.

Myra L. Uhlfelder, PH.D.

Associate Professor: Russell T. Scott, PH.D., *Chairman*

The major in Latin is planned to acquaint the student with the world of the Romans, and their contribution to the modern world.

Requirements in the Major Subject: Latin 101, 201, 301 or 302 and the Senior Conference. 203a is a prerequisite for Honors work, and required for those who plan to teach.

Courses taken at the Intercollegiate Center for Classical Studies in Rome (see page 51) are accepted as part of the major. For non-majors, Latin 201a and b are prerequisites for 300-level courses.

Allied Subjects: Greek, Hebrew, History, Classical and Near Eastern Archaeology, History of Art, History of Religion, Linguistics, Philosophy, Anthropology, any modern language or literature.

001. *Elementary Latin*: Miss Uhlfelder, Mr. Scott.
Basic grammar and composition, reading from prose authors and Vergil's *Aeneid*.
002. *Intermediate Latin*: Mr. Hamilton, Mr. Smith.
Review of grammar with reading in prose and poetry for students who have had two years of Latin in school, or do not feel adequately prepared to take Latin 101.
- 101a. *Latin Literature*: Miss Uhlfelder.
Selections from Catullus' poems, Vergil's *Eclogues*, and readings in prose. Prerequisites: more than two years of Latin in school, Latin 001 or Latin 002.
- 101b. *Latin Literature*: Mrs. Michels.
Selections from Livy, Book 1, and from Horace's *Odes*.
- 201a. *Horace and Ovid*: Mrs. Michels.
Selections from Horace's *Satires* and *Epistles*, and from the works of Ovid.
- 201b. *Latin Literature of the Silver Age*: Mr. Scott.
Readings from major authors of the first and second centuries A.D.
- [202a. *Medieval Latin Literature*: Miss Uhlfelder.]
& b.
- 203b. *Latin Style*: Mrs. Michels.
A study of Latin prose style, based on reading of prose authors and exercises in composition, and of Latin metrics with practice in reading aloud.
- [204b. *The Ancient City*: Mr. Scott.]
(INT.)
- 205a. *Medieval Latin Literature*: Miss Uhlfelder.
& b. a. The High Middle Ages.
b. Late Middle Ages to Renaissance.
- 207a. *Latin Authors and English Literature*: Mrs. Michels.
This course is designed primarily for students interested in English literature who wish to explore its background in Latin literature. The Latin authors will be read in English translation along with the works of English authors which reflect their influence most clearly.
- 301a. *Livy and Tacitus*: Mr. Scott.

301b. *Vergil's Aeneid*: Miss Uhlfelder.

[302a. *Cicero and Caesar*: Mr. Scott.]

[302b. *Lucretius*: Miss Uhlfelder.]

For Roman history see History 206a & b.

399. *Senior Conference*: Regular meetings with members of the Department to discuss reading in Latin literature intended to supplement and synthesize work done in courses. The method of evaluating the work of the conference is determined each year. Majors must pass an examination in Latin sight translation which will be offered in September, February and May.

Honors Work: Honors work is offered to qualified students in classical or medieval Latin literature, or in Roman history. The results will be presented in a paper directed by a member of the Department.

Interdepartmental Work: The Department of Latin participates in the Interdepartmental majors: *Classical Languages* and *Classical Studies* and *The Growth and Structure of Cities*. See pages 145 and 148.

Teaching Certification: A sequence of work offered by the Department of Latin and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Mathematics

Professors: John C. Oxtoby, M.A., *Chairman*
Frederic Cunningham, Jr., PH.D.

Assistant Professors: Kenneth Krigelman, PH.D.
Françoise Schremmer, PH.D.

The major is designed to provide a balanced introduction to the subject, emphasizing its nature both as a deductive and as an applied science, at the same time providing the technical foundation for more advanced study.

Requirements in the Major Subject: at least 4½ units including Mathematics 101, 201, 301, 303a, or equivalent. The Senior Conference is also required.

Allied Subjects: Chemistry, Economics, Philosophy, Physics, Psychology.

- 100a. *Introduction to Automatic Computation:* Mr. Krigelman.

An introduction to numerical calculations with, and methods of treatment of experimental data. A complete introduction to Fortran programming will be included. The applications and their order of treatment are chosen to illustrate the various major programming constructions as they arise. Two lectures and one recitation hour per week plus two hours of laboratory with the computer. No prerequisite.

101. *Calculus, with Analytic Geometry:* Mr. Oxtoby, Mr. Krigelman, Mr. Cunningham.

Differentiation and integration of algebraic and elementary transcendental functions, with the necessary elements of analytic geometry and trigonometry; the fundamental theorem, its role in theory and applications.

- 103b. *Methods and Models:* Mr. Cunningham.

Mathematical concepts, notations, and methods commonly used in the social, behavioral, and biological sciences, with emphasis on manipulative skills and real problem solving. Prerequisite: Mathematics 100a or 101a.

201. *Intermediate Calculus and Linear Algebra:* Mrs. Schremmer.

Vectors, linear transformations, functions of several variables, partial derivatives, multiple integrals, line integrals, infinite series, Taylor's formula, differential equations.

301. *Advanced Calculus:* Mr. Oxtoby.

The classical theory of real functions, based on a construction of the real number system; elements of set theory and topology; analysis of Riemann integral, power series, Fourier series and other limit processes. Prerequisite: Mathematics 201.

- 303a. *Introduction to Abstract Algebra:* Mr. Cunningham.

Groups, rings and fields and their morphisms. Prerequisite: Mathematics 201.

- 303b. *Topics in Algebra:* Mr. Cunningham.

- [304b. *Theory of Probability with Applications.*]

308. *Introduction to Applied Mathematics:* Mrs. Schremmer.

Distributions, Fourier series and transforms, partial differential equations arising in physics, Green's function, eigenfunction expansions,

calculus of variations. Prerequisite: Mathematics 301, or permission of instructor.

309b. *Dynamical Systems*: Mrs. Schremmer.

Stability of linear and nonlinear autonomous systems with applications in various fields. Prerequisite: Mathematics 201A.

{310. *Theory of Functions of a Complex Variable*: Mr. Oxtoby.]

{311. *Differential Equations*: Mrs. Schremmer.]

{312b. *Topology*: Mr. Cunningham.]

{320. *Real Analysis*: Mr. Oxtoby.]

399. *Senior Conference*: Selected topics from various branches of Mathematics are studied by means of oral presentations and the solution and discussion of problems.

Honors Work: Qualified students are admitted to Honors work on recommendation of the Department.

Teaching Certification: A sequence of work offered by the Department of Mathematics and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Music

Professors: Robert L. Goodale, A.B., B.MUS., A.A.G.O., *Chairman*
Agi Jambor, M.A.

Associate Professor: Isabelle Cazeaux, PH.D.

Assistant Professor: Carl B. Schmidt, PH.D.

Assistant: John B. Howard, B.A.

Director of Orchestra: William H. Reese, PH.D.

The purpose of the Music major is to enable the student to appreciate the significance of music from an historical and sociological as well as from an aesthetic point of view and to develop a technique of intelligent listening, a faculty of critical judgment and the ability to use the materials of music as a means of expression for creative talent.

Students in the courses in History and Appreciation of Music must devote two hours or more a week to listening to recordings.

Students who are sufficiently advanced and who have completed at least one year of voice or music lessons while at the College may with the approval of the Department offer for one unit of academic credit a year of voice or instrument lessons. The unit of credit will include the lessons and also a recital or proficiency test arranged by the Department. The unit of credit will count as elective work and will not be counted toward the major.

Requirements in the Major Subject: Music 101, 102, and at least two and one-half units of additional work, at least one of which must be advanced, the selection of courses depending upon the student's desire to specialize in the history and literature of music or the technique of composition. The Senior Conference is also required. A student intending to major in Music must have sufficient knowledge of pianoforte or organ playing to enable her to play music of the technical difficulty of a Bach figured chorale. She is strongly urged to be a member of the Chorus or the Orchestra and/or an Ensemble Group. Equivalent courses at Haverford will not be accepted for the major.

Allied Subjects: History, History of Art, modern languages, English, Greek, Latin, Philosophy, History of Religion.

101. *An Introduction to the History and Appreciation of Music:* The Department.

A comprehensive survey, with special emphasis on the technique of intelligent listening.

102. *Music Materials:* Mr. Goodale.

A course in the elements of theory. The study of harmony and counterpoint, simple formal analysis and an introduction to orchestration.

201. *Romantic Music:* Miss Cazeaux.

A historical treatment of the music of the age with particular attention to certain representative composers.

202. *Advanced Theory and Analysis:* Mr. Goodale.

A continuation of Music 102, with emphasis on analysis (harmonic, contrapuntal and formal) of larger forms. Prerequisite: Music 102 or its equivalent.

203a. *Bach:* Mme. Jambor.

Prerequisite: Music 101 or its equivalent.

- 203b. *The Classical Period*: Mme. Jambor.
Prerequisite: Music 101 or its equivalent.
- 205a. *Musical Criticism*: Miss Cazeaux.
Prerequisite: Music 101 or its equivalent.
- 208a. *The Operas of Mozart*: Mr. Schmidt.
An examination of the various types of opera written by Mozart including such works as *Don Giovanni*, *The Marriage of Figaro*, *The Magic Flute* and *The Abduction from the Seraglio*. Prerequisite: Music 101, or permission of instructor.
- 208b. *The Music of Beethoven*: Mr. Schmidt.
A survey of the symphonic, chamber, vocal and keyboard music of Beethoven with emphasis on the composer's stylistic growth. Prerequisite: Music 101, or permission of instructor.
- [301. *Music of the Twentieth Century*: Mr. Goodale.]
A survey of the music of the period and concentrated analysis of key works. Prerequisites: Music 101, 102, and 202 or their equivalents. Music 202 may be taken concurrently.
- [302. *Medieval and Early Renaissance Music*: Miss Cazeaux.]
A study of monody and polyphony, both sacred and secular, to the time of Josquin. Prerequisites: Music 101, 102 or their equivalents.
- [302b. *Late Renaissance and Baroque Music*: Miss Cazeaux.]
Vocal and instrumental music from the sixteenth century to the time of Bach. Prerequisites: Music 101, 102 or their equivalents.
- [303b. *Orchestration*: Mr. Goodale.]
Prerequisites: Music 101, 102 and 202 or their equivalents. Music 202 may be taken concurrently with this course.
- 304b. *Interpretation of Music*: Mme. Jambor.
Interpretation of instrumental music of various ages. Members of the class will be invited to participate by performing. Prerequisites: Music 101 and 102 or their equivalents.
305. *Free Composition*: Mr. Goodale.
This course is designed for those students whose chief interest lies in the field of composition. It may be taken only with the permission of the instructor.
- 306b. *Opera and Music Drama*: Miss Cazeaux.

399. *Senior Conference*: Three conferences dealing with some aspects of the theory and history of music. Students may substitute for one of these a conference in an allied subject. Candidates' understanding of the material may be tested by written assignments, oral reports or other appropriate means.

Honors Work: Honors work is offered for students recommended by the Department.

Interdepartmental Work: The Department of Music participates in the Interdepartmental concentration in *Hispanic and Hispanic-American Studies*. See page 150.

Sight-Singing and Dictation: Mr. Schmidt.

This course receives no academic credit. It meets twice a week and is required of music majors. It is open to other interested students.

The following organizations, carrying no academic credit, are sponsored by the Department:

The Bryn Maur-Haverford Chorus. Directors are Robert L. Goodale and William Reese. Several major choral works from different periods are offered in concerts during the course of the year.

The Renaissance Choir. Students (and faculty) who are confident sight-readers have the opportunity to perform a cappella music with one or two singers per voice part.

The Orchestra, organized jointly with Haverford College. It plays concerts of its own, and frequently joins the Chorus in the presentation of major works.

The Ensemble Groups, also organized jointly with Haverford College. Students in these groups are afforded the opportunity of studying chamber-music literature at first hand, as well as the experience of playing in public at student recitals.

Lessons in pianoforte, organ and voice may be taken at the student's expense. Lessons in other instruments may be arranged. The Department will be glad to assist in these arrangements.

Philosophy

Professors: José María Ferrater Mora, Lic. F.L., *Chairman*

George L. Kline, PH.D.¹

Jean A. Potter, PH.D.

Isabel Scribner Stearns, PH.D.

Associate Professor: Mary Patterson McPherson, PH.D., *Dean of the College*

Assistant Professors: Michael Krausz, PH.D.

George E. Weaver, Jr., PH.D.

Lecturer: Tracy Taft, M.A.

The philosophy curriculum is organized into four divisions: Core, Metaphysics-Epistemology, Value Theory, and Persons-Periods. Courses in the Core Division are intended to provide students with a common background in philosophical problems, concepts, and argumentation. Broadly, the Metaphysics-Epistemology Division is concerned with questions as to what there is and the basis for our knowledge; the Value Theory Division is concerned with the nature of evaluative concepts such as Goodness and Beauty and the justification for claims involving these concepts; the Persons-Period Division is concerned with significant individual thinkers and traditions in the history of philosophy.

Intermediate level courses in these Divisions are intended (a) to acquaint the student with the major areas of philosophical study both past and present; and (b) to provide a foundation for more advanced study. Advanced level courses in these Divisions are intended to provide the student with (a) the means to integrate philosophy with her other studies; and (b) the opportunity for more intensive study in those areas of particular interest.

Both the Division and level of a course can be determined from its three-digit course number. The first digit indicates level. 1 designates introductory; 2, intermediate; and 3 advanced. The second digit indicates the division: 0 designates the Core Division; 1, the Metaphysics-Epistemology Division; 2, the Value Theory Division; and 3 the Persons-Periods Division.

Division 0: (Core): Greek Philosophy; Problems in Philosophy; Logic; Modern Philosophy.

1. On leave, semester 1.

Division 1: (Epistemology-Metaphysics): Epistemology, Metaphysics, Intermediate Logic, Philosophy of Science, Philosophy of Religion, Philosophy of History, Analytic Philosophy, Existentialism, Philosophy of Time, History and Philosophy of Mathematics, The Mind-Body Problem; Philosophy of Language; Philosophy of Social Science.

Division 2: (Value Theory): Ethics, Aesthetics, Western Political Philosophy.

Division 3: (Persons-Periods): Plato, Aristotle, Medieval Philosophy, Kant, Hegel, Texts in Medieval Philosophy, Russian Philosophy, Marx and Russian Marxism, British Idealism.

Prerequisites: No introductory level course carries a prerequisite. However, all courses on both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate level course and any intermediate course satisfies the prerequisite for an advanced level course.

Requirements in the Major Subject: Each student majoring in Philosophy must take a minimum of four units of course work and the Senior Conference. Among the courses, the student should take (1) Greek Philosophy (101), Modern Philosophy (201) and Logic (103); (2) one half-unit of course work from each of Divisions 1, 2 and 3; and (3) one unit of advanced level work. However, any advanced level course (or courses) may be applied toward satisfying both requirements (2) and (3) above.

Courses in Philosophy at Haverford College: In any academic year, students may take for credit toward the major any course taught by members of the Haverford Philosophy Department not taught at Bryn Mawr in that year.

Allied Subjects: Biology, Chemistry, Economics, English, History, History of Art, Mathematics, Music, Physics, Political Science, Psychology, classical and modern literatures and certain courses in Anthropology, History of Religion and Sociology.

101a. *Greek Philosophy:* Members of the Department.

The origins and development of Greek Philosophy, including the pre-Socratics, Plato and Aristotle. (This course is repeated in the second semester as 101b.)

- 102a. *Problems in Philosophy*: Mr. Krausz.

A critical approach to major problems of philosophy, such as the existence of God, determinism and freedom, rationality and irrationality, and theories of knowledge.

- 103a. *Logic*: Mr. Weaver.

Introduction to the semantic and combinatorial presuppositions of deductive reasoning.

- 201a. *Modern Philosophy*: Members of the Department.

The development of philosophic thought from Descartes to Kant. (This course is repeated in the second semester as 201b.)

- [211a. *Epistemology*.]

- 212b. *Metaphysics*: Mr. Krausz.

An examination of various types of ontologies and the basis for choice between them.

- 213b. *Intermediate Logic*: Mr. Weaver.

The systematization of the semantic and combinatorial presuppositions of deductive reasoning and their interrelationships. Prerequisite: Philosophy 103a.

- 221b. *Ethics*: Miss Taft.

Basic ethical problems in historical perspective, from the ancients to the present.

- 222b. *Aesthetics*: Mr. Krausz.

An examination of creativity, interpretation, and criticism of art objects.

- 231a. *Plato*: Miss Taft.

A historical and critical examination of the development of Plato's views on the world, man, and society.

- [232. *Aristotle*.]

- [234. *History of Chinese Philosophy*.]

- 235a. *Medieval Philosophy*: Miss Potter.

The history and development of Medieval Philosophy from its origins in classical and patristic thought through the fourteenth century.

- [310. *Philosophy of Science*.]

- 311b. *Philosophy of Religion*: Miss Potter.

The existence and nature of God and the character of religious lan-

guage. Prerequisite: either Philosophy 201 or 212.

{312. *Philosophy of History.*}

313b. *Analytic Philosophy:* Mr. Ferrater Mora.

A study of the development of philosophical analysis from Russell and Moore to Strawson, Austin, and Quine.

{314. *Existentialism.*}

{315. *Philosophy of Time.*}

{316. *History and Philosophy of Mathematics.*}

{317. *The Mind-Body Problem.*}

318a. *Philosophy of Language:* Mr. Weaver.

Investigation of the goals of natural language semantics and the various attempts to articulate semantic theories for natural language.

319a. *Philosophy of Social Sciences:* Mr. Krausz.

An examination of objectivity in the social sciences, human action, and personal relations.

{330. *Kant.*}

331b. *Hegel:* Mr. Kline.

A close study of the *Phenomenology of Spirit*, with some reference to the Hegelian influence on early existentialism.

{332. *Texts in Medieval Philosophy.*}

333b. *Russian Philosophy:* Mr. Kline.

A critical survey of major trends in Russian thought, from the eighteenth century through the Soviet period, with special attention to ethics, social philosophy, and the philosophy of history.

{334. *Marx and Russian Marxism.*}

{335. *British Idealism.*}

399. *Senior Conference:* The Senior Conference is designed as a seminar combined with tutorial sessions. The Conference emphasizes critical thinking on a central philosophic issue. The work of the year is tested in part by a written examination of three hours in the spring.

Honors Work: Honors work consists of independent reading and conferences with the instructor, directed to the preparation of a paper on a subject dealing with the technical problems of Philosophy or emphasize

ing the connection of Philosophy with general literature, history, politics and science, or with some special field in which the student is working.

Physics

Professors: Rosalie C. Hoyt, PH.D., *Chairman*

John R. Pruett, PH.D.

Assistant Professors: Alfonso M. Albano, PH.D.¹

Stephen R. Smith, PH.D.

Assistants: Neal Broadus Abraham, B.S.

David H. Schwamb, B.S.

Rahul Sud, B.S.

The plan for the physics major is based on the belief that an acquaintance with the methods used by professional workers in a field of intellectual activity is a necessary part of the general education of any student. The courses in Physics emphasize the concepts and techniques that have led to our present state of understanding of the material universe; they are designed to relate the individual parts of physics to the whole rather than treat them as separate disciplines. In the advanced courses the student applies these concepts and techniques to increasingly independent studies of physical phenomena. Students are encouraged to supplement their courses in physics and mathematics with work in related sciences, and by units of independent study or experimental work. Opportunities exist for interdisciplinary work; for participation by qualified majors in the research programs of the faculty; and for training in machine shop, glass blowing, computer, and electronic techniques. Special arrangements make advanced courses available to majors in other sciences.

Requirements in the Major Subject: Physics 101, 201a and 202b, and at least one and one-half units of 300 level courses (with permission of the Department, some 300 level work in Physics or Astronomy at Haverford may be substituted). Two semesters of Senior Conferences; Chemistry 101; Mathematics 101 and 201; a third unit of mathematics is strongly recommended. Students are encouraged to meet some of the major and allied requirements by advanced standing or placement examinations.

1. On leave for the year, 1974-75.

Allied Subjects: Astronomy (at Haverford), Biology, Chemistry, Geology, Mathematics, Philosophy, Psychology.

101. *Introduction to Modern Physics:* Mr. Pruett, Mr. Smith.

A study of the principal phenomena of classical and modern physics in the light of the developments of the past seventy years. Any mathematical methods needed beyond those of high school mathematics will be developed in the course. Three lectures and three hours laboratory a week.

201a. *Electricity and Magnetism:* Miss Hoyt.

Direct and alternating current circuit theory, conduction in metals and semiconductors, semiconducting devices, magnetic effects of currents, electrostatics, Maxwell's equations, applications to atomic phenomena. Three lectures and four hours laboratory a week. Prerequisites: Physics 101, Mathematics 201 (may be taken concurrently). For Haverford students, Physics 111, 112 and Mathematics 114b or 220b may be substituted.

202b. *Optics and Waves:* Mr. Pruett.

Application of Maxwell's equations and electromagnetic wave phenomena; superposition, interference and diffraction. Geometrical optics. Polarization. Dispersion and scattering of electromagnetic radiation. Atomic spectra and the Bohr atom. Introduction to matter waves and to the quantum nature of light. Black-body radiation. Selected topics in laser physics and modern optics. Three lectures and four hours laboratory a week. Prerequisites: Physics 201a, Mathematics 201 (may be taken concurrently). For Haverford students, Mathematics 114b or 220b may be substituted.

[207. *Physical Basis of Computer Science:* Mr. Pruett.]

305c. *Electronics:* Members of the Department.

Principles of solid state electronic devices and their applications to digital and analog computers and to other instruments. Four hours laboratory a week. Prerequisite: Physics 201a (may be taken concurrently).

306a. *Classical and Quantum Mechanics I:* Miss Hoyt.

A unified treatment of the classical and quantum descriptions of physical phenomena. Intermediate classical mechanics through the Hamiltonian formulation. Coupled oscillations, normal modes, and extension to continuous wave systems. Einstein and de Broglie relations, uncertainty and complementarity. Schrodinger's equation and elemen-

tary wave mechanics. Three lectures and four hours laboratory a week. (With permission of the Department, Haverford physics majors and majors in mathematics or chemistry may replace the laboratory by extra supervised work.) Prerequisites: Physics 202b and Mathematics 201. For Haverford students, two years of physics and mathematics may be substituted.

307b. *Classical and Quantum Mechanics II*: Miss Hoyt.

Quantum-Mechanical measurement theory, state functions and transition probabilities. Classical and quantum descriptions of angular momentum. Central-force motion. The harmonic oscillator and the structure of the hydrogen and helium atoms. Three lectures and four hours laboratory a week. (With permission of the Department, Haverford physics majors and majors in mathematics or chemistry may replace the laboratory by extra supervised work.) Prerequisite: Physics 306a.

308b. *Advanced Mechanics of Discrete and Continuous Systems* (at Haverford): Mr. Davidon.

Kinematics and dynamics of macroscopic systems, including the use of configuration and phase space, normal mode analysis of oscillations, descriptions of the motions of rigid and elastic bodies, and hydrodynamics. Mathematical methods, including aspects of the calculus of variations, linear algebra, elementary group theory and differential equations, will be developed as needed. Three hours a week. Pre- or co-requisite: a 300-level physics course. (With permission of the instructor, advanced work in chemistry, astronomy, or mathematics may be substituted.)

309a. *Advanced Electromagnetic Theory*: Mr. Smith.

Boundary value problems involving static electric and magnetic fields; electromagnetic waves and their applications. Mathematical methods will be introduced as needed. Four hours a week. Pre- or co-requisite: a 300-level physics course. (With permission of the instructor, advanced work in chemistry, astronomy, or mathematics may be substituted.)

351b. *Applications of Physics to Biology*: Miss Hoyt.

In depth studies of such selected topics in biophysics as: nerve fiber transmission, muscle, retina and photoreceptors, primary processes in photosynthesis. Prerequisites: Physics 201a, 202b or the equivalent, Mathematics 201 or its equivalent. Chemistry 202 and Biology 101 are advisable.

399. *Senior Conferences*: The Senior Conferences consist of weekly discussion meetings based on assigned readings and problem work. The students are examined at the end of each semester.
- a. *Thermodynamics and Statistical Mechanics*: Mr. Gollub (Haverford).
 - b. *Contemporary Physics* (solids, nuclei, particles, and other current research topics): Miss Hoyt.
- 403a,b. *Supervised Units in Special Topics*: Members of the Department.
- Open to qualified juniors or seniors who wish to supplement their work with independent study or laboratory work in a special area of physics, subject to faculty time and interest. A written paper will be required at the end of the semester or year.
- Honors Work*: Honors work may be taken by seniors recommended by the Department. It consists of reading and experimental work on some problem of physics.
- Teaching Certification*: A sequence of work offered by the Department of Physics and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Political Science

The Caroline McCormick Slade Department of Political Science

President of the College: Harris L. Wofford, Jr., A.B., J.D.

Professors: Melville T. Kennedy, Jr. PH.D., *Chairman*

Gertrude C.K. Leighton, A.B., J.D.

Associate Professors: Charles E. Frye, PH.D.

Marc H. Ross, PH.D.

Assistant Professor: Stephen Salkever, PH.D.

The major in Political Science is concerned with study of normative and empirical theories of government and with analysis of the structures and processes of modern political communities.

Requirements in the Major Subject: Students majoring in Political Science must take a minimum of four units of course work and the Senior Conference in the major and two units in allied work. At least one unit of

major work must be taken in advanced courses. *As a prerequisite to all other courses offered, majors must complete one unit of work chosen from among the following: 200a (INT.), 201a, 203a, 204b, 205a, 206b, 207b, 209a.* Students who are not majors in the Department may meet this prerequisite in the same way, or alternatively by completing one-half unit of allied work and one-half unit in Political Science chosen from the list of courses above.

The fields of the major, from which two must be selected for special concentration, are: Political Philosophy and Theory; Politics and Law in American Society; Comparative Politics; International Politics and Law. At least three courses (one and one-half units of work), including a minimum of one advanced course, must be taken in each of the fields selected. For courses arranged according to fields, see page 129. With the permission of the Department one of the fields may be taken in an allied subject.

Non-majors wishing to take a special field in Political Science must consult the chairman for approval of course plans in order to qualify for required senior conference program. See page 128.

With the permission of the Department, courses at Haverford, other than those listed below, may be taken for major or allied credit.

Allied Subjects: Anthropology, Economics, Education, History, Philosophy, Psychology and Sociology. With the permission of the Department, certain courses offered by the modern language departments may be accepted as allied subjects.

200a. *Urban Society:* Mrs. Lane, Mr. Ross.
(INT.) See *Growth and Structure of Cities*, page 149.

201a. *American National Politics:* Mr. Ross.

An examination of the forces shaping political behavior and values in the United States, paying particular attention to the processes of political socialization, public opinion formation, agenda building, decision making, and policy implementation.

203a. *Government and Politics in East Asia:* Mr. Kennedy.

An approach to modern Asian politics through a study of the major philosophic and institutional features of dynastic China and areas under Chinese cultural influence. India and Japan are considered for comparative purposes.

204b. *Twentieth Century China and India:* Mr. Kennedy.

A comparative examination of the politics of China and India in the

twentieth century with special attention to the roles of nationalism and communism.

- 205a. *Government and Politics in Western Europe*: Mr. Frye.

A comparative analysis of the contemporary political systems of Great Britain, France and Scandinavia, with special reference to factors making for stable and effective democracy.

- [206b. *Values, Science and Politics.*]

- 207b. *Government and Politics in Western Europe*: Mr. Frye.

A comparative analysis of the contemporary political systems of Germany, Italy, and the Soviet Union.

- 209b. *Western Political Philosophy*: Mr. Salkever.

A study of the fundamental problems of Western political thought. The writings of selected ancient and modern philosophers will be examined.

- 211a. *The Soviet System*: Mr. Hunter.

(INT.) See Interdepartmental course 211a., page 152.

- [212a. *Western Political Thought: Ancient and Medieval.*]

- 213b. *Law and Civil Disobedience*: Mr. Wofford.

An exploration, through common seminar readings and discussion and through individual research papers, of the theory and practice of civil disobedience. Possible grounds for disobedience and forms of non-violent action will be examined, with historical examples from Socrates to Thoreau, Gandhi and King, and with special attention to the role of civil disobedience in American constitutional law.

- [218a. *Community Politics*: Mr. Ross.

(INT.)

- 219a. *American Constitutional Law*: Mr. Salkever.

An analysis of some of the basic principles and processes of American public law. Attention will be centered on decisions and opinions of the Supreme Court as they relate to the formation of public policy and to the value patterns of American liberal democracy.

- 221a. *International Law*: Miss Leighton.

An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.

- 230b. *Political Behavior*: Mr. Ross.

This course considers various social-psychological approaches to the

study of political behavior considering such concepts as political socialization, role theory, perception, belief dynamics, personality, and non-conformity and change.

231a. *Recent Political Philosophy: Sources and Varieties*: Mr. Salkever.

An examination of the similarities and differences found in the political writings of Locke, Mill, Marx and Nietzsche with respect to the question, what is the best life for man. Selected contemporary authors will also be considered.

[232b. *Law and Education*: Mr. Wofford.]

291a. *Comparative Labor Movements: The United States and France*: Mrs. Debouzy.

(INT.) A topical consideration of a diversity of problems and responses to problems in the labor movements of the United States and France.

301a. *Law and Society*: Miss Leighton.

An introduction to the nature of legal obligation and its relation to selected social institutions. Typical legal problems pertaining to the family, property and government are discussed.

302b. *Law, Policy and Personality*: Miss Leighton.

Selected topics in the study of the relation between the legal process and personality development and structure. Attention is given, in the light of this perspective, to the policy implications of various legal doctrines pertaining to such subjects as divorce, child-rearing, criminal responsibility. Open to students who have taken Political Science 219a, 301a, or 313b, or with the permission of the instructor.

303a. *Problems in International Politics*: Mr. Kennedy.

A rapid review of major approaches to the field, both analytic and substantive, followed by intensive consideration of particular operational concepts in international politics and of related concrete problems selected by the seminar.

[304b. *West European Integration*: Mr. Frye.]

[305b. *European Fascism*: Mr. Frye.]

[307b. *Modern Germany*: Mr. Frye.]

[308a. *American Political Theory*.]

309b. *Topics in Modern Political Thought*: Mr. Frye.

Study of a medley of political problems (including alienation, freedom, political obedience) of modern societies from the perspectives of different thinkers including Sartre, Marx and Marcuse.

{310a. *Problems in Comparative Politics*: Mr. Frye.}

311b. *Theory and Practice in Political Philosophy*: Mr. Salkever.

A consideration of one of the central processes of political philosophy—the transition from Fact to Value. Typical alternative modes of linking theoretical and practical assertions will be studied through the works of ancient and modern philosophers. Open to students who have taken Political Science 209b, or either Philosophy 101 or 201.

312b. *China, Japan, India: Problems in Modernization*: Mr. Kennedy.

Intensive review of established assessments and definitions of modernization and political development followed by a study of examples of recent political change in these societies. The seminar will participate in determining the countries and central questions on which the study focuses.

{313b. *Problems in Constitutional Law*. }

{315b. *American Bureaucracy*. }

316b. *Ethnic Group Politics*: Mr. Ross.

(INT.) An analysis of the factors influencing ethnic group conflict and cooperation in a variety of cultural contexts, with particular emphasis on urban settings. Each student will engage in a field project in the Philadelphia area.

317a. *Political Culture and Political Leadership*: Mr. Frye.

A study of relations between political cultures and styles of political leadership in different Western countries.

323a. *London and the Puritan Revolution*: Mrs. Pearl.

(INT.) See History 323a.

399. *Senior Conference*: The required senior conference program, for which one unit of credit is given, is designed to synthesize and deepen understanding of the work in the major and in allied subjects. It consists of (1) two colloquia, one offered in each semester, or (2) one colloquium and a senior paper. Generally, the entire staff participates in the course of a given year although the form of participation changes from year to year.

A senior who elects the second alternative will normally write the senior paper in the semester other than that in which the colloquium she selects is given. The topic of the paper must be in one of the two fields of concentration (see below) and is supervised by a member of the Department whose specialty is in the same or related fields.

The topics of the colloquia are usually determined in consultation with

senior majors. When appropriate, the colloquia are concluded by examinations designed to relate the special interests of topics studied to the broad field of political science.

Seniors who have taken a field in an allied subject may offer work in the senior conference. If this alternative is chosen, *one* colloquium in political science is required. Each program must be individually planned and approved by the chairman and by the allied department.

COURSES AT HAVERFORD

- 224b. *The American Presidency and the Bureaucracy*: Mr. Waldman.
- 228b. *Public Opinion and American Political Culture*: Mr. Waldman.
- 229b. *Women and the Law*: Mr. Williams.
- 235a. *Comparative Politics: Political Development*: Mr. Glickman.
- 236b. *Modernization and Politics in the Contemporary World*: Mr. Glickman.
- 256a. *Political Theory: The Citizen and the State*: Miss Shumer.
- 356b. *Topics in Modern Political Theory*: Miss Shumer.
- 391a. *Research Seminar: Congress*: Mr. Waldman.
- 394a. *Research Seminar: Comparative Political Studies: Modernization*: Mr. Glickman.
- 396a. *Research Seminar: Political Theory*: Miss Shumer.

FIELDS OF CONCENTRATION

1. *Political Philosophy and Theory*: Political Analysis; Western Political Philosophy; Recent Political Philosophy: Sources and Varieties; Western Political Thought: Ancient and Medieval; Political Behavior; Theory and Practice in Political Philosophy; Selected Topics in Modern Political Thought; American Political Theory (Haverford); Problems in Contemporary American Political Theory (Haverford).
2. *Politics and Law in American Society*: American National Politics; Community Politics; Ethnic Group Politics; Political Behavior; Constitutional Law; Law and Education; Law and Society; Law, Policy and Personality; The American Political Process: Parties and the Congress (Haverford); Problems in Contemporary American Political Theory (Haverford); Public Opinion, Private Interests and Political System (Haverford).
3. *Comparative Politics*: Government and Politics in East Asia;

Twentieth Century China and India; Government and Politics in Western Europe; Western European Integration; European Fascism; Problems in Comparative Politics; China, Japan, and India: Problems in Modernization; The Soviet System (Haverford); African Civilization: Tradition and Transformations (Haverford); Comparative Politics: Political Development (Haverford); Comparative Political Sociology (Haverford); Racial, Ethnic and Class Politics (Haverford).

4. *International Politics and Law*: International Law; Problems in International Politics; Courses on Asia and Europe; International Relations (Haverford); International Organization (Haverford); Politics and International Relations in the Middle East and North Africa (Haverford); International Politics of Communism (Haverford).

Honors Work: Seniors admitted to Honors work prepare an independent research paper (one unit of credit) under the supervision of a member of the Department. Field work is encouraged.

Interdepartmental Work: The Department of Political Science participates in the Interdepartmental concentration in *Hispanic and Hispanic-American Studies* and in the Interdepartmental major in *The Growth and Structure of Cities*. See pages 148 and 150.

Teaching Certification: A sequence of work offered by the Department of Political Science and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Psychology

Professors: Richard C. Gonzalez, PH.D., *Chairman*

Howard S. Hoffman, PH.D.

Matthew Yarczower, PH.D.¹

Associate Professor: Earl Thomas, PH.D.²

Assistant Professors: Clark McCauley, PH.D.

Jill T. Wannemacher, PH.D.

1. On leave, semester I.

2. On leave, semester II.

Lecturers: Erika R. Behrend, PH.D.

Alice S. Powers, PH.D.

Larry Stein, PH.D.

Assistants: Gary Champlin, M.A.

Phyllis Freeman, M.A.

Marion Goldwater, B.A.

Richard Katz, M.A.

Anton Reiner, B.A.

The Department offers to the major student a representative account of methods, theory and findings in Comparative, Developmental, Experimental, Physiological, and Social Psychology. The program of work is coordinated with that at Haverford College (which offers training in Experimental, Personality, and Social Psychology). It is planned to encourage the student, in the first two years of study, to sample widely from among the course offerings in these areas, and to permit her, in the final two years, to focus attention (by course work and research) on the one or two areas of her principal interest.

Requirements in the Major Subject: Psychology 101; two courses from each of the following groupings of courses: (a) Psychology 201a, 202b, 203a, 204b; (b) Psychology 206a, 207b, 208b, (or Haverford course 136a), Haverford course 223 (or 205b); (c) Psychology 301b, 302b, 305a, Haverford courses 344b, 307a, 346a; one unit of allied work in either Biology, Chemistry, Physics, or Mathematics. The Senior Conference is also required. Psychology 205a is strongly recommended to students preparing for graduate work. Psychology 101 is prerequisite to all other courses offered by the Department with the exception of Psychology 205a. Some second semester courses at the 200 level, *with departmental permission*, may be taken concurrently with Psychology 101.

Allied Subjects: Anthropology, Biology, Chemistry, Education, History of Science, Linguistics, Mathematics, Philosophy, Physics, Sociology. At least one unit must be taken from among Biology, Chemistry, Physics and Mathematics.

101. *Experimental Psychology:* Mr. Gonzalez, Mrs. Powers, Mr. Thomas, Miss Wannemacher.

A survey of methods, facts, and principles relating to basic psychologi-

cal processes, their evolution, development and neurophysiology. Three hours lecture and four hours laboratory each week.

The following courses include individual laboratory research projects:

- 201a. *Learning Theory and Behavior*: Mr. Gonzalez.
Comparative studies of conditioning and instrumental learning; theories of learning; the evolution of intelligence.
- 202b. *Comparative Psychology*: Mr. Yarczower.
Evolution and behavior. The phylogeny of learning, perception, language, aggression and social behavior. Prerequisite: Psychology 201a.
- [203a. *Motivation*: Mr. Thomas.]
- 204b. *Sensation and Perception*: Mr. Hoffman.
Peripheral and central mechanisms for the reception and analysis of stimuli.
- 205a. *Experimental Methods and Statistics*: Mr. Hoffman.
Measurement, descriptive statistics, probability, association, testing of hypotheses, the design of experiments and associated problems.
- 206a. *Developmental Psychology*: Miss Wannemacher.
Development and behavior. The ontogeny of attention, perception, learning, language, intelligence and social interaction.
- 207b. *Language and Cognition*: Miss Wannemacher.
Cognitive development and its relation to the development of language.
- 208b. *Social Psychology*: Mr. McCauley.
Social influence and persuasion: audience and coaction effects; group dynamics; attitude change in relation to behavior change; socialization for delay of gratification; helping behavior.
- 301b. *Principles of Conditioning and Behavior*: Mr. Yarczower.
Analysis of the principal findings of experiments on classical conditioning, positive reinforcement, aversive and stimulus control of behavior. Prerequisite: Psychology 201a.
- 302b. *Physiological Psychology*: Mrs. Powers.
The physiological and anatomical bases of experience and behavior: sensory processes and perception, emotion, motivation, learning and cognition. Prerequisite: Psychology 201a.

- 305a. *Psychological Measurement*: Mr. McCauley.
Theory of testing and evaluation of representative psychological tests: reliability and validity; intelligence tests, the structure and heritability of intelligence; personality assessment; education, vocational and clinical test applications.
- 311a. *Selected Problems in Comparative Psychology*: Members of the & b. Department.
- 312a. *Selected Problems in Physiological Psychology*: Members of the & b. Department.
- 313a. *Selected Problems in Experimental Psychology*: Members of the & b. Department.
- 314b. *Selected Problems in Social Psychology*: Mr. McCauley.
Effects of mass media communications; pornography; television violence; commercial advertising; political advertising, including the psychology of voting; the agenda of public issues.
- 315a. *Selected Problems in Developmental Psychology*: Members of the & b. Department.
- 357a. *Computer Usage in the Life Sciences*: Mrs. Pruett.
(INT.) Experiments in the life sciences will be analyzed using computer techniques. The Fortran IV language will be developed and used throughout the course. Limited to advanced students with research experience; no previous training in the use of the computer required. Lecture two hours, laboratory two hours.
399. *Senior Conference*: Seniors meet throughout the year as a group with individual members of the Department to discuss brief papers on topics assigned at the beginning of the year.
403. *Supervised Research in Psychology*: Members of the Department.
Laboratory or field research under the supervision of a member of the Department.
- Honors Work*: One unit of Honors work may be taken by students nominated by the Department.

COURSES AT HAVERFORD

- 136a. *Social Psychology*: Mr. Perloe.
A study of the perceptual, motivational and learning processes involved in social behavior.

- 205b. *Psychology of the Normal Personality*: Mr. Davis.
Survey of the major theories, beginning with Freud. Developmental, clinical and experimental evidence relating to the "normal" personality are reviewed and evaluated.
- [223a. *Theories of Personality*: Mr. Heath.]
- 238a. *Psychology of Language*: Mr. D'Andrea.
Semantics, the interpretation of language in terms of association theories, the relation between language and thinking, and the implication of recent work in generative grammars. Prerequisite: Psychology 1111a or its equivalent.
- [307a. *Social Psychology of Attitudes*: Mr. Perloe.]
- 344b. *Development through the Life Span*: Mr. Heath.
Developmental problems of infancy, childhood, adolescence, and adulthood viewed from a variety of perspectives, with emphasis on the healthy mastery of problems such as sexuality, identity, responsibility, marriage, religion and death.
- 346a. *Psychology of the Abnormal Personality*: Mr. Davis.
Theory, clinical practice, mental health settings, and research methodology pertaining to the neuroses and psychoses.

Russian

Associate Professor: Ruth L. Pearce, PH.D., *Chairman*

Assistant Professors: Gary Browning, PH.D.

George Pahomov, PH.D.

Lecturer: Helen Segall, PH.D.

Professor of Philosophy: George L. Kline, PH.D.

At Haverford

Professor of Economics: Holland Hunter, PH.D.

Associate Professor of History: Linda G. Gerstein, PH.D.

The Russian major is designed to offer the student the opportunity to learn both to read and speak Russian and to achieve an understanding of

the literature, thought and culture of both pre-revolutionary and contemporary Russia.

The major in Russian Studies gives the student the opportunity to combine the study of the Russian language with a study in depth in one of the following areas of concentration: Russian Economics, Russian History, or Russian Philosophy.

Students in all courses are encouraged to make use of tapes available in the Language Laboratory. Majors are encouraged to take advantage of various Russian Language summer programs offered both here and in the Soviet Union and to compete for a place in the semester language program (senior year) at Leningrad State University. Residence in the Russian House for at least one year is advisable.

Requirements in the Major Subjects: Literature: Three units of language work or its equivalent (Russian 001 and 101, or 100, and 200 or 201), one advanced literature course and Russian 203 or any other literature course, and a Senior Conference. Also one unit of work in History 244 (Haverford), or Economics 210a, 211a, or 206b, or Philosophy 333b and 334.

Russian Studies: Three units of language work or its equivalent (Russian 001 and 101, or 100, and 200 or 201), two units of work in the area of concentration (Economics 206b or 210a, 211a, 398a and 480b; History 244, 356b and 480; Philosophy 304a, 304b and one unit of advanced Russian literature, Russian 203, or independent work), and a Senior Conference. A student specializing in Russian Studies will take in addition one unit of work in a field outside her area of concentration.

Allied Subjects: Any language or literature, Economics, History, History of Art, Music and Philosophy.

001. *Elementary Russian:* Mr. Browning, Mrs. Segall.

The basic grammar is learned with enough vocabulary to enable the student to speak and understand simple Russian and to read simple texts.

100. *Intensive Russian:* Mr. Browning, Mrs. Segall.

A double course covering the work of Russian 001 and 101. It will meet ten hours a week and give two units of credit.

101. *Intermediate Russian:* Mrs. Pearce.

Grammar review and continuing grammar study, conversation and vocabulary building. Readings in Russian classics and contemporary materials. Meets five times a week.

200. *Advanced Training in the Russian Language*: Mrs. Segall.
Intensive oral practice in the spoken language. Discussion based on readings of twentieth century short stories, poetry, and plays. Several compositions and a term paper in Russian are required. Conducted entirely in Russian.
201. *Readings in Russian*: Mr. Browning.
Literary and non-literary texts are selected in accordance with the needs and interests of the students. Emphasis is placed on vocabulary building and exposure to varying styles to enable the student to read advanced texts in her own or related fields.
- [203. *Russian Literature in Translation*.]
[302. *Pushkin and His Time*.]
[303a. *Twentieth Century Russian Literature of the Pre-Revolutionary Period*.]
305. *Advanced Russian Grammar*: Mrs. Pearce.
306a. *Russian Prose and Poetry from Classicism to the Rise of Realism*: Mr. Pahomov.
A study of selected works of representative writers from Lomonosov to Gogol. Lectures and readings in Russian.
306b. *Russian Literature of the Second Half of the Nineteenth Century*: Mr. Browning.
A study of selected prose writings of major Russian authors of the period. Lectures and readings in Russian.

SEE ALSO

- Economics 206b. *International Economic Theory and Policy*: Mr. Farley.
Economics 210a. *Developing Economies*: Mr. Farley.
[Economics 216b. *Western European Economic Development*.]
Philosophy 333b. *Russian Philosophy*: Mr. Kline.
399. *Senior Conference*: Members of the Department.
The Senior Conference is intended to supplement course work in one field of concentration. Format and topic vary from year to year according to the needs and interests of the students. The work of the Conference will be evaluated by examination.
Honors Work: Honors work is offered to students recommended by the Department.

COURSES AT HAVERFORD

001. *Elementary Russian*: Semester I, Mr. Browning.
Semester II, Mr. Pahomov.
101. *Intermediate Russian*: Mr. Pahomov.
- 211a. *The Soviet System*: Mr. Hunter.
244. *Russian History*: Mrs. Gerstein.
- 356b. *Topics in Russian and Modern European History*: Mrs. Gerstein.
- 398a. *Research Seminar*: Mr. Hunter.
480. *Independent Study*.

Sociology

Professor: Eugene V. Schneider, PH.D., *Chairman*

Associate Professor: Judith R. Porter, PH.D.

Assistant Professors: William R. F. Phillips, PH.D.¹
Robert E. Washington, PH.D.

Lecturer: Janet Griffith, PH.D.

Visiting Lecturers: Stanley S. Clawar, A.B.
Julia Ericksen, M.A.

Assistants: Ada Farber, M.A.
Susan Gotsch Thomson, M.A.

Associate Professor of Social Work and Social Research:
Dolores Norton, PH.D.

The aim of the major in Sociology is to provide the student with a general understanding of the structure and functioning of modern society, its major institutions, groups, values, and of the interrelations of these with personality. Stress is also placed on the major strains and problems of modern society. Free elective work is offered to those who may be interested in applying their knowledge to the field of social work.

The work of this program is closely integrated with the work in Sociology offered at Haverford College.

1. On leave for the year, 1974-75.

Requirements for the Major Subject: 102a & b, 302a and 305b and additional work to be chosen from courses offered at Bryn Mawr or courses above the introductory level at Haverford. Students who are planning to continue in graduate work are strongly urged to take 105a. A total of three and one-half units of course work is required in addition to the Senior Conference.

Allied Subjects: Anthropology, Economics, Social Psychology, Political Science, American and African History, American Literature, Mathematics.

102a. *Introduction to Sociology:* Mrs. Porter.

Analysis of the basic sociological perspectives, methods and concepts used in studying society. Emphasis is placed on culture, social system, personality, and their interrelationships. Concrete applications of sociological analysis are examined.

102b. *American Social Structure:* Mr. Schneider.

Analysis of the structure and dynamics of complex, industrial societies. Examples will be drawn from several societies, but major emphasis is on the United States.

105a. *Introduction to Sociological Statistics:* Mrs. Griffith.

Basic concepts and applications of descriptive statistics; estimation, and hypothesis testing. No mathematical background required.

[202a. *Social Welfare and the Individual and His Environment:* Mrs. Norton.]

[202b. *Social Problems and Social Work Practice.*]

[205b. *Social Stratification:* Mr. Schneider.]

207a. *Race Relations:* Mrs. Porter.

Examination of theories of prejudice and attitude change, the structure of the minority community and its relationship to the majority with major emphasis placed on Black-white relationships in the United States.

209b. *Sociology of Religion:* Mrs. Porter.

Analysis of the interrelationship between religion and society, drawing upon the works of major social theorists. Emphasis is placed on the connection between religious systems and secular culture, social structure, social change, secular values and personality systems.

212b. *Sociology of Poverty:* Mrs. Porter.

An analysis of the causes and effects of poverty in the United States.

Issues covered will include the culture of poverty, the effects of poverty on institutions like the family, and the government poverty programs.

215a.* *Field Work in Urban Studies*: Mr. Clawar.

& b. An approach to the urban situation in the public school system. Field work and weekly seminars will be integrated. Topics to be covered, semester I: the tutorial relationship, social aspects of student development, the crisis literature, communications problems, ethnicity and educational values. Semester II: intellectualism in America, family influences on education, bureaucracy, desegregation and decentralization, schools and juvenile delinquency.

218a. *Modernization*: Mr. Washington.

This course will be concerned with sociological problems of development confronting third world societies. The following topics will be covered: theories of modernization; the Western capitalist, the socialist and the Japanese patterns of modernization; the characteristics of traditional and modern social structures; the social problems created by colonialism, rapid population growth, social class exploitation, ethnic prejudice, urbanization, etc.; and the problem of political priorities; democracy vs. political stability.

[220a. *Political Sociology*: Mr. Phillips.]

[235b. *Marginal Communities: the Sociology of the Outsider*: Mr. Washington.]

238a. *Women, Culture and Personality*: Mrs. Ericksen.

A comparative analysis of the position of women in society, with special emphasis on cultural explanations, and on the development of personality. The relationship between Western culture and the history of women's protest movements.

238b. *Women and the Social Structure*: Mrs. Ericksen.

The social structure of American society as it affects women. Emphasis will be placed on the structure of the labor force and on the family.

[240a. *Urban Sociology*: Mr. Phillips.]

(INT.)

245b. *Social Problems*: Mr. Washington.

A survey of major problems in American society as seen by sociologists and social critics. Topics considered: crime, education, drug addiction, the police, divorce, racial ghettos and violence.

[250a. *Deviance and Social Control*: Mrs. Griffith.]

255b. *The Sociology of Alienation*: Mr. Washington.

An examination of a variety of theoretical approaches to the phenomena of powerlessness, loss of meaning, estrangement, inauthenticity, etc., and an analysis of the social conditions giving rise to and resulting from alienation.

270b. *Population and Society*: Mrs. Griffith.

Study of population structure and change in relation to social structure and social, political and economic change. Topics include: population change in history and the modern world; population theory; techniques of population analysis; sociology of fertility.

280b. *Industrial Sociology*: Mr. Schneider.

Study of the social structure of modern, large-scale industry and its relation to the larger society historically and in the present. Topics covered include American industrial and trade union development, organizational theory, the industrial worker, and bureaucracy.

290a. *Sociology of Law*: Mrs. Griffith.

A sociological analysis of law and the legal system. Topics include: social organization of the legal system, roles within the legal profession, comparative analysis, law and social stratification, law and social change.

302a. *Social Theory*: Mr. Schneider.

An examination of the extent to which the writings of classical and modern theorists throw light on wide-ranging social, cultural, and historical processes.

[305b. *Sociological Methods*: Mr. Phillips.]

399. *Senior Conference*: The form and evaluation of the conference will be determined in consultation with the senior majors.

Honors Work: Honors work is offered to students who have demonstrated proficiency in their studies in the Department of Sociology, and will consist of independent reading and research, conferences and the preparation of a written report.

Interdepartmental Work: The Department of Sociology participates in the Interdepartmental concentration in *Hispanic and Hispanic American Studies* and in the interdepartmental major, *The Growth and Structure of Cities*. See pages 148, 150.

COURSES AT HAVERFORD

In general students may enroll for major credit in any course above the introductory level in the Department of Sociology at Haverford. However, the student should first consult the Department of Sociology at Bryn Mawr.

Spanish

Professors: Willard Fahrenkamp King, PH.D., *Chairman*
Joaquín González Muela, *D en F.L.*

Associate Professor: Eleanor Krane Paucker, PH.D.

Assistant Professor: John F. Deredita, PH.D.

Professor of Philosophy: José María Ferrater Mora, *Lic. F.L.*

The major in Spanish offers work in both language and the literature of all centuries, with emphasis on those periods when Spain and Spanish America have made their maximum contributions to Western culture.

The introductory course treats a selection of the outstanding works of Spanish and Spanish American literature in various periods and genres. Advanced courses deal more intensively with individual authors or periods of special interest. Students are admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in Spanish literature, or by placement test and permission of the instructor. Students may take an advanced course at Haverford if it contributes significantly to their special program. In certain cases, with the approval of the Department and the Dean of the Graduate School of Arts and Sciences, advanced students may also take one graduate course.

One course is devoted to training in written and spoken Spanish. It is recommended that students supplement their course work by spending the junior year in Spain or Spanish America, studying in the summer at the *Centro* in Madrid, or living in the Spanish House. It is strongly advised that all students make use of the tapes available in the Language Laboratory. In Spanish 001 the use of the Laboratory forms an integral part of the course.

Requirements in the Major Subject: The normal course sequence in the major is 101A, 101B, 201A or B, 202A or B, at least four semesters of advanced work and the Senior Conference. Students who spend the Junior year in Spain may substitute an advanced literature course for Spanish 202A or 202B, and students whose precollege training includes advanced work in literature may, with permission of the Department, substitute a unit of more advanced work for 101A and 101B.

Allied Subjects: Any other language or literature, Anthropology, Economics, History, History of Art, History of Religion, Linguistics, Music, Philosophy, Political Science, and Sociology.

001. *Elementary Spanish:* Mr. Deredita, Mrs. Paucker.

Grammar, composition, oral and aural training, readings on the Spanish and Spanish American background.

003. *Intermediate Spanish:* Mr. González-Muela.

Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish texts.

101A. *Readings in Hispanic Literature:* Mrs. Paucker, Mr. García-Barrio (Haver- & B.).

A general view of Spanish history and culture as revealed in outstanding literary works of various periods and genres. Oral expression and practice in writing emphasized.

201A. *Hispanic Literature of the Nineteenth Century:* Mrs. Paucker.

Poetry and prose from the Romantic Revolt to Bourgeois Realism: Larra, Espronceda, Galdós, Clarín, etc.

201B. *The Generation of 1898 and Modernismo:* Mrs. Paucker.

The creation of new styles and new values by José Martí, Rubén Darío, Unamuno, Baroja, etc.

202A. *Advanced Language Training and Composition:* Mr. González-Muela.

& B. Training in phonetics, practice in conversation. Interpretation of texts, translation, and original composition in Spanish. Assignments adapted to needs and level of achievement of the individual student.

206B. *Narrative Structure:* Mr. Deredita.

Study of the elements of narrative—point of view, myth, metaphor, sequence, and simultaneity—in a selection of Pre-Columbian, Spanish, and Spanish American texts from the *Popol-Vuh* to Borges.

210A. *Hispanic Culture and Civilization:* Mrs. King.

(INT.) See Interdepartmental course 210A, Hispanic and Hispanic American Studies, page 151.

- {302a. *Medieval Spanish Literature*: Mrs. King.]
- {303a. *The Modern Novel in Spain and Spanish America*: Mr. Deredita.]
- {303b. *Modern Poetry in Spain and Spanish America*: Mr. González-Muela.]
- 304a. *Cervantes*: Mrs. King.
Primarily a study of *Don Quijote*—its structural innovations, its synthesis of the conflicting aesthetic and ideological currents of Cervantes' Spain.
- 304b. *Spanish Poetry and Drama of the Golden Age*: Mrs. King.
Formal and thematic analysis of the work of three lyric poets (Garcilaso, Góngora, and Quevedo) and three dramatists (Lope de Vega, Tirso, and Calderón) who created the Spanish national theater.
399. *Senior Conference*:
- In the first semester a senior seminar devoted to study of a special topic in Spanish literature chosen by the students, to be evaluated by a written examination in January.
 - In the second semester individual conferences between each student and her instructor designed to aid the student in the preparation of a paper on an author or theme, chosen by the student, as seen in the context of a whole period in Spanish literature and history. At the end of the semester each student has a brief oral examination in Spanish consisting of the explanation and interpretation of a Spanish text and serving, along with the papers, as the method of evaluation of this conference. (With the approval of the Department, the student may substitute the Hispanic Studies seminar for the second-semester Senior Conference, see page 151.)

COURSES AT HAVERFORD

- 203b. *Spanish American Literature*: Mr. García-Castro.
A survey of Spanish-American literature from the colonial period to modern times. Lectures, written and oral reports.
- 209a. *Contemporary Spanish Theater*: Mr. García-Barrio.
- 310a. *Cortázar*: Mr. García-Castro.
- 315b. *Literature of the Present in Spanish America*: Mr. García-Castro.

Honors Work: Honors work is offered to students recommended by the Department. This work consists of independent reading, conferences and a long paper.

Interdepartmental Work: The Spanish Department participates in the Interdepartmental concentration in *Hispanic and Hispanic-American Studies*. See page 150.

Interdepartmental Work

As new fields of study open up and as old fields change, it becomes necessary for those interested in them to acquire the information and to learn the methods needed to understand them and to work in them, and these may sometimes be quite diverse. In order to provide opportunity for students to work in these new areas, the Faculty has approved the establishment of the following Interdepartmental Majors and Interdepartmental Area of Concentration.

I Interdepartmental Majors

Classical Languages

Major Advisors: Professor Lang (Greek)
Professor Scott (Latin)

This major is designed for the student who wishes to divide her time equally between the two languages and literatures.

Requirements: Six units of course work in Greek and Latin, normally three of each. At least one unit of advanced course work, but no allied units. A special Senior Conference will be made up from the offerings of the two departments. See pages 91 and 109 for descriptions of courses and conferences.

Classical Studies

Major Advisors: Professor Lang (Greek)
Professor Scott (Latin)
Professor Phillips (Classical and Near Eastern Archaeology)

This major will provide a broad yet individually structured background for students whose interest in the ancient classical world is general and who wish to lay the foundation for more specialized work in one particular area.

Requirements: Eight units of course work, at least one in each of the following: Ancient History (History 205a & b, 206a & b), Ancient Philosophy (Philosophy 101a or b), Classical Archaeology (Classical and

Near Eastern Archaeology 101, 202b, 203a, 203b, 205b, 301a, 301b, 302b, 304a), Greek (all courses except 203, 213a, 214b), Latin (all courses except 204b, 205a & b). At least one unit of advanced work is required, but no allied work. The Senior Conference will be in two parts: one in the field of the advanced unit and a special Classical Studies Conference on some topic to which all fields may contribute. (Two of the required eight units may be taken at Haverford College with the approval of the major advisors.)

French Studies

Major Advisors: Professor Guggenheim (French)

Professor Salmon (History)

Katharine E. McBride Visiting Professor: Marianne Debouzy

The major in French Studies, offered jointly by the French and History Departments, is designed to acquaint students with French life and culture in the broadest sense. The major concentrates on a sequence of French and history courses planned according to literary themes, genres, and topics studied in their historical setting, with the possibility of modifying the pattern of concentration to include courses in such allied fields as political science or sociology, philosophy, history of art, or music, to be taken either at Bryn Mawr or at Haverford. A junior year in France under one of the plans recommended by the French Department or summer study at the *Institut d'Etudes françaises d'Avignon*, held under the auspices of Bryn Mawr, forms an integral part of the program. A good command of French, both written and spoken, is required. At least a year of residence in the French House in Haffner is advisable. On the recommendation of the major advisors and with the special approval of the Dean of the Graduate School of Arts and Sciences, students may in certain cases be admitted to some seminars in the Graduate School.

Requirements: Students whose interests are literary will normally elect three units of French and two units of history, while students whose bent is historical will elect three units of history and two of French. (See course descriptions in the Departments of French and History, pages 81 and 94). At least one of these units from either department will be at the advanced level. History/French 290 serves as the introductory course. French 205c (Advanced Training in the French Language), or the equivalent, is a required course.

During 1974-75, students who wish to begin a major program in French Studies may enroll in Interdepartmental 295a and Interdepartmental 295b with the permission of the Major Advisors.

Allied Subjects: Political Science, Sociology, Economics, History of Art, Philosophy, Music, The Growth and Structure of Cities.

- [290. *La Civilisation de France:* Mr. Silvera.]
(INT.)
- 291a. *Comparative Labor Movements: the United States and France:* Mrs. Debouzy.
(INT.) See Political Science 291a.
- [293a. *Littérature, Histoire et Société de Montaigne à Madame Roland:* Mr. Guggenheim.]
- 295a. *Mai 1968, une société en crise:* Mrs. Debouzy.
An inquiry into the uprising of students and workers' strikes in 1968, with special reference to the political, social, economic and educational causes of the crisis, and the ensuing consequences on Gaullist France. The course is conducted in French.
- 295b. *La Ville de Paris aux XVIIe et XVIIIe siècles:* Miss Lafarge.
A study of Paris in representative texts (letters, memoirs, plays, novels), with special emphasis on historical and aesthetic developments of the city as they appear in writings and paintings of these two periods. The course, conducted in French, is open to majors in French Studies and/or the Growth and Structure of Cities, as well as to other qualified students.
302. *France, 1559-1661:* Mr. Salmon. See History 302.

COURSES AT HAVERFORD

- 241a. *The Impressionist Era:* Mr. McCarthy.
See French 241a.
- 355a. *The French Revolution:* Mr. Spielman.
See History 355a.

COURSES AT THE INSTITUT D'ETUDES FRANÇAISES D'AVIGNON

The following courses are given during the summer session:

Political Science S201. *La France d'aujourd'hui.*
Sociology S202. *La Vie quotidienne en France.*

399. *Senior Conference: Major Advisors.*

In the first semester senior majors will study selected aspects of the historical, social and institutional features of French civilization. They will give oral reports on specific topics investigated under the supervision of a member of the faculty. In the second semester they will work on an independent project embodying substantial research. The student's work will be evaluated on the basis of her oral reports, her research paper, and a written or oral examination to be taken either in January, or early in the spring.

Honors Work: On the recommendation of the Major Advisors, students in their senior year will be admitted to Honors work consisting of independent reading, conferences and a long paper.

The Growth and Structure of Cities

Major Advisor and Director of the Program: Professor Lane (History)

In this interdisciplinary major, the student will study the city from more than one point of view. City planning, art and architecture, history, political science, anthropology, archaeology, economics and sociology will contribute toward her understanding of the growth and structure of cities.

Requirements: All students must take Interdepartmental 190 and Interdepartmental 200a (one and one-half units). Each student should select, *in addition* to these courses, three units from among the other major courses listed below. Two additional units, above the introductory level, must be chosen from *one* of the departments listed under Allied Subjects. Each senior will prepare a paper or project embodying substantial research. The paper or project will be presented in written form to the Committee on the Growth and Structure of Cities, and in oral or visual form to all seniors in the major meeting as a group. These oral presentations and the resulting discussions will serve as the Senior Conference.

Allied Subjects: Political Science, History, History of Art, Sociology, Economics, Fine Art, Greek, Latin, Classical and Near Eastern Archaeology, Anthropology. Occasionally, with permission of the Graduate Dean of the School, courses in Social Work and Social Research.

[190. *The Form of the City:* Mrs. Lane.]
(INT.)

- 200a. *Urban Society*: Mrs. Lane, Mr. Ross.
(INT.) The techniques of the social sciences as tools for studying historic and contemporary cities.
- [204b. *The Ancient City*: Mr. Scott.]
(INT.)
- 206a. *Ancient Near Eastern Cities*: Mr. Ellis. See Archaeology 206a.
- 209a. *Urban Economics*: Mr. Gubins. See Economics 209a. (Haverford).
- [218a. *Community Politics*: Mr. Ross.]
- 223a. *Medieval and Early Modern Urban Society in England*: Mrs. Pearl.
(INT.) See History 223a.
- [240a. *Urban Sociology*: Mr. William Phillips.]
(INT.) See Sociology 240a.
- [270b. *Medieval Cities*: Mr. Brand. See History 270b.]
- 295b. *La Ville de Paris aux XVIIe et XVIIIe siècles*: Miss Lafarge.
(INT.) See French Studies.
- [300b. *The American City in the Twentieth Century*: Mr. Speizman (Graduate School of Social Work and Social Research).]
- 301b. *Greek Architecture*: Mr. Nylander. See Archaeology 301b.
- 304a. *The Dynamics of Environmental Systems*: Mr. Anderson (Chemistry).
(INT.) Principles of the structure and function of ecosystems; techniques for the simulation of complex systems; the impact of man on the environment and man's management of resources. Three hours lecture-discussion weekly. Prerequisites: one year of a natural and of a social science, and some familiarity with digital computation.
- 305b. *The Italian City State in the Renaissance*: Mrs. Lane.
Out of its medieval setting the evolution of the urban civilization of Northern Italy will be examined within its socio-economic as well as its cultural context. Not only Florence, but the other major city-states as well will be investigated in detail.
- [306a. *Le Thème de Paris dans la littérature française*: Miss Lafarge.]
- [311b. *Colonial Towns in North and South America*: Mrs. Dunn.]
- 316b. *Ethnic Group Politics*: Mr. Ross.
An analysis of the factors influencing ethnic group conflict and cooper-

ation in a variety of cultural contexts, with particular emphasis on urban settings. Each student will engage in a field project in the Philadelphia area.

323a. *London and the Puritan Revolution*: Mrs. Pearl.

(INT.) See History 323a.

350b. *Topics in the History of Modern Architecture*: Mrs. Lane.

(INT.) Selected aspects of the history of modern architecture, such as housing, public buildings, industrial building, will be studied in detail. The course will concentrate on actual building types, rather than on the design ideas of a few great architects. A reading knowledge of French or German is very desirable.

389b. *Environmental Policy*: Mr. Davis.

(INT.) The course will emphasize environmental pollution as a symptom of market failure as well as a failure in other institutions of the urban-industrial society and explore the economics and politics of the public policy choices for dealing with the problem. The course will also include sections on population growth and resource limits and on common property resource problems as illustrated by the cattle-wildlife complex of pastoral regions in East Africa.

Open to students who have had an introductory course in micro-economics, political science, in the Growth and Structure of Cities program or a year of science. Micro-economics may be taken concurrently.

{Art 56. *The City*: Mr. Kitao. (Swarthmore)}

399. *Senior Conference*: Mrs. Lane and members of the Committee on the

(INT.) Growth and Structure of Cities.

II. Interdepartmental Area of Concentration Hispanic and Hispanic-American Studies

Major Advisors: Professor Dunn (History)

Professor King (Spanish)

The program is designed for students interested in a comprehensive study of the society and culture of Spanish America and/or Spain. Its

aims are (1) to provide the student, through a formal major in Anthropology, History, History of Art, History of Religion, Economics, Music, Political Science, Sociology, or Spanish, with a valid means for thorough study of one aspect of Hispanic or Hispanic-American culture, (2) to afford an introduction, through the study of allied courses dealing with Spain or Spanish America, to other aspects of the cultural complex, (3) to effect a synthesis of the student's studies through a Senior Conference, in which all students in the program participate, on a broad topic that cuts across all the major areas involved.

Requirements: Competence in Spanish; a major chosen from those listed above; Hispanic Studies 210a; at least two units of work chosen from courses listed below (or from approved courses taken in Spain or Spanish America); in the junior or senior year, a long paper or project dealing with Spain or Spanish America; the Senior Conference in Hispanic Studies. (In effect, the student supplements a major in one of the departments listed above with a concentration in Hispanic or Hispanic-American Studies.)

210a. *Hispanic Culture and Civilization:* Mrs. King.

A brief survey of the political, social, and cultural history of Spain and Spanish America, concentrating on the emergence of specifically Hispanic values and modes of life. Major topics: Spread of the Spanish Empire, Spanish American Independence, racial and ethnic conflict, current social and economic problems, Spanish America's recent attempts to define its own identity.

399b. *Senior Conference:* Major Advisors.

Courses: Anthropology 101, 204a, 305b, Economics 202b, History [207], [211b], [212], 317a, [311b], [H355a], History of Art 213b, History of Religion 104, [300a], [24 (Swarthmore)], Interdepartmental [308], 310, Philosophy [314b], Political Science [321a], Sociology 102a, Spanish: any course including those given at the Centro de Estudios Hispánicos in Madrid except 001, 003 and 202.

III. Interdepartmental Courses

Each year, certain courses are offered which cut across well-defined areas of knowledge and emphasize relationships among them. Such courses may be taught by two or more members of the faculty working in close cooperation. Since the material considered requires some back-

ground in at least two disciplines, the interdepartmental courses are usually offered at the advanced level. For students who have progressed to the more complex aspects of their major subjects, the interdepartmental courses provide an opportunity to apply their training to new and broader problems and to benefit from the experience of seeing their own subject from the points of view of several specialists. To facilitate free discussion, registration is generally restricted to a limited number of well-qualified students.

- 200a. *Urban Society*: Mrs. Lane, Mr. Ross.
The techniques of the social sciences as tools for studying historic and contemporary cities.
- 210a. *Hispanic Culture and Civilization*: Mrs. King.
See Hispanic and Hispanic-American Studies.
- 211a. *The Soviet System*: Mr. Hunter (Haverford).
See Economics 211a, page 67.
- 213a. *Myth in Practice and Theory*: Miss Lang.
Greek and other myths will be examined from two points of view: as a testing ground for various approaches to the study and interpretation of myths, both ancient and modern; as raw material for literary exploitation and development.
- 223a. *Medieval and Early Modern Urban Society in England*: Mrs. Pearl.
See History 223a.
- 291a. *Labor Movements: United States and France*: Mrs. Debouzy.
See Political Science 291a.
- 295a. *Mai 1968, une société en crise*: Mrs. Debouzy.
See History 295a.
- 295b. *La Ville de Paris aux XVIIe et XVIIIe siècles*: Miss Lafarge.
See French Studies.
- 304a. *The Dynamics of Environmental Systems*: Mr. Anderson.
See Chemistry 304a.
- {307a. *Introduction to Celtic Civilization*: Miss Dorian.}
- {308. *Language in the Social Context*: Miss Dorian.}

- 310a. *Descriptive Linguistics*: Miss Dorian.
An introduction to techniques of synchronic linguistic analysis: typology, phonetics, phonemics, morphemics, and syntax. A prerequisite for Interdepartmental 312b.
- 311b. *Diachronic Linguistics*: Miss Dorian.
An introduction to historical linguistics: the reconstruction of prehistoric linguistic stages, the establishment of language families and their interrelationships, and the examination of processes of linguistic change. Pertinent materials will be drawn from a variety of languages, but the history of the English language, as the language common to all participants, will be central.
- 312b. *Field Methods in Linguistics*: Miss Dorian.
Practical experience in transcription and analysis of an unfamiliar language. There will be an informant, and students will be able to develop their own methodology for approaching a language with which they have no previous experience. Interdepartmental 310a is a prerequisite.
- 314b. *The Scientific Renaissance and Modern Science*: Miss Oppenheimer.
See History 314b.
- 317a. *Mexico: Independence to the Present*: Mrs. Lavrin.
See History 317a.
- 323a. *London and the Puritan Revolution*: Mrs. Pearl.
See History 323a.
- 350b. *Topics in the History of Modern Architecture*: Mrs. Lane.
See Growth and Structure of Cities.
353. *Biochemistry*: Members of the Department.
See Biology 353.
- 357a. *Computer Usage in the Life Sciences*: Mrs. Pruett.
See Biology 357a, page 60.
- 389b. *Environmental Policy*: Mr. Davis.
See Growth and Structure of Cities.

Performing Arts

- 101A. *Modern Dance: Techniques and Choreography*: Mrs. Mason,
& b. Mrs. Lember.
- [201A. *Modern Dance: Advanced Techniques and Choreography*: Mrs. Mason, Mrs.
Lember. Prerequisite: Performing Arts 101A & b.
403. *Voice or Instrument*.

Students who are sufficiently advanced and who have completed at least one year of voice or music lessons while at the College may with the approval of the Department of Music offer for one unit of academic credit a year of voice or instrument lessons. The unit will include the lessons and also a recital or proficiency test arranged by the Music Department.

Physical Education

Director: Anne Lee Delano, M.A.

Instructors: Linda Fritsche Castner, M.S.

Jan Eklund Fisher, M.ED.

Barbara Lember, B.F.A.

Ann Carter Mason, B.S.

Mary L. O'Toole, M.S.

Janet A. Yeager

The Department of Physical Education has developed a program to:

1. Recognize the student with a high degree of neuromuscular coordination and physical stamina, and encourage her to maintain this status.
2. Provide incentive for all students to find some form of activity in which they may find pleasure and show improvement.
3. Contribute to the total well-being of the student.

The program provides a Physical Education Profile Test optional for freshman and sophomores. Above-average performance releases the student from physical education for the year.

There is a two year requirement to be completed preferably by the end of the sophomore year. In the freshman year each student will take three hours per week during the first semester; two hours in an activity of her choice and one hour per week in a specialized unit. The units are Dance Orientation, Relaxation, Sports Orientation. In the second semester and during the sophomore year each student will participate two hours per week in an activity of her choice. Each semester is divided into two terms in order that every student may participate in a variety of activities should she wish to do so.

All students must complete the freshman and sophomore requirements satisfactorily. Upperclassmen are invited to elect any of the activities offered. Transfer students will have their physical education requirement reviewed by the Director of Physical Education.

The Optional Test For Release

Areas contributing to a physical education profile to be determined by testing, using batteries of standardized tests and procedures, adapted to college women:

1. Aptitude and Achievement Battery (performance skill)
 - a. Standing broad jump
 - b. Sand bag throw
 - c. Obstacle course
2. Fitness Battery (strength and endurance)
 - a. Standing broad jump
 - b. Sit-ups
 - c. Push-ups—modified
 - d. 12-minute run
3. Body weight control

The Swimming Test (for survival)

1. Jump into deep end of pool (feet first entry), demonstrate two strokes while swimming lengths of pool for ten minutes without stopping, resting or touching bottom or sides of pool, backfloat motionless for two minutes, tread water one minute.
2. The swimming test is administered to every new student at the beginning of the year unless she is excused by the College Physician.
3. Students *unable* to pass the test must register for beginning swimming.

Seasonal Offerings

Fall: archery, fencing, golf, hockey, modern dance, riding,* swimming, tennis, volleyball and American Red Cross Senior Life Saving Course. *Winter:* badminton, basketball, exercise therapy, fencing, folk dance, gymnastics, modern dance, riding,* squash, swimming, trampoline, volleyball, and American Red Cross Water Safety Instructor Training Course. *Spring:* archery, golf, gymnastics, lacrosse, riding, swimming, tennis and American Red Cross Senior Life Saving.

A Modern Dance Club and Varsity teams are open to students with special interests in those areas.

*Open only to sophomores with permission of the Department, and to freshmen who have satisfied the requirements.

Financial Aid

The scholarships listed on the following pages have been made available to able and deserving students through the generosity of alumnae and friends of the College. Many of them represent the income on endowed funds which in some cases is supplemented by an additional grant, usually taken from expendable gifts from alumnae and parents. A student requesting aid does not apply to a particular fund but is considered for all awards administered by the College for which she is qualified.

The Alumnae Regional Scholarship Program is the largest single contributor to Bryn Mawr's Scholarship awards. Bryn Mawr is the only college with an alumnae-based scholarship program independent, yet coordinate, with the College's own financial aid program. The Alumnae raise funds, interview candidates requesting and needing aid, and choose their scholars. An Alumnae Regional Scholarship carries with it special significance as an award for excellence, academic and personal.

An outstanding scholarship program has been established by the National Merit Scholarship Corporation, and several large corporations sponsor scholarship programs for children of employees. In addition to the generous awards made by these companies there are many others made by foundations and by individual and professional groups. Some of these are regional in designation. Students are urged to consult their schools and community agencies for information in regard to such opportunities.

Bryn Mawr College participates as a sponsor in the National Merit Scholarship Program and in the National Achievement Scholarship Program. As sponsors, the College awards several scholarships through the National Merit Corporation. National Merit Finalists who have indicated that Bryn Mawr is their first choice institution will be referred to the College for consideration for this award.

Financial aid is held each year by approximately forty per cent of the undergraduate students. The value of the scholarships ranges widely, but the average grant is approximately \$1800. Requests for financial aid are reviewed by the Scholarship Committee and judged on the basis of the student's academic promise and achievement on the one hand, and, on the other, her financial situation and that of her family. Bryn Mawr College, as a member of the College Scholarship Service of the College Entrance Examination Board, subscribes to the principle that the amount of aid granted a student should be based upon financial need. The Service as-

sists colleges and other agencies in determining the student's need for financial assistance. All applicants must submit in support of application for financial aid the form entitled Parents' Confidential Statement which is prepared by the Service. When the total amount of aid needed has been determined, awards are made in the form of grants, loans and jobs.

Bryn Mawr College administers two kinds of loan programs. The first consists of funds established through the generosity of alumnae and friends of the College and the second is based on government funds made available through the National Direct Student Loan Program. Full descriptions can be found on page 180.

Another federally funded program, the College Work-Study Program, enables the College to expand job opportunities for qualified students with on- and off-campus jobs, summer and winter, with eligible employers, either locally or near the student's home.

Applications for Financial Aid at Entrance

Application forms for Financial Aid are included in application materials sent to applicants who have submitted the preliminary application for admission. Each candidate for aid must also file with the College Scholarship Service a form entitled Parents' Confidential Statement in Support of Application for Financial Aid. These two forms must be filed with the College and with the College Scholarship Service *no later than January 1* of the student's final year in high school in the case of regular applicants, and *no later than October 1* in the case of applicants under the Early Decision Plan. Applications for financial aid for transfer students are due *no later than March 1*.

The fact that a student has applied for financial assistance is not taken into consideration in evaluating the candidate's application for admission to the College.

Since scholarship funds of the College are not sufficient to cover the needs of the many well-qualified applicants, students are urged to consult with their school counselors about national and local scholarships which may be available and to submit appropriate applications. Specific questions regarding aid at Bryn Mawr should be directed to the Financial Aid Officer.

Renewal of Undergraduate Financial Aid

Application for the renewal of financial aid must be made annually. The renewal of the award depends on the student's maintaining a good

record and her continued need for assistance. Adjustments are made to reflect changes in the financial situation of the family. Marriage or reaching the age of 21, however, are not considered valid reasons for the withdrawal of parental support or for an increase in financial aid.

The necessary forms for renewal may be obtained in the Financial Aid Office and should be filed with the College Scholarship Service no later than January 31.

Scholarship Funds

The Mary L. Jobe Akeley Scholarship Fund was established by bequest of Mary L. Jobe Akeley. The income from this fund of \$147,553 is to be used for undergraduate scholarships with preference being given to students from Ohio. (1968)

Alumnae Regional Scholarships are available to students in all parts of the United States and Canada. These scholarships, raised by alumnae, vary in amount but may cover full fees for four years. The awards are made by local alumnae committees and are announced to the candidates immediately after their notification of admission to the College. Holders of these scholarships who maintain a high standard of academic work and conduct, and who continue to need financial aid after the freshman year, are assured assistance either from alumnae committees in their districts or from the College. (1922)

The Alumnae Bequest Scholarship Fund, now totaling \$8,196, was established by bequests received for scholarships from alumnae of the College. (1965)

The Marion Louise Ament Scholarship Fund, now totaling \$73,414, was established by bequest of Berkley Neustadt in honor of his daughter, Marion Louise Ament of the Class of 1944. The income is to be used for scholarships. (1967)

The Evangeline Walker Andrews May Day Scholarship was established by bequest of Evangeline Walker Andrews of the Class of 1893. The income from this fund of \$10,000 is to be used for undergraduate scholarships in the Department of English. Mrs. Andrews originated the Bryn Mawr May Day which was first held in 1900. (1963)

Note: The dates in parentheses in the listings on this and the following pages indicate the year the scholarship was established.

The Edith Heyward Ashley and Mabel Pierce Ashley Scholarship Fund was founded by bequest of Mabel Pierce Ashley of the Class of 1910. In 1969, the fund was increased by \$25,000 by bequest of Edith Heyward Ashley of the Class of 1905. The fund now totals \$50,000 and the income is to be awarded as a scholarship or scholarships to undergraduate students majoring in History or English. (1963)

The Elizabeth Congdon Barron Scholarship Fund. In 1960, by Mrs. Barron's bequest of \$2,500, the Elizabeth Congdon Barron Fund was established "for the general purposes of the College." Through gifts from her husband, Alexander J. Barron, the fund was increased to \$25,000 and the Elizabeth Congdon Barron Scholarship Fund was established. Through further gifts from Mr. Barron, the endowment has been raised to \$55,000. (1964)

The Elizabeth P. Bigelow Memorial Scholarship Fund was established by gifts now amounting to \$50,209 from Mrs. Henry B. Bigelow in memory of her daughter Elizabeth P. Bigelow, who was graduated *cum laude* in 1930. (1960)

The Book Shop Scholarships are awarded annually from the income from the Book Shop Fund, which now amounts to \$30,855. (1947)

The Bertha Norris Bowen and Mary Rachel Norris Memorial Scholarship Fund was established by bequest under the will of Mary Rachel Norris, '05, in memory of Bertha Norris Bowen, who was for many years a teacher in Philadelphia. (1973)

The James W. Broughton and Emma Hendricks Broughton Scholarship Fund was established by a bequest from the estate of Mildred Hendricks Broughton. The income from this fund shall be used for the purpose of paying tuition and other necessary expenses of students attending Bryn Mawr College. The students selected for such financial aid shall be from the midwestern part of the United States. (1972)

The Mariam Coffin Canaday Scholarship Fund was established by a gift of \$18,866 from the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The income from this fund was capitalized until in 1969 the fund reached the amount of \$25,000. The income henceforth is to provide scholarships with preference given to students from Toledo, Ohio, or from District VI of the Alumnae Association. (1962)

The Antoinette Cannon Memorial Scholarship Fund was established by a gift of \$30,400 by Janet Thornton of the Class of 1905 in memory of her friend Antoinette Cannon of the Class of 1907. (1963)

The Jeannette Peabody Cannon Memorial Scholarship Fund, now totalling \$13,441, was established in memory of Jeannette Peabody Cannon, Class of 1919, through the efforts of the New England Alumnae Regional Scholarship Committee, of which she was a member for twenty years. The scholarship is awarded every three years on the nomination of the Alumnae Scholarship Committee to a promising member of the freshman class, residing in New England, who needs financial assistance. The scholarship may be held during the remaining three years of her college course provided a high standard is maintained. In 1962, the fund was increased from \$7,405 to \$13,441 by a generous gift from Mrs. Donald Wing of New Haven. (1949)

The Susan Shober Carey Award was founded in memory of Susan Shober Carey by gifts now totalling \$3,300 from the Class of 1925 and is awarded annually by the President. (1931)

The Florence and Dorothy Child Memorial Scholarship of Bryn Mawr College was founded by bequest of Florence C. Child of the Class of 1905. The income from this fund of \$115,494 is to be used for the residence fees of students who without such assistance would be unable to live in the halls. Preference is to be given to graduates of the Agnes Irwin School and to members of the Society of Friends. If no suitable applicants are available in these two groups, the scholarship aid will then be assigned by the College to students who could not live in residence halls without such assistance and who are not holding other scholarships. (1957)

The Augusta D. Childs Scholarship Fund was established by bequest of \$45,000 from the estate of Augusta D. Childs. The income is to be used for undergraduate scholarships. (1970)

The Jacob Orie and Elizabeth S. M. Clarke Memorial Scholarship was established by bequest of \$5,000 from the estate of Elizabeth Clarke and is awarded annually to a student born in the United States or any of its territories. (1948)

The Class of 1903 Scholarship Fund was established by gift of \$12,295 on the occasion of the fiftieth reunion of the Class. The income from this fund is to be awarded annually to a member of the freshman, sophomore or junior class for use in the sophomore, junior or senior years. (1953)

The Class of 1922 Memorial Scholarship Fund was established at the suggestion of members of the Class of 1922 as a perpetual class fund to which members of the class can contribute during the Tenth Decade Campaign and beyond. The basis for this fund is an unrestricted bequest

of \$10,000 from the estate of Margaret Crosby, '22. (1973)

The Class of 1943 Scholarship Fund was established by gifts of \$34,937 from the James H. and Alice I. Goulder Foundation Inc. of which Alice Ireman Goulder '43 and her husband are officers. It is hoped that members of the Class of 1943 and others will add to the Fund so that eventually the yearly income will provide full scholarship aid for one or more students at Bryn Mawr. (1974)

The 1967 College Bowl Scholarship Fund of \$16,000 was established by the Bryn Mawr College team from its winnings on the General Electric College Bowl Television Program. The scholarship grants were donated by the General Electric Company and by Seventeen Magazine and supplemented by gifts from the Directors of the College. The members of the team were Ashley Doherty (1971), Ruth Gais (1968), Robin Johnson (1969) and Diane Ostheim (1969). Income from this fund will be awarded to an entering freshman in need of assistance. (1967)

The Julia Cope Collins Scholarship was established by bequest of \$10,000 from the estate of Julia Cope Collins, Class of 1889. (1959)

The Alice Perkins Coville Scholarship Fund, now totalling \$76,587, was established by Agnes Frances Perkins of the Class of 1898 in honor of her sister, Alice Perkins Coville. The income from this scholarship fund is used to aid a deserving student in need of financial assistance. (1948)

The Regina Katharine Crandall Scholarship was established by a group of her students as a tribute to Regina Katharine Crandall, Margaret Kingsland Haskell Professor of English Composition from 1918 to 1933. The income from this fund, which now amounts to \$10,225, is awarded to a sophomore, junior or senior who in her written English has shown ability and promise and who needs assistance to continue her college work. (1950)

The Annie Lawrie Fabens Crozier Scholarship Fund was established by a gift of \$31,656 from Mr. and Mrs. Abbott P. Usher in memory of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier of the Class of 1951. The scholarship, in varying amounts up to full tuition, is to be awarded to a junior or senior of distinction who is majoring in English. (1960)

The Rebecca Taylor Mattson Darlington Memorial Scholarship Fund was established by members of her family in memory of Rebecca Taylor Mattson Darlington, Class of 1896. The income is to be used for undergraduate scholarships. (1967)

The E. Merrick Dodd and Winifred H. Dodd Scholarship Fund of \$2,000 was established by bequest of Dr. and Mrs. Dodd. (1953)

The Abby Slade Brayton Durfee Scholarship Fund, which now amounts to \$12,713, was founded in honor of his wife by bequest of Randall N. Durfee, Jr. and Mrs. Charles Bennett Brown of the Class of 1930. Preference is given to candidates of English or American descent and to descendants of the Class of 1894. (1924)

The Anne Long Flanagan Scholarship was established by a gift of \$29,687 from Anne Long Flanagan of the Class of 1906 on the occasion of the 55th reunion of the class. The income is to be used to provide scholarships for Protestant students. (1961)

The Cora B. Fohs and F. Julius Fohs Perpetual Scholarship Fund was established by a gift of \$75,000 from the Fohs Foundation. The income only is to be used. (1965)

The Folly Ranch Fund was established by an anonymous gift of \$100,000, the income from which is to be used for graduate and undergraduate scholarships in honor of Eleanor Donnelley Erdman, Class of 1921, Clarissa Donnelley Haffner, Class of 1921, Elizabeth P. Taylor, Class of 1921 and Jean T. Palmer, Class of 1924. (1974)

The Foundation Scholarships, varying in amount up to full tuition and tenable for four years, are made available by the Trustees of Bryn Mawr College. They are awarded to members of the Society of Friends who cannot meet the full expenses of tuition and residence. (1894)

The William Franklin Scholarship Fund was established by a bequest of \$35,985 from Susan B. Franklin of the Class of 1889. The income from this fund is to be used for scholarships for deserving girls, preference being given whenever possible to girls from the Rogers High School, Newport, Rhode Island. (1957)

The Edgar M. Funkhouser Memorial Scholarship Fund of \$30,000 was established from his estate by Anne Funkhouser Francis of the Class of 1933. Awards may vary in amount up to full tuition and be tenable for four years. Income from this fund may be awarded annually, first preference being given to residents of southwest Virginia; thereafter to students from District IV eligible for aid in any undergraduate year. (1964)

The Helen Hartman Gemmill Scholarship, value \$500, first given for the year 1970-71, is awarded annually to a student majoring in English from

funds provided by the Warwick Foundation. (1967)

The Anna Hallowell Memorial Scholarship was founded in memory of Anna Hallowell by her family. The income on a fund of \$2,585 is awarded annually to the junior in need of aid who has the highest academic record. (1912)

The Katharine Hepburn Scholarship, value \$1,000, first given for the year 1969-70, is awarded annually in honor of Katharine Hepburn to a student interested in the study of drama and motion picture, and in the cultivation of English diction and of literary appreciation. (1952)

The Katharine Houghton Hepburn Memorial Scholarship was given in memory of Katharine Houghton Hepburn of the Class of 1900. The income on this fund, now totalling \$21,130, is awarded for the junior or senior year to a student who has demonstrated both ability in her chosen field and independence of mind and spirit. (1957)

The Jeanne Crawford Hislop Memorial Scholarship Fund of \$5,000 was given in memory of Jeanne Crawford Hislop of the Class of 1940 by Mr. and Mrs. John H. Hislop and Mrs. Frederic W. Crawford. The income from this fund has been supplemented by gifts from Mrs. John H. Hislop. This scholarship, awarded to a junior, may be renewed for the senior year. (1939)

The George Bates Hopkins Memorial Scholarships were founded by a gift of \$10,056 from Mrs. Elizabeth Hopkins Johnson in memory of her father. Preference is given to students of Music and, in default of these, to students majoring in History, and thereafter to students in other departments. (1921)

The Maria Hopper Scholarships, two in number, were founded by bequest under the will of Maria Hopper of Philadelphia and are awarded annually. The income from this fund of \$10,224 is used for aid to a sophomore. (1901)

The Leila Houghteling Memorial Scholarship Fund in the amount of \$10,180 was founded in memory of Leila Houghteling of the Class of 1911 by members of her family and a group of her contemporaries. It is awarded every three years on the nomination of the Alumnae Scholarships and Loan Fund Committee to a member of the freshman class in need of financial assistance and is held during the remaining three years of her college course. (1929)

Huguenot Society of America Grant. On the recommendation of the College a student of Huguenot ancestry may be nominated for a grant up to \$1,000 to be used for college expenses. (1962)

The Evelyn Hunt Scholarships, two in number, were founded in memory of Evelyn Hunt by bequest of \$10,000 under the will of Evelyn Ramsey Hunt of the Class of 1898. (1931)

The Lillia Babbitt Hyde Scholarship Fund was established by gifts of \$25,600 from the Lillia Babbitt Hyde Foundation to establish the Lillia Babbitt Hyde Scholarship for award in so far as possible to students whose major subject will lead to a medical education or a scientific education in chemistry. (1963)

The Jane Lilley Ireson Scholarship was established by a bequest of \$246,776 under the will of Jennie E. Ireson, her daughter. The income on each \$5,000 of this fund is to be awarded as a scholarship to a worthy student who may require financial assistance. (1959)

The Alice Day Jackson Scholarship Fund of \$10,195 was given by the late Percy Jackson in memory of his wife, Alice Day Jackson. The income from this fund is awarded annually to an entering student. (1930)

The Kathryn M. Kalbfleisch and George C. Kalbfleisch Scholarship Fund was established under the will of Kathryn M. Kalbfleisch '24; the income from the fund of \$209,526 is to be used for scholarships. (1972)

The Alice Lovell Kellogg Fund was founded by a bequest of \$5,000 by Alice Lovell Kellogg of the Class of 1903. The income is to be used for undergraduate scholarships. (1967)

The Minnie Murdoch Kendrick Memorial Scholarship, tenable for four years, was founded by bequest under the will of George W. Kendrick, Jr., in memory of his wife. The income on this fund of \$5,362 is awarded every four years to a candidate nominated by the Alumnae Association of the Philadelphia High School for Girls. (1916)

The Misses Kirk Scholarship Fund, now amounting to \$1,401, was founded in honor of the Misses Kirk by the Alumnae Association of the Kirk School in Bryn Mawr. (1929)

The Elizabeth B. Kirkbride Scholarship Fund was established by a gift of \$1,150 from Elizabeth B. Kirkbride of the Class of 1896. The income is to be used for undergraduate scholarships. (1964)

The Clara Bertram Little Memorial Scholarship was founded by Eleanor Little Aldrich, in memory of her mother. The income from a fund now totalling \$11,000 is awarded to an entering student from New England on the basis of merit and financial need. (1947)

The Mary Anna Longstreth Memorial Scholarship, established by a gift of \$5,000 and carrying free tuition, was given in memory of Mary Anna Longstreth by alumnae and children of alumnae of the Mary Anna Longstreth School and by a few of her friends. (1913)

The Lorenz-Showers Scholarship Fund now amounting to \$5,000 was established by Justina Lorenz Showers of Dayton, Ohio, of the Class of 1907, in honor of her parents, Edmund S. Lorenz and Florence K. Lorenz, and of her husband, John Balmer Showers. (1943)

The Alice Low Lowry Memorial Scholarship Fund was established by gifts in memory of Alice Low Lowry of the Class of 1938 by members of her family and friends. The income from a fund now totaling \$28,101 is to be used for scholarships. (1968)

The Katharine E. McBride Undergraduate Scholarship Fund was established by a gift of \$5,000 made by Gwenn Davis Mitchell, Class of 1954. This fund now amounts to \$5,500. The income is to be used for scholarships. (1969)

The Gertrude Howard McCormick Scholarship Fund was established by gift of \$25,000 by the late Gertrude Howard McCormick. The scholarship, value \$1,000, is awarded to a student of excellent standing, preferably for her freshman year. If she maintains excellent work in college, she may continue to receive scholarship aid through her sophomore, junior and senior years. (1950)

The Beatrice Miller Memorial Scholarship Fund was established by a bequest of \$83,966 from the Estate of Beatrice Miller Ullrich of the Class of 1913. The income only is to be used for scholarships. (1969)

The Constance Lewis and Martha Rockwell Moorhouse 1904 Memorial Scholarship Fund, now amounting to \$17,930, was established by the Class of 1904 in memory of Constance Lewis and Martha Rockwell Moorhouse of the Class of 1904. (1920)

The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Scholarship Fund, amounting to \$13,000, was established by members of their families in memory of Evelyn Flower Morris of the Class of 1903 and

Jacqueline Pascal Morris of the Class of 1908. (1959)

The Jean Brunn Mungall 1944 Memorial Scholarship Fund, now amounting to \$25,068, was established by the Class of 1944. The class on its 25th anniversary in May 1969 increased the fund by \$16,600. The income is to be used for scholarships. (1955)

The Mary McLean and Ellen A. Murter Memorial Fund, now amounting to \$14,320, was founded in memory of her two aunts by bequest of Mary E. Stevens of Germantown, Philadelphia. By vote of the Board of Directors the income is used for an annual scholarship. (1933)

The Frank L. Neall and Mina W. Neall Scholarship Fund was established by a legacy of \$25,000 from the Estate of Adelaide W. Neall of the Class of 1906 in memory of her parents. The income is to be used for scholarship purposes at the discretion of the Trustees of the College. (1957)

The New Hampshire Scholarship Fund of \$15,000 was established in 1965 by the Spaulding-Potter Charitable Trust. A matching fund was raised by contributions from New Hampshire alumnae. Income from the two funds will be awarded each year to an undergraduate from New Hampshire on the recommendation of the New England Regional Scholarship Committee. (1965)

The Alice F. Newkirk Scholarship Fund was founded by a bequest of \$2,500 by Alice F. Newkirk. The income is for scholarships. (1965)

The Mary Frances Nunns Scholarship was established by a bequest of \$25,275 under the will of Mary Frances Nunns. The income only is to be used. (1960)

The Florence Morse Palmer Scholarship was founded in memory of Florence Morse Palmer by her daughter, Jean T. Palmer of the Class of 1924, by gifts now totalling \$10,000. (1954)

The Margaret Tyler Paul Scholarship was established by a 40th reunion gift of \$30,000 from the Class of 1922. (1963)

The Fanny R. S. Peabody Scholarship Fund was established by bequest of \$177,927 in the will of Fanny R. S. Peabody. The income from the Peabody Fund is awarded to students from the western states. (1943)

The Delia Avery Perkins Scholarship was established by bequest of \$58,474 from Delia Avery Perkins of the Class of 1900. Mrs. Perkins was Chairman of the New Jersey Scholarship Committee for a number of years. The

income on this fund is to be awarded to students entering from Northern New Jersey. (1965)

The Ethel C. Pfaff Scholarship Fund was established by a bequest of \$295,616 from Ethel C. Pfaff of the Class of 1904. The income from this fund is to be awarded to entering freshmen. (1967)

The Philadelphia Board of Public Education Scholarships, tenable for four years, are awarded to graduates of Philadelphia high schools nominated by the Board of Public Education of Philadelphia. (1898)

The Louise Hyman Pollak Scholarship was founded by the Board of Trustees from a bequest of \$5,061 by Louise Hyman Pollak of the Class of 1908. The income from this fund, now totalling \$6,681, which has been supplemented by gifts from the late Julian A. Pollak, and his son, David Pollak, is awarded annually to an entering student from one of the central states, east of the Mississippi River. Preference is given to residents of Cincinnati. (1932)

The Anna M. Powers Memorial Scholarship was founded in memory of Anna M. Powers by a gift from her daughter, Mrs. J. Campbell Harris. The income on this fund of \$5,542 is awarded annually to a senior. (1902)

The Thomas H. Powers Memorial Scholarship was founded in memory of Thomas H. Powers by bequest under the will of his daughter, Mrs. J. Campbell Harris. The income on this fund of \$4,598 is awarded annually to a senior. (1902)

The Anna and Ethel Powers Memorial Scholarship was established by a gift of \$1,000 in memory of Anna Powers of the Class of 1890 by her sister, Mrs. Charles Merrill Hough. The fund is now re-established at \$11,308 in memory of both Anna Powers and her sister, Mrs. Hough (Ethel Powers), by Nancy Hough Smith of the Class of 1925. (1919)

The James E. Rhoads Memorial Scholarships were founded in memory of the first President of the College, Dr. James E. Rhoads, by the Alumnae Association of Bryn Mawr College. In 1958 and 1959, the Alumnae Association increased the fund to \$27,010, the income from which is awarded annually to two students. The James E. Rhoads Memorial Junior Scholarship is awarded to a student who has attended Bryn Mawr College for at least three semesters, has done excellent work and expresses her intention of fulfilling the requirements for the degree of Bachelor of Arts at Bryn Mawr College. The James E. Rhoads Memorial Sophomore Scholarship is awarded to a student who has attended Bryn Mawr College

for at least one semester and who also meets the above conditions. (1898)

The Ida E. Richardson, Alice H. Richardson and Edward P. Langley Scholarship Fund was established by bequest of \$81,065 under the will of Edward P. Langley. The income is to be used for scholarships. (1970)

The Amelia Richards Scholarship was founded in memory of Amelia Richards of the Class of 1918 by bequest of \$11,033 under the will of her mother, Mrs. Frank P. Wilson. It is awarded annually by the Trustees on the nomination of the President. (1921)

The Maximilian and Reba E. Richter Scholarship Fund was established by a bequest of \$50,000 in the will of Max Richter, father of Helen Richter Elser of the Class of 1913. The income from this fund is to be used to provide assistance for one or more students in the obtaining of either an academic or professional degree. The fund shall be administered on a non-sectarian basis to such applicants as are deemed worthy by habits of character and scholarship. No promises of repayment shall be exacted but it is hoped that students so benefited will desire when possible to contribute to the fund in order that similar aid may be extended to others. Such students shall be selected from among the graduates of public high schools or public colleges in the City of New York. (1961)

The Nancy Perry Robinson Memorial Scholarship Fund was established by a gift of \$15,000 from Mrs. Huston B. Almond, of Philadelphia, in memory of her godchild, Nancy Perry Robinson, of the Class of 1945. The income of the fund is to be awarded annually to an undergraduate student, with preference given to a student majoring in the French language. (1973)

The Serena Hand Savage Memorial Scholarship was established in memory of Serena Hand Savage of the Class of 1922 by her friends. The income from a fund of \$24,152 is awarded to a member of the junior class who shows great distinction of scholarship and character and who needs financial assistance. This scholarship may be renewed in the senior year. (1951)

The Constance Schaar Scholarship Fund, now totalling \$4,400, was established in 1964 by her parents and friends in memory of Constance Schaar of the Class of 1963. The Class of 1963 added their reunion gift in 1964 to this fund. (1964)

The Scholarship Endowment Fund was established by a gift of \$4,300 from Constance E. Flint. The income only is to be used for scholarships. (1970)

The Judith Harris Selig Scholarship Fund was established in memory of Judith Harris Selig of the Class of 1957 by members of her family, classmates and friends. In 1970, the Fund was increased by a further gift of \$18,000 from her parents, Dr. and Mrs. Herman S. Harris. The income from the fund, now totalling \$30,078, is to be used for undergraduate scholarships. (1968)

The Mary Williams Sherman Memorial Scholarship Fund, now amounting to \$4,150, was established by bequest of Bertha Williams of Princeton, New Jersey. (1942)

The Shippen Huidekoper Scholarship Fund of \$5,000 was established by an anonymous gift. The income is awarded annually on the nomination of the President. (1936)

The Frances Marion Simpson Scholarships, carrying up to full tuition and tenable for four years, were founded in memory of Frances Simpson Pfahler of the Class of 1906 by Justice Alexander Simpson, Jr., by gifts amounting to \$20,682. One scholarship is awarded each year to a member of the entering freshman class who cannot meet in full the fees of the College. In awarding these scholarships first preference is given to residents of Philadelphia and Montgomery Counties who have been prepared in the public schools of these counties; thereafter, under the same conditions, to residents of other counties of Pennsylvania, and, in special cases, to candidates from other localities. Holders of these scholarships are expected to repay the sums advanced to them. If they become able during their college course to pay the tuition fees in whole or in part, they are required to do so. (1912)

The Gertrude Slaughter Scholarship Fund was established by bequest of \$19,909 by Gertrude Taylor Slaughter of the Class of 1893. The income on this fund is to be used for undergraduate scholarships, preferably to students of Greek or Latin. (1964)

The Anna Margaret Sloan and Mary Sloan Scholarships were founded by bequest of Mary Sloan of Pittsburgh. The income from this fund of \$16,858 is awarded annually to students majoring in Philosophy or Psychology. (1942)

The Cordelia Clark Sowden Scholarship Fund was established by a bequest of \$15,000 from the Estate of Helen C. Sowden. The income from this fund is used for scholarships to be awarded by Bryn Mawr College under the

rules in effect at the time of the award. (1957)

The Amy Sussman Steinhart Scholarship, carrying full tuition, was founded in memory of Amy Sussman Steinhart of the Class of 1902 by her family and friends. The income from gifts now totalling \$33,652 is awarded annually to an entering student from one of the states on the west coast. (1932)

The Mary E. Stevens Scholarship Fund was given in memory of Mary E. Stevens by former pupils of The Stevens School in Germantown. The income on this fund of \$3,188 is awarded annually to a junior. (1897)

The Summerfield Foundation Scholarship was established by a gift from the Solon E. Summerfield Foundation. The income from this fund, which now totals \$16,000, is to be used to assist able students who need financial help to continue their studies. (1958)

The Mary Hamilton Swindler Scholarship was established in honor of Mary Hamilton Swindler, Professor of Classical Archaeology from 1931 to 1949, by a group of friends and former students, by gifts totalling \$8,493. The income from this fund is used for a scholarship for the study of Archaeology. (1950)

The Elizabeth P. Taylor Scholarship Fund, now amounting to \$20,746, was established by a bequest from Elizabeth P. Taylor of the Class of 1921. (1961)

The Ethel Vick Wallace Townsend Memorial Fund was established by Elbert S. Townsend in memory of his wife, Ethel Vick Wallace Townsend of the Class of 1908. The income on this fund, held by the Buffalo Foundation, is to be used for undergraduate scholarships. (1967)

The Trustees' Scholarships, varying in amount up to full tuition, and tenable for four years, are made available by the Trustees of Bryn Mawr College for students prepared in the high schools of Philadelphia and its suburbs. Two of these scholarships are awarded annually to candidates who have received all their preparation for entrance in Philadelphia high schools and are recommended by the Board of Public Education of Philadelphia; two are awarded annually to candidates who have received all their preparation for entrance in public schools in the suburbs of Philadelphia and are awarded by the College after consultation with the principals of the schools presenting candidates. The amount of the award varies according to the need of the applicant. (1895)

Two or sometimes three of these scholarships are supported by the income from *The Jacob Fussell Byrnes and Mary Byrnes Fund*, which was established in memory of her mother and father by a bequest of \$51,513 under the will of Esther Fussell Byrnes. (1948)

The Mildred Clarke Pressinger von Kienbusch Scholarship Fund was established by C. Otto von Kienbusch in memory of his wife, Mildred Clarke Pressinger von Kienbusch, of the Class of 1909. The income from this fund of \$25,000 will be awarded each year to a student in need of assistance. (1968)

The Julia Ward Scholarship Fund was established by a gift of \$7,075 for a scholarship in memory of Julia Ward of the Class of 1923 by one of her friends and by additional gifts from others. The income on this fund which now amounts to \$30,146 is to be used for undergraduate scholarships. (1962)

The Eliza Jane Watson Scholarship Fund was established by gifts of \$25,000 from the John Jay and Eliza Jane Watson Foundation. The income from this fund is to be used to assist one or more students as selected by the College to meet the cost of tuition. (1964)

The Elizabeth Wilson White Memorial Scholarship was founded in memory of Elizabeth Wilson White by a gift of \$7,513 by Thomas Raeburn White. It is awarded annually by the President. (1923)

The Thomas Raeburn White Scholarships, established by a gift of \$25,000, made by Amos and Dorothy Peaslee on April 6, 1964 in honor of Thomas Raeburn White, Trustee of the College from 1907 until his death in 1959, Counsel to the College throughout these years and President of the Trustees from 1956 to 1959. The income from this fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

The Mary R. G. Williams Scholarship Fund was established from the Fund for Promoting College Education for Women established by bequest of Mary R. G. Williams. The income from this fund of \$5,694 will be used for emergency grants for students who are paying their own way through college. (1957)

The Mary Peabody Williamson Scholarship was founded by bequest of \$1,000 by Mary Peabody Williamson of the Class of 1903. (1939)

The Marion H. Curtin Winsor Memorial Scholarship was established by a bequest of \$10,000 in the will of Mary Winsor, in memory of her mother. The income on this fund is to be awarded to a resident Black student. (1960)

The Mary Winsor Scholarship in Archaeology was established by a bequest of \$3,000 under the will of Mary Winsor. The income only is to be used. (1960)

The Ellen Winsor and Rebecca Winsor Evans Memorial Scholarship Fund was established by a bequest of \$5,230 in the will of Rebecca Winsor Evans. The scholarship is to be awarded to a resident Black student. (1962)

The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Fund was established by a bequest of \$5,230 in the will of Ellen Winsor. The scholarship is to be awarded to a resident Black student. (1962)

The Gertrude Miller Wright Scholarships were established under the will of Dorothy M. Wright, 1931, for needy students of Bryn Mawr College. (1973)

The Lila M. Wright Memorial Scholarship was founded in memory of Lila M. Wright by gifts totalling \$2,987 from the alumnae of Miss Wright's School of Bryn Mawr. (1934)

The Georgie W. Yeatman Scholarship was founded by bequest of \$1,000 under the will of Georgie W. Yeatman of Philadelphia. (1941)

Scholarships for Foreign Students

The Bryn Mawr Canadian Scholarship will be raised and awarded each year by Bryn Mawr alumnae living in Canada. The scholarship, varying in amount, will be awarded to a Canadian student entering either the undergraduate or graduate school. (1965)

The Chinese Scholarship comes in part from the annual income of a fund now totalling \$31,135 established by a group of alumnae and friends of the College in order to meet all or part of the expenses of a Chinese student during her four undergraduate years at Bryn Mawr College. (1917)

The Marguerite N. Farley Scholarships for foreign students were established by bequest of Marguerite N. Farley. The income from a fund of \$331,425 will be used for scholarships for foreign graduate and undergraduate students covering part or all of their expenses for tuition and residence. (1956)

The Margaret Y. Kent Scholarship Fund, Class of 1908, was established by bequest of Margaret Y. Kent of the Class of 1908. The income from the fund of \$7,000 is to be used to provide scholarship assistance to foreign students. (1967)

The Special Trustees' Scholarship is awarded every four years to a foreign student. It carries free tuition and is tenable for four years. The scholarship for students from foreign countries was first offered by the Trustees in 1940.

The Undergraduate Scholarship, raised by the Undergraduate Association and awarded by the Association in consultation with the Director of Admissions, is awarded each year to a foreign student entering Bryn Mawr. (1938)

Prizes and Academic Awards

The following awards, fellowships, scholarships and prizes are in the award of the Faculty and are given solely on the basis of academic distinction and achievement.

The Bryn Maur European Fellowship, value \$1,000, has been awarded each year, since the first class was graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study at some foreign university. The holder of this fellowship receives in addition an *Elizebeth S. Shippen Scholarship for Foreign Study*.

The Commonwealth Africa Scholarship was established by a grant of \$50,000 from the Thorncroft Fund Inc. at the request of Helen and Geoffrey de Freitas. The income from this fund will be used to send, for at least six months, a graduate to a university or college in Commonwealth Africa, or former British colony in Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. (1965)

The Gertrude Slaughter Fellowship was established by a bequest of \$50,000 in the will of Gertrude Taylor Slaughter of the Class of 1893. The Fellowship is to be awarded to a member of of the graduating class for excellence in scholarship to be used for a year's study in the United States or abroad. (1964)

The Maria L. Eastman Brooke Hall Memorial Scholarship was founded in memory of Maria L. Eastman, Principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts totaling \$3,310 from the alumnae and former pupils of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

The Charles S. Hinchman Memorial Scholarship was founded in the memory of the late Charles S. Hinchman of Philadelphia by a gift of \$12,000 made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subjects and is held during the senior year. (1917)

The Sheelah Kilroy Memorial Scholarships in English were founded in memory of their daughter Sheelah, by Dr. and Mrs. Phillip Kilroy by a gift of \$5,000. These scholarships are awarded annually on the recom-

mentation of the Department of English as follows: to a student for excellence of work in second-year or advanced courses in English, and to the student in the first-year course in English Composition who writes the best essay during the year. (1919)

The Elizabeth G. Shippen Scholarships were founded by two bequests of \$5,000 each under the will of Elizabeth S. Shippen of Philadelphia. Three scholarships are awarded annually, one to the member of the senior class who receives the Bryn Mawr European Fellowship, and two to members of the junior class, as follows: 1. *The Shippen Scholarship in Science*, to a student whose major subject is Biology, Chemistry, Geology or Physics; 2. *The Shippen Scholarship in Foreign Languages*, to one whose major subject is French, German, Greek, Italian, Latin, Russian or Spanish. To be eligible for either of these two scholarships a student must have completed at least one semester of the second-year course in her major subject. Neither may be held by the winner of the Charles S. Hinchman Memorial Scholarship. Work in elementary courses will not be considered in awarding the scholarship in foreign languages; 3. *The Shippen Scholarship for Foreign Study* (See European Fellowship, page 175). (1915)

The Academy of American Poets Prize of \$100 has been recently awarded each year to the student who submits to the Department of English the best poem or group of poems. The award, given by the Academy of American Poets, was first made in 1957.

The Horace Alwyne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the college. (1970)

The Bain-Swiggett Poetry Prize was established by a gift of \$1,000 from Mr. and Mrs. Glen Levin Swiggett. This prize is to be awarded annually by a committee of the faculty on the basis of the work submitted. The income only is to be used. (1958)

The Hester Ann Corner Prize for distinction in literature was established in memory of Hester Ann Corner of the Class of 1942 by gifts totalling \$2,625 from her classmates and friends. The award is made annually to a junior or senior on the recommendation of a committee composed of the chairmen of the Departments of English and of classical and modern foreign languages. (1950)

The Katherine Fullerton Gerould Memorial Prize was founded in 1946 by a

gift of \$1,300 from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901-10. The fund was increased by a bequest of \$2,400 by one of her former students. It is awarded by a special committee to a student who shows evidence of creative ability in the fields of informal essay, short story, longer narrative or verse. (1946)

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American History, a second to a student doing advanced work in American History for an essay written in connection with that work. The income from this fund of \$1,970 has been supplemented since 1955 by annual gifts from the Society. (1903)

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning, in the year of her retirement, by her class (1915). The income on a fund of \$2,600 is to be awarded as the Department of History may determine.

The Alexandra Peschka Prize was established in memory of Alexandra Peschka of the Class of 1964 by gifts from her family and friends. The prize of \$100 is awarded annually to a member of the freshman or sophomore class for the best piece of imaginative writing in prose. The award will be made by a committee of the Department of English who will consult the terms stated in the deed of gift. (1968)

The Jeanne Quistgaard Memorial Prize was given by the Class of 1938 in memory of their classmate, Jeanne Quistgaard. The income on this fund of \$690 may be awarded every two years to a student in Economics. (1938)

The Charlotte Angas Scott Prize in Mathematics. A prize to be awarded annually to an undergraduate on the recommendation of the Department of Mathematics was established by an anonymous gift in memory of Charlotte Angas Scott, Professor of Mathematics and a member of the faculty of Bryn Mawr College from 1885-1924. The income only from this gift is to be used. (1961)

The Katherine Stains Prize Fund in Classical Literature was established by Katherine G. Stains in memory of her parents, Arthur and Katheryn

Stains, and in honor of two excellent twentieth century scholars of Classical Literature, Richmond Lattimore and Moses Hadas. The income on the fund of \$1,000 is to be awarded annually as a prize to an undergraduate student for excellence in Greek Literature, either in the original or in translation. (1969)

The M. Carey Thomas Essay Prize is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh of the Class of 1920. (1943)

The Emma Osborn Thompson Prize in Geology was founded by bequest of Emma Osborn Thompson of the Class of 1904. From the income on the bequest of \$500 a prize is to be awarded from time to time to a student in Geology. (1963)

The Hope Wearn Troxell Memorial Prize is awarded annually by the alumnae of Southern California to a student from alumnae District IX, with first consideration to a student from Southern California. The prize is awarded in recognition of the student's responsible contribution to the life of the College community. (1973)

The Esther Walker Award was founded by the bequest of \$1,000 from William John Walker in memory of his sister, Esther Walker, of the Class of 1910. It may be given annually to a member of the senior class who in the judgment of the faculty shall have displayed the greatest proficiency in the study of living conditions of Northern Blacks. (1940)

The Anna Pell Wheeler Prize in Mathematics. A prize to be awarded annually to an undergraduate on the recommendation of the Department of Mathematics was established by an anonymous gift in honor of Anna Pell Wheeler, Professor Emeritus of Mathematics and a member of the faculty of Bryn Mawr College until her death in 1966. The income only from this gift is to be used. (1961)

Scholarships for Medical Study

The following scholarships may be awarded to seniors intending to study medicine, after their acceptance by a medical school, or to graduates of Bryn Mawr intending or continuing to pursue medical education. Applications for the scholarships should be made to the Dean of the College before April 15 preceding the academic year in which the scholarship is to

be held. Applications for renewal of scholarships must be accompanied by letters of recommendation from instructors in the medical school.

The Linda B. Lange Fund was founded by bequest of \$30,000 under the will of Linda B. Lange of the Class of 1903. The income from this fund will provide the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded on recommendation of the President and Faculty to a member of the graduating class or a graduate of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother by a gift of \$10,000. The scholarship is awarded by a committee of the Faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Jane V. Myers Medical Scholarship Fund of \$10,000 was established by Mrs. Rudolf Blankenburg in memory of her aunt. The scholarship is awarded by a committee of the Faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest of \$21,033 under the will of Paul J. Sartain. The income from this fund is to establish a scholarship which is awarded to a member of the graduating class who in the judgment of the faculty needs and is deserving of assistance for the study of medicine. This scholarship may be continued for the duration of her medical course. (1948)

Loan Funds

Bryn Mawr College administers two kinds of loan programs. The first consists of four funds established through the generosity of alumnae and friends of the College. Applications for loans must be accompanied by the Parents' Confidential Statement prepared by the College Scholarship Service of the College Entrance Examination Board.

The Students' Loan Fund of the Alumnae Association of Bryn Mawr College was founded by the Class of 1890 for the use of students who need to borrow money in order to continue their college work. The fund is managed by the Alumnae Scholarships Loan Fund Committee.

Loans may be used for any purpose approved by the committee, but not more than \$500 may be borrowed by a student in any one year. The total for four years must not exceed \$1,500. Students who wish loans may obtain from the Financial Aid Office or the Alumnae Office the necessary blanks which must be accompanied by a letter of recommendation from the Financial Aid Officer. As a rule, money is not loaned to freshmen or to students in their first semester of graduate work.

While the student is in college no interest is charged, but she may reduce the principal of the loan if she so desires. The interest rate is three per cent, to be paid after the student leaves the college. The entire principal must be paid within five years from the time the student leaves college at the rate of twenty per cent each year.

Contributions to the Loan Fund may be sent to the Chairman of Scholarships and Loan Fund, Bryn Mawr College Alumnae Association, Bryn Mawr, Pennsylvania 19010.

The Mary Hill Swope Loan Fund was established June 1, 1945, by a gift of the late Mrs. Gerard Swope (Mary Hill, A.B. 1896) under the following conditions:

To assist in the education of young women irrespective of color or creed attending Bryn Mawr College, the income of the fund to be loaned to students in the following manner:

a. The following order of preference shall be followed in awarding such loans—to students coming from New Jersey, to students coming from Missouri, to students coming from any other location who have had not less than one year of residence at the College.

b. The loans in the above order of preference, and in the following

manner, shall be awarded by the President of Bryn Mawr College, or by a committee appointed by him from time to time.

c. Applicants for loans shall be considered not only from the standpoint of academic attainment and financial need, but also from the standpoint of character and personal qualifications for deriving the greatest good from a continuation of their studies.

d. These loans shall be used primarily to enable the exceptional student to continue her studies, which otherwise would be prevented through lack of means.

e. Except under extraordinary circumstances, the maximum amount which may be borrowed annually is \$500. No interest is charged while the student is in college. The interest rate is three per cent, to be paid after the student leaves college. The principal is to be repaid within five years from the time the student graduates or leaves Bryn Mawr at the rate of twenty per cent each year.

The Gerard and Mary Hill Swope Loan Fund was established in 1962 under the following conditions:

a. Non-scholarship students and graduate students are also eligible to apply for loans from this fund.

b. The maximum amount which can be borrowed for any given academic year is \$500.

c. While the student is in college or graduate school no interest is charged, but she may reduce the principal of the loan if she so desires. The interest rate is three per cent, to be paid after the student leaves college. The entire principal must be repaid within five years from the time the student leaves college at the rate of twenty per cent each year.

d. Loans are awarded by the Scholarship Committees of the Undergraduate School, The Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research.

The Clareth Fund was established in 1971 by a bequest to the College from the Estate of Ethel S. Weil. The income only is to be used for students "specializing in economics or business." There is no interest due but the student must begin to repay the loan within six years after graduation.

The second kind of loan program, administered by the College, is based on government funds made available through *The National Direct Student Loan Program*. Applications for loans must be accompanied by the

Parents' Confidential Statement prepared by the College Entrance Examination Board. The three percent interest and repayment begin one year after the student has completed her education.

Students who, upon graduation, teach on a full-time basis in public or private non-profit elementary and secondary schools and in institutions of higher education are allowed cancellation of their debts at the rate of ten per cent for each year of teaching up to a maximum cancellation of fifty per cent of the total loan.

The Government Insured Student Loan Program is a government subsidized program which was instituted to enable students to meet educational expenses. Application is made through the students' local bank. Each year the student may borrow up to \$2,000. Repayment begins nine months after the student is no longer enrolled, at least half-time, at an accredited institution. The interest is seven percent. The government will pay this interest until the repayment period begins provided the financial situation of the family warrants it. The Parents' Confidential Statement must be submitted to the institution in order to determine whether or not the family qualifies for this interest benefit. If the family does not wish to submit financial information, the student is still eligible for the loan but she is responsible for the interest payments while she is in school.

Alumnae Representatives

Officers of the Alumnae Association

- President*, Mrs. Richard H. Dana, 180 E. 95th Street,
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- First Vice President*, Mrs. Marcus Aaron, 1925 Wightman Street,
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Officers of Alumnae Groups and College Representatives

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*Candidates for admission who wish to talk with an alumna are invited
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Mme. Michel Worms de Romilly, 63, rue Notre-Dame-des-Champs 75006,
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Greece: Miss Elizabeth Douli, Korae 18, Nea Smyrne, Athens

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Italy: Mrs. Enrico Berra, Piazzale Biancamano, 20121, Milano

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San Francisco del Monte, Quezon City

Turkey: Miss Suna Kili, Robert College, Bebek, Istanbul

Venezuela: Mrs. Oscar deSchnell, Apartado 69, Caracas

Index

- Absence
 - from Classes, 40
 - from College, 29
- Academic Awards, 175
- Academic Honors, 46
- Academic Honor System, 39
- Academic Schedule, 3-4
- Academic Standards, 39
- Administration, Officers of, 7, 17
- Admission, 25
- Advanced Placement, 27
- Advising, 40
- Alliance for Political Affairs, 23
- Alumnae Officers, 183
- Alumnae Representatives, 184
- Anthropology, 55
- Anthropology Museum and Laboratory, 32
- Application for Admission, 25
- Archaeology, Classical and Near Eastern, 65
- Archaeology Collections, 32
- Arts Council, 23
- Athletic Association, 23
- Attendance at Classes, 40
- Auxiliary Libraries, 31
- Avignon, Summer Institute, 50, 85
- Bachelor of Arts Degree,
 - Requirements for, 43-47
- Biology, 58
- Biochemistry, 60
- Black Cultural Center, 24
- Board of Directors, 5
 - Committees of, 6
- Boyce Collection, 32
- Buildings and Grounds Committee,
 - Directors, 6
- Canaday, Mariam Coffin,
 - Library, 31
- Canaday, Ward, Collection, 33
- Career Planning, Office of, 52
- Charges, Minor Fees, 38
- Charges, Reduction of for
 - Absence, 37
- Chemistry, 62
- Child Study Institute, 19, 73
- Classical and Near Eastern
 - Archaeology, 64
 - Classical Languages, 145
 - Classical Studies, 145
- College Entrance
 - Examination Board, 26
- College History, 20
- Computer Center, 34
- Conduct, 39
- Cooperation with Neighboring
 - Institutions, 21, 32, 46
- Coordination in the Sciences,
 - Plan for, 48
- Correspondence, Names for, 2
- Council of the Undergraduate
 - College, 39
- Course Numbers, Key to, 54
- Creative Work in the Arts, 49
- Credit for Work at Other
 - Institutions, 28, 46
- Curriculum, 43-53
- Curriculum Committee, 24
- Curtis Collection, 32
- Deans, 39
- District Councilors, 183-187
- Early Admission, 27
- Early Decision Plan, 26
- Economics, 67
- Education, Department of, 72
- Employment and Vocational
 - Counseling, 52
- English, 75
- Entrance Requirements, 25
- Entrance Tests, 26
- European Fellowship, 175
- Excavations, 66
- Executive Committee, Directors, 6
- Expenses, 37, 38
- Faculty, 7-17
- Fee, Residence and Tuition, 37, 38
- Finance Committee, Directors, 6
- Financial Aid, 157
- Fine Art, 103
- Flexner Lectures, 22
- Foreign Students, 28, 173
- French, 81
- French House, 49
- French Studies, 146
- Freshmen, Arrival of, 39
- General Deposit, 37
- Geology, 86
- German, 89
- German House, 49

- Goldman, Hetty, Collection, 32
- Goodhart, Medieval Library, 31
- Government, Student, 22
- Grades, 46
- Graduate School, 20
- Greek, 91
- Growth and Structure of Cities, 148
- Guidance
 - Academic, 39
 - Vocational, 53
- Haverford College, Cooperation
 - with, 21-24, 31-32, 46
- Health, 40
- Hebrew, 106
- Hispanic and Hispanic-American
 - Studies, 150
- History, Department of, 94
- History of Art, 102
- History of Religion, 105
- History of Science, 99
- Honors, Degree with, 46
- Honors Work, 45
- Hygiene, 47
- Infirmary, 40
- Insurance
 - Health, 41
 - Personal Property, 42
- Interdepartmental
 - Courses, 49, 151
 - Work, 145
- Intercollegiate Center for
 - Classical Studies in Rome, 51
- Italian, 107
- Junior Year Abroad, 50
- King Collection, 32
- Laboratories, 33
- Language Examinations, 44
- Language Houses, 49
- Language Laboratory, 34
- Language Requirement, 44
- Latin, 109
- Leaves of Absence, 29
- Libraries, 31
- Library Committee, Directors, 6
- Loan Funds, 180
- Madrid, Summer Institute, 50
- Major and Allied Work, 45
- Mathematics, 111
- Medical School Scholarships, 178
- Music, 113
- National Direct Student Loan
 - Program, 181
- Non-resident Students, 36
- Officers
 - Administration, 7, 17-18
 - Alumnae Association, 183
 - Board of Directors, 5
- Performing Arts, 154
- Phebe Anna Thorne School, 19, 73
- Philosophy, 117
- Physical Education, 47, 154
- Physical Examination, 41
- Physics, 121
- Placement Tests, 27
- Political Science, 124
- Premedical Preparation, 47
- Presidents of the College, 21
- Prizes, 175
- Psychology, 130
- Readmission, 29
- Religious Life Committee,
 - Directors, 6, 23
- Requirements for Admission, 25
- Requirements for the
 - A.B. Degree, 43-47
- Residence, 34-36
 - During Vacations, 35
 - Halls, 34
 - Rules for, 35
- Riegel Museum, 32
- Russian, 134
- Scholarships, 159-174
- Science Center, 33
- Sciences, Plan for
 - Coordination in, 48
- Secondary School Studies,
 - Program of, 25
- Senior Conference, 45
- Shaw Lectures, 22
- Skinner Theater Workshop, 22
- Sociology, 137
- Spanish, 141
- Spanish House, 49
- Staff, 17-19
- Student Organizations, 22-24
- Students' Association for
 - Self-Government, 23
- Students' Loan Fund, 180
- Summer Institutes Abroad, 50-51
- Summer School Work, 47

Supplementary Requirements for
the Degree, 47
Swarthmore College,
Cooperation with, 21, 32, 46
Teaching, Preparation for, 48
Thomas, M. Carey, Library, 32
Transfer Students, 28
Trustees, 5
Tuition, 37, 38
Undergraduate Association, 22
Union Library Catalogue, 32

U. S. Army Corps of
Engineers Map Collection, 33
Vacations, Residence during, 35
Vaux Collections, 32, 34
Vocational Guidance, 53
Werkman Fund, 52
Withdrawal from College, 29
Woodward, Quita,
Memorial Library, 32
Work-Study Program, 53

Directions to Bryn Mawr

Bryn Mawr College is located approximately eleven miles west of Philadelphia and nine miles east of Paoli.

By air: From the Philadelphia International Airport take the airport limousine to 30th Street Station in Philadelphia and from there the Paoli Local to Bryn Mawr, or take a taxi or the Bennett Limousine Service directly to Bryn Mawr from the airport, a distance of 14 miles.

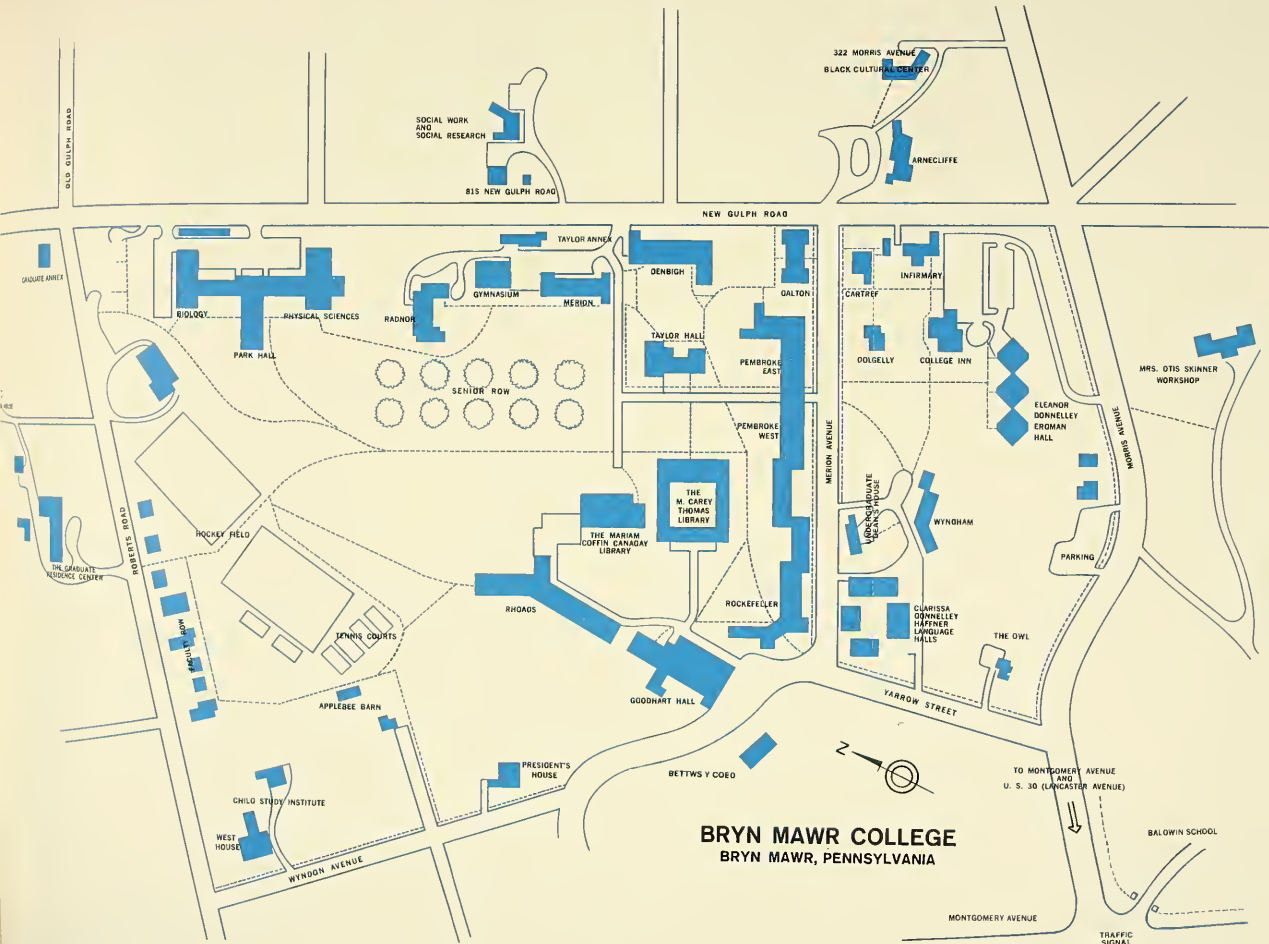
By automobile: From the east or west take U.S. 30 or the Pennsylvania Turnpike. From the Valley Forge Exit of the Turnpike, take the Schuylkill Expressway (Pa. #43—Interstate #76), turning right at exit number 36, Pa. #320, Gulph Mills, which is 3.5 miles east of the toll gate; continue into Montgomery Avenue to the town of Bryn Mawr, a distance of 4 miles from the Expressway. Turn left at the traffic light at the intersection of Morris and Montgomery Avenues and take Morris Avenue to the next traffic light. Turn left on to New Gulph Road.

Visitors may use the College parking lot, entering at Merion Gate, which is directly opposite 815 New Gulph Road.

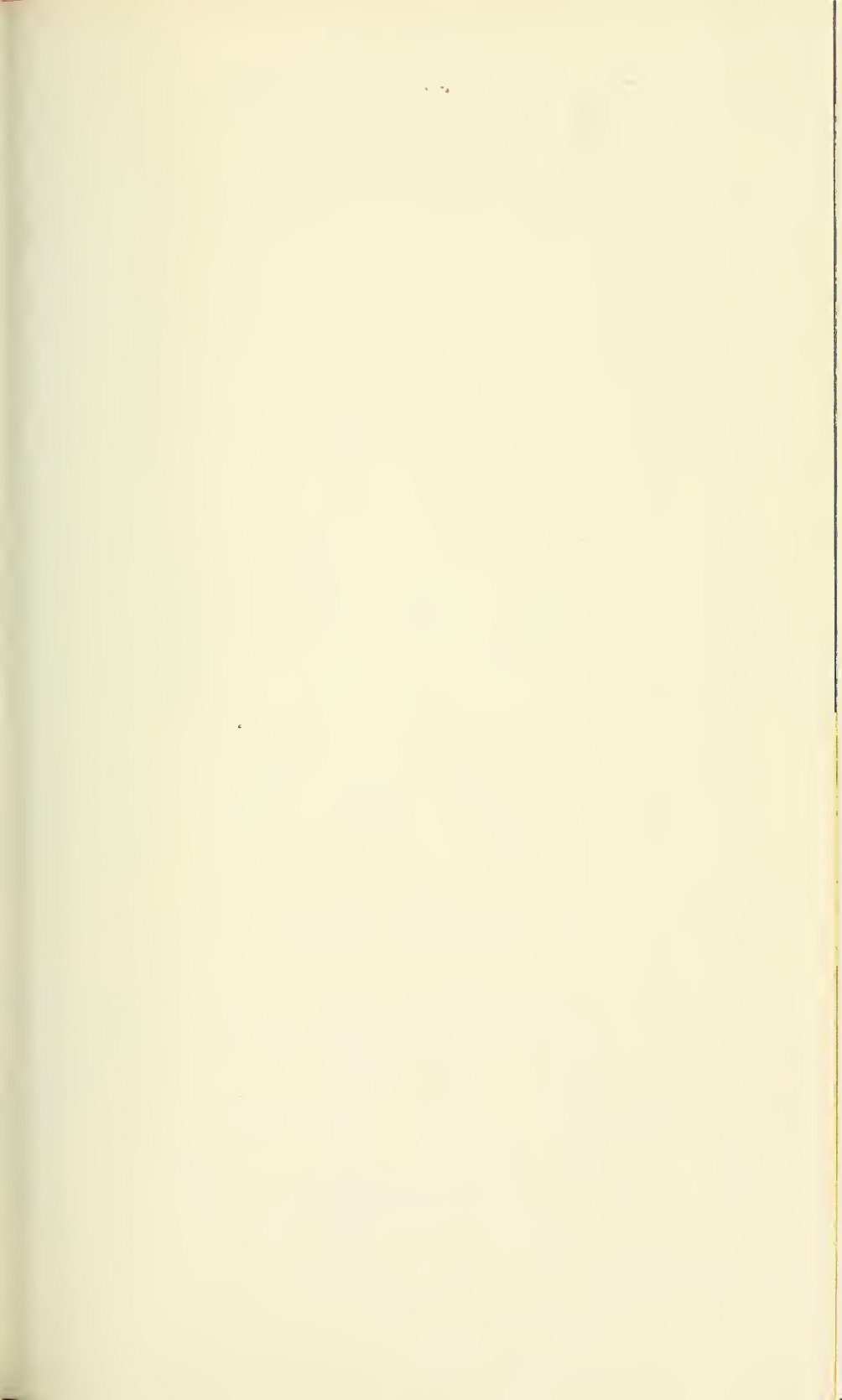
By bus: All Greyhound buses arrive at the Philadelphia terminal at 17th and Market Streets, adjoining Suburban Station. Trailways buses arrive at 13th and Arch Streets, three blocks from Suburban Station. Take the Paoli Local from Suburban Station to Bryn Mawr.

By railroad: Connections from the east, north and south are best made from 30th Street Station, Philadelphia, on the Paoli Local of the Penn Central Railroad, which leaves the station every thirty minutes. Those coming by rail from the west are advised to leave the train at Paoli (rather than North Philadelphia) and take the Local from Paoli to Bryn Mawr.

To walk to the College from the Bryn Mawr Station, go one block to the traffic light at the intersection of Morris and Montgomery Avenues, cross Montgomery onto Morris and take the next left onto Yarrow Street, which leads directly to the campus.



BRYN MAWR COLLEGE
BRYN MAWR, PENNSYLVANIA



BRYN
MAWR

Undergraduate College

1974-75

BRYN MAWR
COLLEGE CALENDAR

**THE GRADUATE SCHOOL
OF SOCIAL WORK &
SOCIAL RESEARCH**

1974-75







Bryn Mawr College Calendar
The Graduate School
of Social Work and Social Research

Archives

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Issue for the Session 1974-75

September 1974 *Volume LXVII Number 4*

The Graduate School of Social Work and Social Research of Bryn Mawr College offers a basic two-year program leading to the degree of Master of Social Service and an advanced program leading to the degree of Doctor of Philosophy.

The Master's degree program is based upon the premise that preparation for social work practice and research requires a core of knowledge as well as skill in the application of this knowledge. A curriculum of concurrent course work and practicum is provided.

The Doctor of Philosophy program is planned to broaden the student's knowledge of social welfare in general and, through intensive research, to deepen his or her knowledge in one field in particular. The curriculum is intended for full-time study; however, students who have been admitted to the doctoral program may arrange to begin on a part-time basis.

CORRESPONDENCE regarding admission to The Graduate School of Social Work and Social Research should be addressed to:

Office of Admissions
The Graduate School of Social Work and Social Research
Bryn Mawr College
815 New Gulph Road
Bryn Mawr, Pennsylvania 19010

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Contents

Academic Calendar	7
Admission to The Graduate School of Social Work and Social Research	9
Foreign Applicants	9
Financial Aid	10
Transfer Credit	10
Registration	12
Mutual Accountability	12
The Master's Student Adviser	13
The Doctoral Student Adviser	13
Programs and Degrees	15
Master of Social Service	15
Special Part-Time Program	17
Doctor of Philosophy	18
Resources for Graduate Work at the College	20
Program for Master of Social Service	21
Master's Paper	34
Practicum	34
Program for the Doctor of Philosophy	39
Fees	45
History of the School	47
Graduate Student Housing	50
Health	51
Medical Services	51
Medical Requirements	51
Insurance	52
Office of Career Planning	53
Student and Alumni Associations	54
Recruitment of Minority Group Students	54
College Facilities	55
Trustees of Bryn Mawr College	56
Board of Directors of Bryn Mawr College	57
Standing Committees of the Board of Directors	58
Officers of the College	59
Officers of Administration of the College	59
Advisory Board of the School	61
Faculty of the School	62
Administration of the School	63
Standing Committees of the Faculty	64

Frontispiece—

The Graduate School of Social Work and Social Research; Commencement, 1974

Ethnic Minority Content in the Curriculum

Because racism constitutes a profound problem in this country, The Graduate School of Social Work and Social Research seeks to mitigate the effects of racism among its students and faculty through its educational program. In addition, the School hopes to develop and make available reports and curriculum material which will combat racism among administrators, alumni, and all social welfare professionals.

The School accepts the responsibility for educating social workers prepared to serve all persons within the social welfare system and will strive to change those economic, political and social structures which constrain the opportunities and potential of minority groups.

The School is undertaking to incorporate appropriate content on ethnic minority groups in courses throughout the curriculum. By accepting this task as a central and continuing concern the School intends to foster self-awareness, clearer perspectives and more sensitivity toward all people on the part of both minority and non-minority students and faculty.

Academic Calendar 1974-75

The Graduate School of Social Work and Social Research

First Semester

1974

- Sept. 3 *Graduate residences open.*
- Sept. 4 *Registration of all social work students.*
- Sept. 5 *Convocation. First semester seminars begin.*
- Sept. 19 *Practicum begins.*
- Oct. 12 *Graduate School Foreign Language Test for Ph.D. students.*
- Oct. 18 *Fall vacation begins at 5 p.m. (Practicum continues on regularly scheduled days.)*
- Oct. 23 *Fall vacation ends at 8:40 a.m.*
- Nov. 27 *Thanksgiving holiday begins after last seminar. (No practicum.)*
- Dec. 2 *Thanksgiving holiday ends at 8:40 a.m.*
- Dec. 10 *Last day of seminars for first semester; practicum continues on regularly scheduled days.*
- Dec. 10-11 *Registration for second semester.*
- Dec. 16-18 *Examinations.*
- Dec. 18 *Winter vacation begins at 5:30 p.m. (No seminars or practicum.)*

1975

- Jan. 2 *Practicum resumes on regularly scheduled days.*
- Jan. 10 *Last day of practicum in first semester.*

Second Semester

1975

- Jan. 13 *Convocation. Second semester seminars and practicum resume on regularly scheduled days.*
- Feb. 1 *Graduate School Foreign Language Test for Ph.D. students.*
- Mar. 7 *Spring vacation begins at 5 p.m. (Practicum continues on regularly scheduled days.)*
- Mar. 17 *Spring vacation ends at 8:40 a.m.*
- Mar. 26 *Ph.D. dissertations must be submitted to the Office of The Graduate School of Social Work and Social Research.*
- Apr. 12 *Graduate School Foreign Language Test for Ph.D. students.*
- Apr. 24 *Last day of seminars and practicum.*
- Apr. 28 *Master's Papers due.*
- Apr. 30-May 2 *Examinations.*
- May 12 *Conferring of degrees and close of 90th academic year of the College and the 59th year of the School. Graduate residences close.*
- June 28 *Graduate School Foreign Language Test for Ph.D. students.*

Admission to The Graduate School of Social Work and Social Research

The Graduate School of Social Work and Social Research is open to qualified graduates from colleges or universities of recognized standing. Both men and women are admitted to the School and are accepted as candidates for the degrees of Master of Social Service and Doctor of Philosophy.

Application for admission, to be made to the Office of Admissions of the School, must be supported by official transcripts of the applicant's academic record, both graduate and undergraduate. The Miller Analogies Test is required. (Instructions concerning this test will be given after the application has been received.) A letter from the dean of each college or university attended and letters from two or more professors with whom the applicant did his or her preparation are required and will be requested by the School.

An application fee of \$20 must accompany the application. This fee is not refunded or credited toward tuition. The closing date of applications is February 15.

A personal interview is usually arranged with a member of the faculty of the School. If the applicant lives a considerable distance from Bryn Mawr, an interview can usually be arranged with an appropriate person in the area.

Within ten days after official notice of admission to The Graduate School of Social Work and Social Research, an enrollment fee of \$100 is to be paid to the Comptroller of Bryn Mawr College. This fee is credited to the tuition for the first semester. It is not refunded if the student fails to register.

Foreign Applicants

The closing date for applications is February 15 for admission the following September. Applications must include the scores of the Test of English as a Foreign Language (TOEFL). For information concerning the TOEFL write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. Tests are given on September 16 and November 25, 1974, and February 24, 1975.

A very limited amount of financial support is available for foreign students.

Financial Aid

A limited amount of financial aid is available for full-time students in The Graduate School of Social Work and Social Research. Some fellowships and scholarships are provided from the general funds of the College, the Alumnae Association, from the gifts of alumni and other generous donors, and from government agencies and private foundations.

Bryn Mawr also participates in the National Direct Student Loan Program and the College Work-Study Program.

The terms of the various awards and loans differ and will be discussed with the applicant at the time of the admission interview. Both merit and need are factors to which consideration is given in making certain awards. Requests for financial assistance are considered after the application process is completed and applicants have been admitted into The Graduate School of Social Work and Social Research. *The School requires that students seeking financial aid file an application for financial aid with the Graduate and Professional School Financial Aid Service.* This form will be sent upon request after a student is admitted.

Students are urged to explore loans which are made available through the state in which they have established residence, such as the Pennsylvania Higher Education Assistance Authority loan in Pennsylvania.

Prizes

The Susan B. Anthony Memorial Prize, value \$500, commemorating the great work of Susan B. Anthony for women, was founded by her friend Anna Howard Shaw and her niece Lucy E. Anthony. It is offered every two years to a graduate student at Bryn Mawr College who has published or submitted in final form for publication the best study dealing with the industrial, social, economic or political position of women. The award is made by a committee of which the President of the College is chairman.

The Susan M. Kingsbury Grant in Social Research, value \$300, is awarded every third year on the recommendation of the Dean of The Graduate School of Social Work and Social Research to advanced students, men and women, preferably candidates for the degree of Doctor of Philosophy.

Transfer Credit

Transfer credit in an amount up to the equivalent of one year of the program for the M.S.S. may be allowed for work done at other

accredited schools of social work. Such transfer credit will not be given until the candidate has completed a semester's work at Bryn Mawr. In each case transfer credit must be recommended by the Dean.

Residence Requirements

For the Ph.D. degree, candidates must be in full-time residence two years; this may be reduced to one year for Bryn Mawr graduates. Part of the work for the Ph.D. may be done in other institutions. For the M.S.S. degree, candidates must be in full-time residence one year.

Persons registering as full-time students in either the M.S.S. or the Ph.D. programs may be employed up to eight hours per week as long as satisfactory academic performance is maintained.

University of Pennsylvania Reciprocal Plan

Under the Reciprocal Plan, courses at the University of Pennsylvania Graduate School of Arts and Sciences are available to Bryn Mawr graduate students. All full-time students and such part-time students as intend to become candidates for the Ph.D. degree are eligible. The number of courses which may be taken at the University is limited to one per semester. The procedure for registration and payment of tuition fees is the same as for students enrolled wholly at Bryn Mawr, with the exception that the student will present a letter of introduction to the Dean of The Graduate School of Arts and Sciences of the University of Pennsylvania when registering there. The University charges a small general fee for the use of the library, a library deposit, which is refundable, and fees for late registration. Ordinarily students are not advised to undertake such work during their first year at Bryn Mawr.

Degree Candidacy

Students become candidates for advanced degrees only after they have met the School's requirements and, in the case of the Ph.D. degree, made formal application which has been approved by the members of the faculty on the Doctoral Committee of The Graduate School of Social Work and Social Research.

Continuing Enrollment

Students who have completed the required course work for the Ph.D. degree and are continuing independent work on their disser-

tations must retain their enrollment and degree candidacy by registering for one or more seminars each semester or must register under the Continuing Enrollment Plan. The Continuing Enrollment Plan does not carry academic credit.

Summer Work

Arrangements can be made for doctoral students to continue research during the summer or to enroll for tutorials and independent study. The amount of credit for the work and the tuition fee to be charged depend upon the particular circumstances. Students should register for such work with the Dean at The Graduate School of Social Work and Social Research early in May.

Registration

Every student in The Graduate School of Social Work and Social Research must register for courses during the registration period listed in the School Calendar. Permission to make any change in registration must be received from the Dean of the School. Students who do not complete their registration during the registration period or who change their selections after the close of the registration period are subject to the Late Registration Fee, and after a specified date, the Add-Drop Fee.

Only courses given in The Graduate School of Social Work and Social Research are described in this Calendar. Unless otherwise noted, these are for one semester. Descriptions of other graduate courses given at Bryn Mawr may be found in the Calendar of The Graduate School of Arts and Sciences.

Grading

Two grades are given for graduate work, *Satisfactory* and *Unsatisfactory*. Occasionally extensions may be given for the completion of work. However, there will be no extension beyond November 1 of the academic year following that in which the work was due. After November 1 the work will be graded *Unsatisfactory* or the term *Incomplete* will remain permanently on the record.

Mutual Accountability

The essential educational relationships in the School are based upon the principle that members of the faculty and students are accountable to each other on an equitable basis. Procedures to implement

this principle which have been developed through joint effort of members of the faculty and members of the Student Association are given below.

1. It is the instructor's responsibility to provide the student with (a) an evaluation (i.e., Satisfactory, Unsatisfactory, or Incomplete grade) for the course or seminar, and (b) qualitative analyses of oral or written presentations, examinations, or other educational performances, as well as a written analysis of the student's semester performance at the end of the semester.

2. The student's responsibility, as a condition of receiving a grade, is to (a) participate in either an oral or written mid-term analysis of the quality of the course or seminar, (b) prepare an end-of-semester signed written analysis of the instructor's performance to be shared only with the instructor, and (c) in the interest of systematizing student contribution to the development of the School, particularly as related to questions of faculty reappointment, promotion, and tenure, prepare for the Dean and the instructor a signed evaluative statement regarding the instructor's work.

The Master's Student Adviser

At the beginning of each academic year a member of the faculty is assigned to serve as adviser to each student. Responsibilities of the adviser include: providing educational guidance in selection of a student's course of study; registering the student; orienting the student to the School, its curriculum, and its policies; identifying and consulting with the student on problems which may be interfering with the student's educational progress; informing the Dean when a student's performance places him or her in academic jeopardy and presenting to the Committee on the Evaluation of the Educational Performance of Master's Students a summary of the student's performance in each course; consulting with first-year students about choice of second-year practice options and Master's Paper requirements; and representing the student's interests when necessary.

The faculty adviser is expected to schedule three conferences each semester, one of which may be the course registration conference. Additional conferences may be initiated by the student or scheduled by the adviser.

The Doctoral Student Adviser

The primary role of the adviser is to serve as: an educational counselor; an interpreter of procedure and policy; a source of in-

formation on such matters as courses available in other settings, and research and funding opportunities; and as a consultant on course selection. The adviser also has an educational and evaluative role in recommending the student for candidacy.

Exclusion

The College reserves the right to exclude at any time any student whose academic standing is unsatisfactory or whose conduct renders him or her an undesirable member of the college community. In such cases fees will not be remitted or refunded in whole or in part; fellowships and scholarships will be cancelled.

Withdrawal and Readmission

A student who has withdrawn from the School is not automatically readmitted. After a year's absence he or she may request readmission and should consult the Dean and the Chairman of Admissions concerning the procedure to be followed.

Leaves of Absence

A student whose academic work is in good standing may apply to the Dean for a leave of absence. A leave is generally requested for an academic year. If the student wishes to return to the program at the end of that year, he or she should write to the Dean requesting reinstatement. Available space in the program and length of time the student has been away from the School will be factors affecting reinstatement. A student extending leave beyond the approved period will need to reapply for admission to the School.

Medical Leave of Absence

The student may, on the recommendation of a physician, request a medical leave of absence for reasons of health at any time. Readmission may be granted upon recommendation of the Dean based upon evidence of the student's capacity to meet the demands of his or her program.

Programs and Degrees

Bryn Mawr College awards the degrees of Master of Social Service and Doctor of Philosophy in The Graduate School of Social Work and Social Research.

The Degree of Master of Social Service

The program for the M.S.S. degree is designed to prepare graduates for Clinical Social Work, Social Service Management, Community Planning and Development, or Social Planning. Two academic years of full-time study are required. The degree represents the completion of a concurrent program of course work and practicum. Provision is made for field instruction in a range of public and voluntary agencies and organizations with programs in such fields and settings as: Aging, Child and Family Welfare, Community Mental Health, Corrections and Criminal Justice, Drug and Alcohol Dependency and Abuse, Family Counseling, Health, Housing, Intergroup Relations, Legal Services, Mental Retardation, Neighborhood Organization, Public Education, Public Welfare Administration, Social Planning, Social Rehabilitation and Social Welfare Research.

Prerequisites. The prerequisite for the M.S.S. degree is a Bachelor's degree or its equivalent from a college or university of recognized standing in the United States, or a degree or certificate of the same standard from a foreign university.

PROGRAM OF WORK

The first-year program is similar for all students except for the selection of either Social Casework or Community Organization as the principal focus in social work practice. The first-year required courses are:

Social Casework I and II *or*

Community Organization I and II

and the following:

Personality Theory *or* Normal Growth and Behavior

Social Theory, Organizations and Social Welfare, *or* Human Service Organizations

Social Welfare Policy and Services: Historical Perspectives, *or* Social Welfare Policy and Services: Social Policy Analysis

Social Research and Statistics (two ½-semester courses)

Field Instruction I and II

In addition the student is expected to select two electives during the first year of study.

The courses required in the second year are in part determined by the student's area of practice concentration. These include a choice of Clinical Social Work, Social Service Management, Community Planning and Development, or Social Planning. In addition, each student also takes a practicum.

SECOND-YEAR OPTIONS

Clinical Social Work

Clinical Social Work is concerned with a range of activities which is designed to enhance the social functioning of individuals, families, and small groups and to improve the structure of the systems through which organized social provisions of the community are offered. Direct and indirect methods of intervention, such as casework, family therapy, group therapy, and consultation, are among the activities utilized to accomplish these purposes.

Social Service Management

Social Service Management has as its central goal the improvement of the structure and quality of social services. Social Service Management prepares students to assume the responsibility for organizing and marshalling the delivery of services; analysis, evaluation, and planning of programs; training and supervision of other categories of social welfare personnel; manpower development and examination and evaluation of policies; and developing and monitoring organizational structure and procedures in relation to delivery of services.

Community Planning and Development

Community Planning and Development is considered as planned intervention to increase individual influence in a highly organized society. It includes citizen participation in government services and interventive strategies for solving community social problems. Community Planning and Development seeks clearer understanding of political, social and economic processes which influence communities; emphasizes sustained process of strengthening horizontal patterns of community; and includes development of appropriate planning and organizing tools for those working in community. Areas of investigation include the budgetary process, proposal writing, manpower development, program development, grass roots organizing, and evaluation. Community Planning and Development is locality-centered and social change-oriented. The seminar throughout the year is intimately related to the students' field experiences.

SOCIAL WORK AND SOCIAL RESEARCH

Social Planning

Social Planning enables students to understand: the assumptions underlying planning in general; the elements of a general theory of planning; a number of techniques used in planning; the inter-relationships among auspices, funding, clientele, discipline of the planner, objectives, and the planning process; and the distinctive criteria of social planning by social workers. Social Planning is viewed as planning for the distribution of resources.

REQUIREMENTS FOR THE MSS DEGREE

Candidates for the M.S.S. degree must complete a minimum of eighteen semester courses, including a practicum. Each student's program of study consists of a combination of required and elective courses. Each candidate also must submit an acceptable Master's Paper in an area of social work or social welfare.

ELECTIVES

Electives are offered in this School and in The Graduate School of Arts and Sciences at Bryn Mawr. With permission of the Dean of The Graduate School of Social Work and Social Research, students in the School may elect courses in The Graduate School of Arts and Sciences of the University of Pennsylvania under the Reciprocal Plan.

The reduction of required courses and the increase in electives is one principle which has guided the development of the curriculum. Another principle provides the opportunity for each student who demonstrates competence in a required course, including the practicum, to request a waiver of this required course in favor of an additional elective.

SPECIAL PART-TIME PROGRAM

It is possible for a small number of students for the Master's degree to extend the two-year program to three years. The pattern is to complete the first graduate year's requirements over a period of two years on a part-time basis, and to complete the second year's requirements during the third year on a full-time basis.

Bryn Mawr does not enroll students except in degree programs.

NON-CREDIT SEMINAR

Supervision in Social Work

This seminar will relate basic learning theory to learning in social work. Emphasis will be placed on identifying learning patterns of the student or staff member, the appropriate use of the supervi-

sory method, and selection of educational experiences related to varying patterns. It is given on an audit basis for those with limited field instruction or supervisory experience. There is no fee for persons who are serving as field instructors for students in the practicum.

The Degree of Doctor of Philosophy

The curriculum for the Ph.D. provides a program of study from which a person may enter one of many careers, depending upon the changing needs and opportunities in social welfare and the interests and capabilities of the individual. Preparation for research and teaching are central to the goals of the program. Development of a variety of research competencies is encouraged; preparation for teaching in all areas of the social work curriculum, graduate and undergraduate, is also provided. The study of social work practice emphasizes theoretical work. Social policy development and analysis is given special attention.

The candidate for the Ph.D. degree should have ability of a high order, intellectual curiosity, critical judgment, independence, a broad general education, and usually a Master's degree. Some experience in social welfare is desirable.

The program is planned to broaden the student's knowledge of social welfare in general and, through intensive study and research, to deepen his or her knowledge in one field in particular. The curriculum includes the following areas:

Social Welfare

Theory in Social Work Practice

Social and Behavioral Sciences

Social Research

The following seminars are required:

Social Statistics I—one semester

Research—one semester

Social and/or Behavioral Sciences—two semesters

History and Philosophy of Social Welfare I—one semester

Theory in Social Work Practice—one semester

In general, a minimum of twelve semester seminars plus two courses focusing on the dissertation is completed in preparation for the Ph.D. degree. Beyond the required seminars, doctoral students may elect courses in this School, The Graduate School of Arts and Sciences at Bryn Mawr, or The Graduate School of Arts and Sciences at the University of Pennsylvania under the Reciprocal Plan.

SOCIAL WORK AND SOCIAL RESEARCH

The requirements for the Ph.D. degree in The Graduate School of Social Work and Social Research are listed below.

1. An acceptable baccalaureate degree and undergraduate preparation satisfactory to the School.
2. In general, a Master's degree from an accredited school of social work or social welfare and preparation satisfactory to the School. Exceptions may be made for a student who has completed a Master's degree and satisfactory preparation in an allied field and presents significant experience in social work or social welfare or for a student in the M.S.S. program whose competence and qualifications as demonstrated in performance in this program promise that he or she can meet the demands of the Ph.D. program without first completing the M.S.S. degree.
3. Completion of a minimum of two academic years in full-time residence in The Graduate School of Social Work and Social Research. For students who have completed the M.S.S. degree at Bryn Mawr, the residence requirement is reduced to one year.
4. Satisfactory completion of a course of study consisting of a minimum of twelve semester courses or seminars, including both those which are required and those which are elective. In addition, two tutorials in supervised work on the dissertation are required. These dissertation courses may be part of the residence requirement or in addition to it.
5. A reading knowledge of a modern foreign language tested by a written examination.
6. The acceptance of the student into candidacy for the Ph.D. degree.
7. Satisfactory completion of the Preliminary Examinations consisting of written examinations in four areas and an oral examination by the candidate's Supervising Committee. The oral examination is intended to test the candidate's general knowledge in his or her areas and fields rather than familiarity with particular courses.
8. The preparation of a dissertation judged to be worthy of publication. The dissertation must represent independent investigation and writing and must contain new material, results, or interpretations.
9. A satisfactory Final Oral Examination in the special area in which the dissertation has been written.
10. The publication of the dissertation in whole or in part. Micro-filming is accepted as a method of publication.

Resources for Graduate Work at Bryn Mawr

Library

The Mariam Coffin Canaday Library, and the eight auxiliary libraries of Bryn Mawr College, including the Art and Archaeology collection in the M. Carey Thomas Library, contain over 400,000 books and regularly receive more than 2000 periodicals as well as many scholarly series. The Library has generous hours of opening throughout the year. Books are readily accessible on open stacks and in study rooms; individual carrels are available for advanced students.

The John D. Gordan Reference Center provides a focus for reference books and services in the new library. In its card catalog, the main entry cards of the Haverford College Library join those of the Bryn Mawr Library, thus bringing more than 635,000 entries into one file. In addition, the Library is a member of the Union Catalogue of Pennsylvania, which locates approximately 7,000,000 volumes in the Philadelphia area and throughout the state, including the libraries of the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the Franklin Institute, the College of Physicians, the Rosenbach Foundation, the University of Pennsylvania and Temple University.

Computer Center

Through its membership in the Uni-Coll Corporation, a regional educational computer consortium, Bryn Mawr College has access to the resources and technical support of a major computing center. A high speed, remote batch terminal (printer at 600 lines per minute, card reader at 600 cards per minute) and nine teletypewriter terminals located on campus link the College with the Uni-Coll IBM 370, Model 168 computer. These facilities make available to faculty and students batch, remote job entry, and interactive computing supported by a large variety of programming systems.

Graduate Program for the Master of Social Service

Candidates for the M.S.S. degree must complete a minimum of eighteen semester courses or seminars, including a practicum. Each student's program of study consists of a combination of required and elective courses.

The basic first-year program is similar for all students except that the student selects either Social Casework or Community Organization as his or her principal focus in social work practice. The first-year required courses are:

- Social Casework *or* Community Organization (two semesters)
- Field Instruction—coordinated with one of the above (two semesters)
- Social Research and Statistics (two ½-semester courses)
- Personality Theory *or* Normal Growth and Behavior
- Social Theory, Organizations and Social Welfare, *or* Human Service Organizations
- Social Welfare Policy and Services: Historical Perspectives, *or* Social Welfare Policy and Services: Social Policy Analysis

In addition, the student is expected to select two electives during the first year. Thus, the usual first-year program is composed of ten semester courses.

The requirement of Social Research and Statistics may be met by electing two modules from the offerings in that area. (Each module equates with a ½-semester course.) Students entering with no prior preparation will usually select the module, Introduction to Social Research, in their first semester. Students who waive this module may select Introduction to Evaluative Research or other combinations of offerings in the area of Social Research and Statistics.

The requirement in Personality Theory may be met either by the one-semester course of that title, or by the course entitled Normal Growth and Behavior.

The requirement in Social Theory is ordinarily met by taking the one-semester course of that title. Students entering with extensive preparation in sociology, social psychology, political science, or other social sciences as approved by the School may choose to take an examination which will exempt them from the Social Theory course. Such students will meet the area requirement by taking Organizations and Social Welfare or Human Service Organizations.

The requirement in Social Welfare Policy and Services may be

met by the one-semester course entitled, Social Welfare Policy and Services: Historical Perspectives, or by Social Welfare Policy and Services: Social Policy Analysis.

The courses required in the second year are determined by the student's area of concentration in social work practice. The second-year options are: Community Planning and Development, Social Planning, Clinical Social Work, or Social Service Management. Field Instruction is coordinated with one of these choices. Normally, the first-year preparation for Community Planning and Development or Social Planning is Community Organization; the preparation for Clinical Social Work or Social Service Management is Social Casework. In addition, the student is expected to enroll in four electives, two each semester. Each candidate also must complete a Master's Paper in an area of social work or social welfare. Thus, the usual second-year program is comprised of eight semester courses and a non-credit Master's Paper.

REQUIRED COURSES

First Year of the MSS Program

The student selects either Social Casework or Community Organization as his or her principal focus in social work practice. Other required first-year courses are Field Instruction I and II, and a semester of Social Welfare Policy and Services, Personality Theory, Social Theory and Social Research and Statistics.

Any student may petition for a waiver of a required course in favor of an elective. The petition is directed to the Dean after consultation with the student's adviser and recommendation from the instructor of the course to be waived. A student's record and background of preparation are reviewed. In addition, successful completion of an examination in the area may be required.

Community Organization I

The course introduces various concepts of community organization practice. Relationships among the values and various roles of the practitioner, organizational goals and structures, and the community are examined utilizing the student's field experience as a focus. Historical and current trends in professional practice are considered.

Community Organization II

Emphasis of the seminar is on analysis and understanding of the multiple theories and skills involved in community organization

practice. Consideration is given to the organizing process, to techniques of problem solving in different groups and settings, and to the choice of appropriate action strategies. The effect of current social issues on the practitioner's tasks is explored. A strong emphasis is placed on the development and application of analytic frames of reference to practice skills and social issues.

Social Casework I

The function of social casework in social work as related to the problems of individuals and primary groups is considered. Theory and application of the technical processes of psychosocial study, diagnosis and casework services are examined. Attention is given to understanding the person and the dynamic relationship with his or her social cultural environment and to the conflicts and issues in social work practice.

Social Casework II

Understanding the basic processes applied to casework practice in varying age groups, areas of problem and agency settings is deepened. Increasing use is made of students' case materials. The seminar studies the relationships among purpose, skill, social resources, social systems and human needs.

Field Instruction I and II

A practicum in basic social work principles and concepts in a field setting is provided. Field instructors carry responsibility for facilitating students' learning in relation to all areas of the curriculum. Field Instruction I and II are taken collaterally with Social Casework I and II or Community Organization I and II, two days per week in the first semester, and two and one-half days per week in the second semester.

Personality Theory

Fundamental ideas in personality theory are presented which are considered to be especially pertinent to the various practices of social workers. Presentation leans heavily upon psychoanalytic theory, but students are encouraged to study in several theories of personality of their own choosing. Emphasis is upon general principles connected with the determination of the shape and content of an individual's personal-social functioning.

Normal Growth and Behavior

This seminar considers major biological, psychological, social, and cultural determinants of normal human growth and behavior

throughout the life cycle. Emphasis is placed on the individual's continuing adaptation to change within himself or herself and in the world. Discussion includes optimal early life experiences which promote healthy growth.

Social Theory

Starting with a general consideration of theory and its relevance to social practice, this seminar provides a working acquaintance with sociological theories which have special bearing upon social work. Emphasis is placed upon critical analyses and evaluations of major concepts of family, community, social deviance, power, social conflict, alienation and anomie. The readings and discussion of original material by such classic and contemporary theorists as Marx, Weber, Simmel, Durkheim, Merton, Mills, Becker, and Coser are an integral part of this seminar.

Organizations and Social Welfare

Major theoretical developments in the field of formal organizations are considered with special emphasis on their application to social welfare, including such matters as the structure and processes of public welfare bureaucracies, organizations as instruments of policy, relationships with professions and the role of informal organization. This course meets the Social Theory requirement for students entering with extensive preparation in this area.

Human Service Organizations

This course begins with a review of structural types of organizations of special importance to social welfare: the rational bureaucracy, the profession, the voluntary association and the social movement. It then turns to a review of empirical studies of human service organizations, such as welfare agencies, correctional institutions, clinics, hospitals and employment agencies, focusing on organizational problems of each and upon the role of the human service professional in each.

Social Welfare Policy and Services: Historical Perspectives

The organization and growth of social welfare and social work as major social institutions are examined from historical and philosophical viewpoints. The evolution of social welfare attitudes and services in Great Britain and the United States is studied with attention given to the philosophical systems within which developments have taken place. Particular attention is given to the establishment of the current social welfare system in the United States and proposals to reform or change it. The role of social work within that system is described, and its future role discussed.

SOCIAL WORK AND SOCIAL RESEARCH

Social Welfare Policy and Services: Social Policy Analysis

This course will begin with a discussion of some of the leading theoretical statements on contemporary social policy and social services, then move to a case study approach in different policy areas. Child care and health care services will receive special emphasis; emerging policy dilemmas in housing, income maintenance, education, and rehabilitation services will be considered.

SOCIAL RESEARCH AND STATISTICS AREA

Offerings in this area are intended to support specialized interests and are coordinated with practice areas of the curriculum. The student may elect any number of modules summing to an even number. Except as noted, the courses are given in no particular order and may vary with demand. If a student elects one module one semester and another module the next, the grade will be delayed until the second is completed. No credit will be given for a single module.

Introduction to Social Research

This seminar encompasses a general introduction to research methods and elementary statistics. It is required of all students, unless waived. Offered only in first half of fall semester. (½-semester course)

Introduction to Computers and Statistical Analysis

A general introduction is given to computer terminology and components in computer systems. There is instruction in elementary statistics with limited utilization of existing computer programs. (½-semester course)

Introduction to Evaluative Research

This seminar introduces the student to the process of evaluating social work practice and programs. It includes goal setting and specification and the design of research components of social programs. (½-semester course)

Survey Methods in the Evaluative Process

Instruction is given in the components of traditional survey methods including sampling, instrument construction, survey interviewing, data analysis, and reporting. (½-semester course)

Evaluating Clinical Processes

This seminar-workshop explores the special problems in clinical evaluation, and the most effective research techniques for such evaluation. Students apply information learned in class to their own projects. (½-semester course)

Statistical Techniques for Assessing Outcomes

The module, Introduction to Computers and Statistical Analysis or its equivalent, is a prerequisite for this unit. Advanced statistical techniques allowing for control of variables, including multivariate techniques, will be emphasized. (½-semester course)

Evaluative Research and Social Policy

Research as an adjunct to policy formation in program monitoring and evaluation are the focus. Effects of policy changes and program alternatives will be analyzed. (½-semester course)

Use of Available Data in Evaluation

Emphasis is given to instruction in the techniques of secondary analysis, in major existing data resources and recurrent publications, and utilization of these for background information for projected studies. (½-semester course)

Techniques of Participant Observation in Program Evaluation

A range of studies using this technique will be considered. The problems and opportunities involved in applications in different settings as well as the inherent difficulties for data analysis will be examined. (½-semester course)

Measurement of Social Data

The focus of this module is on monitoring social phenomena through their direct and indirect measurement. Social indicators and social reporting are addressed in terms of theoretical, methodological, political, and practical considerations. Current literature is critically reviewed. Students will prepare a workshop presentation applying social indicators to direct service practice or an issue of their choice. (½-semester course)

Field Experiments in Service Delivery

Selected attempts at field experiments in social work are examined with special reference to the techniques involved, the problems encountered, and the outcomes achieved. (½-semester course)

Indices and Social Indicators in Assessing Need and Effectiveness

Developments and techniques in the area of summary social measures, utilization of existing data series, and index construction are reviewed. (½-semester course)

Development of Evaluative Information Systems

Examples of major information systems will be examined for the technology involved, the potentials for program management, and the special problems in establishing such data sources. Examples will be selected from State and Federal government and major voluntary sector efforts. (½-semester course)

Small Groups and Program Innovation

Instruction will be given in standard experimental small group design and the demonstrated potential of this method for program development will be considered. (½-semester course)

Administration of Evaluative Research

Integration of research into social programs, writing of the research component in grant proposals, budgeting research projects and administration of research personnel are reviewed. (½-semester course)

Content Analysis

This module is aimed at giving research-oriented students background in content analysis as an approach to written and verbal communications. Inasmuch as the field of social work relies heavily on these communications and their understanding, this research strategy is viewed as highly useful, particularly to students with research interests in casework, policy analysis, and social welfare history. Current literature on content analysis applied to these areas will be critically reviewed. Workshop sessions will be utilized to allow students to design a content analysis research project in an area of their interest.

Second Year of the MSS Program

The second-year options are Community Planning and Development, Social Planning, Clinical Social Work, and Social Service Management. Field Instruction III and IV are coordinated with one of these choices.

Normally, the first-year preparation for Community Planning and Development or Social Planning is Community Organization; for Clinical Social Work or Social Service Management the preparation is Social Casework.

Clinical Social Work (two semesters)

This seminar familiarizes students with theoretical and methodological issues in clinical social work practice. During the first semester emphasis is on comparative theories of social casework. During the second semester emphasis is on issues in clinical practice with students and instructors selecting topics. In the past, for example, attention has been given to research in psychotherapy, services and techniques in work with specific groups (e.g., aged, children, adolescents), racial differences between client and worker, and private practice.

Social Service Management (two semesters)

Social Service Management involves the marshalling of social policy concerns, diagnostic and treatment skills, and knowledge of human behavior to provide appropriate social services and bring about organizational change within social institutions. Social Service Management prepares students to plan with other persons to provide services by personnel other than the Master's degree social worker, to train and supervise the variety of persons providing direct service, to provide staff development and in-service training, to provide consultation and education, to work with community resources around coordination of existing services as well as toward developing new resources, to participate in the team delivery of social services, and to monitor and evaluate the quality of those services. While a student might carry a case or two in direct service, the purpose would be directed toward the larger goal of better understanding and thereby improving service delivery and accountability to clients rather than limited to the narrower goal of improving direct service skills.

Community Planning and Development (two semesters)

Community Planning and Development is considered as planned intervention to increase individual influence in a highly organized society. It includes citizen participation in government services and interventive strategies for solving community social problems. Community Planning and Development seeks clearer understanding of political, social and economic processes which influence communities; emphasizes sustained process of strengthening horizontal patterns of community; and includes development of appropriate planning and organizing tools for those working in commun-

ity, the budgetary process, proposal writing, manpower development, program development, grass roots organizing, and evaluation. Community Planning and Development is locality-centered and social change-oriented. The seminar is closely related to the students' practicums.

Social Planning (two semesters)

This two-semester seminar examines: assumptions underlying planning in general; general principles of planning; policy issues underlying planning and program design; objectives and the planning process; strategies and techniques of implementation and evaluation; and distinctive criteria of social work planning in social welfare. Through concurrent field instruction and individual projects, students are expected to develop extensive substantive knowledge in at least one specific field, such as: aging, child welfare, corrections, education, environmental quality control, housing and renewal, income maintenance, land-use planning, mental health, mental retardation, family planning, public health, state and municipal government, or transportation.

Field Instruction III and IV

A practicum taken collaterally with Clinical Social Work, Social Service Management, Community Planning and Development, or Social Planning. Two or three days per week, first and second semesters.

ELECTIVES

Administration of Human Service Agencies

This seminar is concerned with the structure, operation, and change of human service agencies. Subjects discussed include: varieties and uses of organizational structure; policy formulation; decision-making; organizational change; management functions; the role of the staff in administration; principles of personnel management; social workers' unions; and origins, flows and uses of resources and information.

Alcohol and Drug Abuse

Issues inherent in drugs and alcohol and their abuse are examined. Included are their classifications and effects, causation theories, treatment approaches, legislation, enforcement, public education, prevention and the role of social work in all this. Current practices in treatment will be examined; treatment agencies may be visited for observation and staff discussion.

American City in the Twentieth Century

This course deals primarily with social transformations in the cities under the impact of rapid urbanization. It also considers political, aesthetic, and cultural changes in American cities. (Offered in conjunction with the inter-departmental program, The Growth and Structure of Cities. Not offered in 1974-75.)

Bases of Clinical and Community Social Work Practice

Designed for students from both clinical and community practice areas, the special focus of this seminar is examination of basic assumptions, practice knowledge and methods, and supportive theories of both clinical and community social work. The context of this examination will be social problems and social programs in the arenas of community mental health, health care delivery, gang control, and services for the aging, among others. Current practice trends and issues are considered. Ways in which practitioners with the different perspectives of clinical and community social work may collaborate are developed. Areas of conflict and difference are explored. In addition to regular presentations by the instructor, students' experiences and readings will serve as a basis for workshops and discussions.

Black Family Structure, the Black Community, and Social Work

The black family is examined in terms of its own history and family interaction, not as a deviation from a norm. The course examines the history of the black family, family interaction on different socio-economic levels, and some aspects of the black community.

Child-Caring Patterns

Child-caring patterns in cross-cultural perspective are surveyed. Study is made of the socialization process related to the practice of social work.

Community Advocacy Systems

The structure and operation of organizations working in behalf of categorical groups—racial, nationality, sex, and others, such as consumer and recipient groups—are considered. Perspectives from the study of social movements and social organization are employed in analysis.

Community Mental Health

This seminar emphasizes the nature of mental health services and the concepts of comprehensiveness, prevention, community par-

ticipation and continuity of care. Professional opportunities available in community mental health and skills and knowledge most necessary for today's mental health practitioner will be considered. The work of the Community Mental Health Center will be the main focus of the seminar. Students will design a comprehensive Community Mental Health Center and will discuss the elements involved. (Not offered in 1974-75.)

Comparative Personality Theory

This seminar systematically examines and compares some of the major personality theories as well as newer theories. There is an attempt to apply the theories critically to a range of social work situations and concerns, and evaluate their use to social workers.

Current Issues in Corrections: Prison, Probation, Parole

Current issues and practices in the delivery of human services within adult probation, parole, institutional and ancillary agencies will be examined against society's twin aims of rehabilitation and self-protection. Visits to selected institutions and agencies in the correctional spectrum for direct exposure to such settings and discussions with their staffs may be planned.

Family Therapy

The seminar includes: purposes and characteristics of family therapy in social work; family interaction patterns and systems theory; dynamics, health, and maladaptations of family relationships; and basic principles and differential techniques of work with families and couples. The seminar will utilize discussion, audio-visual material, role playing, and observation, and will also give attention to the areas of student interest.

Gerontology: Theory and Research

The origins and boundaries of gerontology are examined. Roles and role-expectations of the elderly in different cultures are compared. The demographic characteristics of the elderly and the physiological and psychological changes associated with aging are identified. Changes in the nature of human productivity in later life and the potential of the elderly as a political bloc are considered. Readings and discussion focus on findings and problems of research in each area.

Gerontology: Planning for Service Delivery

Older persons have special needs that must be considered in the planning and delivery of human services. This seminar considers the nature and significance of these special needs.

Group Process

This seminar undertakes to study characteristics of the group process and content of understanding individual and group behavior. Typical problems include basic issues in working with groups; interaction patterns; practical applications of group theory; effective ways of working with committees, citizen-community groups, agency personnel, boards, clients; tools and techniques in working with groups; moving toward problem-solving and change through groups.

Group Therapy

This seminar is designed to give the student a foundation in the field of group psychotherapy. It is structured so that the student participates in group interaction similar to that occurring in therapy groups and correlates this experience with group theory. Videotapes of clinical groups are available as is video playback of a seminar meeting.

Institutional Racism

Students and faculty concerned with racism in social welfare, among social workers, and in American society at large jointly develop this seminar. Attention will be given to concepts of race, ethnicity, caste and class, and to racial relations history in the United States.

Law as an Instrument of Social Change

This course is devoted to understanding how legal institutions can be better used to help solve major social problems of the day. Illustrative cases to be drawn from recent efforts to make public and private organizations more responsive to such problems as alleviating poverty, racial discrimination, consumer fraud, fair treatment of both accused and the general populace in crime prevention, etc. Students are expected to draw upon their particular agency placements in choosing topics for class papers.

Marriage Counseling

This seminar will examine theories of marital interaction, theories of therapy, and value systems of the marital counselor. Specific topics will be chosen by participants who will carry responsibility for presentation of materials and class discussion.

The Ombudsman and Other Client Advocacy Systems

Institutional arrangements for communication, redress, and advo-

cacy for citizens in their dealings with various levels of government are reviewed. Emphasis is given to the development and application of a classification scheme for such organizations and to the consideration of such models as the classical ombudsman and the decentralized agency. Comparative material is used from various American schemes and such foreign experience as that in Scandinavia, Great Britain and New Zealand.

Personality and Comparative Politics

Selected aspects of personality theory relevant to politics in the context of comparative political cultures are explored. Ways in which personality theory and political theory interrelate will be examined. Students participate in development of course content and process. (Not offered in 1974-75.)

Population Dynamics and Planned Parenthood

Present theories concerning human sexuality and the effects of increasing population on the quality of human life are reviewed. An exploration is made through readings and field trips of the current programs which attempt to control human fertility along with an examination of religious, ethical, cultural, medical and legal issues which limit the availability or usefulness of existing programs.

Psychopathology

The symptomatic pictures seen in adults in the major clinical diagnoses of the psychoses, psychosomatic disorders, character disorders, addictions and the neuroses are covered. There will be examination of the genetic, dynamic, and structural aspects of these illnesses, with discussion of implications for prevention and treatment.

Race, Poverty, and Human Development

The effect of varying socio-economic and racial environments on human development is examined in all areas, physical, emotional, cognitive, and social. The definition and effect of poverty and racism is specifically explored in relation to the larger socio-economic system. The course has a dual orientation in which theoretical material is applied to actual situations.

Selected Concepts in Personality Theory

This seminar is built upon concepts that are thought to be fundamental to clinical practice and social action at the same time. Critical analysis is made of recent interpretations of such concepts de-

BRYN MAWR COLLEGE

veloped by the instructor. Related writings from a variety of authors in personality theory are also studied.

Social Welfare Policy and Services II

Emphasis will be on the historical development of the social services. Programs developed in other countries receive particular attention.

Social Work and Ethnic Minorities

This course considers some of the special social welfare problems of blacks, Puerto Ricans, Chicanos and other Spanish-speaking groups, Asian-Americans, native Americans, Appalachian whites, and other ethnic minorities in American society. The course undertakes to help students cope realistically with these problems and with ethnic differences. Special attention is given to increasing awareness and understanding of the underlying causes of prejudice and stereotyping, and to developing ways of dealing with these problems.

Staff Supervision in Social Service

This seminar is designed for those Master's students who will be expected to assume supervisory and/or staff development responsibilities. The seminar takes its direction from the function of supervision which is seen as primarily twofold: 1) the provision of more effective delivery of service to the consumer; and 2) the education and professional development of staff.

Urban Economics

The purpose of the course is to introduce the student to the tools of economic analysis that apply to urban problems and the techniques of benefit-cost analysis as applied to social welfare programs.

MASTER'S PAPER

A Master's Paper is required of all candidates for the M.S.S. degree. This requirement may be met in a range of ways, as an individual or group project, upon approval of two members of the faculty who are assigned as First and Second Readers. The Master's Paper is usually carried on a non-credit basis; its scope is expected to be the equivalent of one course for one semester.

PRACTICUM

The practicum is an integral part of the curriculum for the Master of Social Service degree. A placement is arranged for each student: in the first year in Social Casework or Community Organization; in the

second year in Clinical Social Work, Social Service Management, Community Planning and Development, or Social Planning. The purpose of the practicum is to provide the opportunity for the student to apply theory in order to deepen knowledge and develop skill in its use. Students' assignments are goal oriented and are planned to give content, sequence, and progression in learning. Practicum runs concurrently with the practice seminar in order to maximize opportunity for the student to integrate the content of the two. Each student's practicum is arranged in a different setting for each year of the program.

In a typical program, the practicum for first-year students consists of two days per week in the first semester (Thursday and Friday) and two and one-half days per week in the second semester (Monday afternoon, Thursday, and Friday); for second-year students, it normally consists of three days per week for each of the two semesters (Monday, Thursday, and Friday). Individual arrangements may occasionally be made on the basis of agency and student needs.

Most students are placed in organizations in the Philadelphia metropolitan area. Placements are made regularly, however, in Harrisburg, in the State of Delaware, and in the national capital area. In most of these organizations, two or more students are placed with agency staff as field instructors. In other agencies a unit of students is under the direction of a field instructor who is a member of the faculty of The Graduate School of Social Work and Social Research. The practicum for M.S.S. students has been provided in field placements concerned with, among others:

- Aging
- Child Welfare
- Community Mental Health
- Corrections and Criminal Justice
- Drug and Alcohol Dependency and Abuse
- Family Counseling
- Health
- Housing
- Intergroup Relations
- Legal Services
- Mental Retardation
- Neighborhood Organization
- Public Education
- Public Welfare Administration

BRYN MAWR COLLEGE

Social Planning
Social Rehabilitation
Social Welfare Research

FIELD INSTRUCTION SETTINGS

Students were placed during 1973-74 in the following agencies and organizations:

Albert Einstein Medical Center, Community Mental Health and
Mental Retardation Center
Albert Einstein Medical Center, Daroff Division
American Civil Liberties Union
American Council of Voluntary Agencies for Foreign Service, Inc.
American Foundation, Institute of Corrections
Association for Jewish Children
Centennial School District, Warminster
Central Montgomery Mental Health/Mental Retardation Centers
Child Care Service of Delaware County, Media
Child Care Service of Delaware County, Eastern Community
Office, Upper Darby
Child Study Institute of Bryn Mawr College
Children's Aid Society of Pennsylvania
Community Legal Services, Inc.
Community Life Services, Inc., of Delaware County
Delaware County Juvenile Court, Probation Department
Devereux School, Berwyn
Eagleville Hospital and Rehabilitation Center, Community Services
Division
Eastern Pennsylvania Psychiatric Institute, Adult Unit
Family Service of Northern Delaware
Family Service of Philadelphia
Family Life Education
North District Office
Northeast District Office

SOCIAL WORK AND SOCIAL RESEARCH

Greater Philadelphia Movement School Study Committee and
Research for Better Schools, Inc.

Hahnemann Medical College and Hospital

Community Mental Health Center

Adolescent Day Treatment Center

Adult Out-Patients Services

Peberdy Clinic

West Columbia Center

Department of Mental Health Sciences, Mental Health Tech-
nology Program

Department of Social Work, Maternal and Child Health

Health and Welfare Council, Inc.

Delaware County District

Montgomery County District

Philadelphia District

Jewish Family Service of Philadelphia

Life Guidance Services

The Lighthouse

Lower Merion School District

Mental Health Association of Southeastern Pennsylvania

Montgomery County Board of Assistance

Montgomery County Planning Commission

Northeast Community Mental Health Center

Olde Kensington Redevelopment Corporation

Commonwealth of Pennsylvania

Board of Probation and Parole

Department of Education

Department of Public Welfare, Harrisburg

Department of Public Welfare, Southeastern Regional Office

Governor's Health Services, Director's Office

Governor's Justice Commission

Haverford State Hospital

Office of State Representative Hardy Williams, Esq.

Philadelphia State Hospital

Youth Development Center, Cornwells Heights

Pennsylvania Hospital Community Mental Health and Mental Re-
tardation Center

Pennsylvania Prison Society

BRYN MAWR COLLEGE

- City of Philadelphia
Court of Common Pleas
Philadelphia General Hospital
School District, Pennsylvania State University Study Council
- Philadelphia Child Guidance Clinic
- Philadelphia Forum of Mental Health/Mental Retardation Centers
- Philadelphia Geriatric Center
- Philadelphia Health Management Corporation
- Philadelphia Psychiatric Center, Community Mental Health and
Mental Retardation Center
- Regional Comprehensive Health Planning Agency, Inc.
- Saint Christopher's Hospital for Children, Psychiatric Clinic
- Sleighton Farm School for Girls, Delaware County
- Thomas Jefferson University Medical Center, Community Mental
Health/Mental Retardation Center
- United Communities of South Philadelphia, Southwark House
- United Fund of the Philadelphia Area
- United States Department of Health, Education, and Welfare
Office of Regional Director, Region III, Federal Women's
Program
Social and Rehabilitation Services, Region III, Office of Re-
gional Commissioner
Community Service Administration
- United States Office of Economic Opportunity, Region III
- United States Veterans Administration Hospital
- West Philadelphia Community Mental Health Consortium
- City of Wilmington, Delaware, Housing Authority
- Wynnefield Residents Association

Graduate Program for the Doctor of Philosophy

Consistent with the School's philosophy with respect to advanced study, the program is planned to broaden the student's knowledge of social welfare in general and, through intensive study and research, to deepen his or her knowledge in one area in particular. The curriculum includes seminars, tutorials, and independent study in the following areas:

- Social Welfare
- Theory in Social Work Practice
- Social and Behavioral Sciences
- Social Research

Candidates who hold the M.S.S. degree from The Graduate School of Social Work and Social Research of Bryn Mawr College must complete one year of full-time doctoral study at Bryn Mawr. Candidates who do not hold the M.S.S. from The Graduate School of Social Work and Social Research at Bryn Mawr College must complete two years of full-time doctoral study at Bryn Mawr.

In general, a minimum of twelve semester courses, not counting the dissertation, must be completed in preparation for the degree. In addition, the candidate is expected to complete at least two semester courses devoted to dissertation research.

The following courses are required:

- Social Statistics I—one semester
- Research—one semester
- Social and/or Behavioral Sciences—two semesters
- History and Philosophy of Social Welfare I—one semester
- Theory in Social Work Practice—one semester

Beyond the required seminars doctoral students may elect courses in this School, The Graduate School of Arts and Sciences at Bryn Mawr, or The Graduate School of Arts and Sciences at the University of Pennsylvania under the Reciprocal Plan.

Social Welfare

History and Philosophy of Social Welfare I

Social welfare is examined as a historical institution. The development of the succession of philosophical systems within which this

institution evolved is considered and the influence upon both philosophy and welfare of social and economic changes is studied. Stress is placed upon historical and contemporary literature which is examined for the light it casts upon the field of study.

History and Philosophy of Social Welfare II

The newer historical research and the literature flowing from it are emphasized. The origins of current philosophies of social welfare are explored; students learn through use some of the tools of historical research and their value in assessing developments in social welfare and social work.

Introduction to Social Policy

Different concepts of social policy are examined, but special attention will be given to issues of distribution and redistribution. These issues will be examined in a number of different fields, such as: income transfers, medical care, social services, manpower training, education and housing. After reviewing each of these sectors, an attempt at an overall assessment of the relationship between social policy and income distribution will be made based on empirical studies in the United States and selected advanced industrial societies in Western Europe. In addition to a review of issues of distribution, attention will be given to problems of citizen participation, coordination, evaluation and social change. The course will conclude with an interpretation of the limits and the future of social policy.

Personality Issues in Social Policies and Programs

This seminar is concerned with personality and policy: the assumptions about personality functioning in social policies; the impact of public social policy on personality; the impact of personality factors on policies; personalities in policy-making positions; personality theories as origins for the development of social policy; social equality and personality. (Not offered in 1974-75.)

Policy Analysis of Service Systems

The seminar will focus on policy analysis of social service systems. Attention will be given to three major themes: the service markets—consumers and potential consumers of social service programs; the suppliers—agencies and organizations, public and private, which make up the social service system; and efforts at reorganization of service functions and the redesign of their interrelationships.

Social and Behavioral Sciences

Freud's Psychoanalytic Theory

Examination is made of psychoanalysis as a personality theory. Special attention is paid to metapsychology in psychoanalytic theory and to psychoanalysis as social theory. Intensive analysis of basic writings by Freud and his collaborators forms the focus of the seminar.

Psychoanalysis after Freud

Psychoanalytic writings from the 1930s to the present are studied. Emphasis varies with class selection among the array of theorists and directions that have developed in psychoanalytic theory.

Formal Organizations

This seminar will consider structure and process in large-scale organizations. Starting from basic theories of social organization, the course focuses upon those organizations which are planned to coordinate the efforts of large numbers of persons to accomplish specific goals. Leadership, organizational pathologies and the role of the individual are considered.

Social Change

This seminar engages in an active search for an adequate abstract model of social change. Special attention is directed to modern systems theory. Major social theories are examined for relevant contributions to an understanding of social change; contemporary patterns of change in society are documented; and limitations in attempts to guide change at different levels of social organization are noted. (Not offered in 1974-75.)

Social Demography

Demographic characteristics of the United States and appropriate techniques of analysis are studied with principal attention to the components of demographic change and their implications for social welfare. Students present original analyses of trends in contemporary population characteristics and their distribution in the United States. (Not offered in 1974-75.)

Theory in Social Work Practice

Advanced Planning

This seminar examines the origins, trends and issues of social planning with particular emphasis on social planning by social workers

as reflected in current practice and literature. Each year the seminar takes further steps in the development of a general theory of planning as a basis for research and practice.

Social Administration

Problems of organization, management and human relations in administration are examined with special reference to the relation of administration to policy formulation and the functions in the decision-making process. The approach is analytical rather than descriptive or technical. Discussions and readings are based primarily on case studies drawn from various fields of administration. Participants will each prepare administrative case studies.

Social Casework: Theories, Research and Current Issues

A seminar organized in a two-semester sequence; students may elect only semester I or both semesters. Semester I considers the history and philosophy of social casework and undertakes to analyze, evaluate and compare psycho-social theories in terms of social casework practice. Concepts, principles and critical issues underlying casework practice are examined in systems and ecological perspectives; research and its implications for practice are discussed.

In semester II attention is given to current issues, such as intervention with the poor and with racial and ethnic minorities, services in the fields of health and mental health and corrections, problems of prevention, and practice effectiveness and accountability. Implications for education and practice of new patterns of manpower utilization are considered.

Social Research

Social Statistics I

Descriptive and inferential statistics are presented with major emphasis on partial and multiple correlation and regression, and analysis of variance and co-variance. Understanding of the assumptions and conditions under which statistical operations are meaningful and discrimination in the application and interpretation of statistical tests are developed. Problems can be executed on a modern computer.

This course meets the statistics requirement for the Ph.D. degree.

Social Statistics II

Intensive study of statistical techniques and methodological issues in social research are accompanied by application in an original quantitative analysis. Among the major topics are factor analysis, path analysis, mathematical models, and the significance test controversy. (Not offered in 1974-75.)

Evaluating the Social Service Agency

This seminar focuses on specific social service agencies, evaluating them in terms of structure, efficiency, and program effectiveness. Skills in evaluative research are sharpened and key issues in evaluation are identified. The seminar combines the development of research design with the actual implementation of that design. Format includes presentations by the instructor, workshop discussions on design development, and field evaluation of agencies.

Advanced Research

In this seminar a study is made of contemporary methodological approaches to problems in social and behavioral research with application for social work. There is intensive coverage of survey research design, case study and clinical method, design of social experiments, and evaluation of social work programs.

Current Research in Social Work and Social Welfare

Representative classic and contemporary research studies in social work and related fields are critically examined with respect to the function of social work research, problem formulation and research methodology. Emphases and trends of social work research as related to current practice and theory are considered.

Formulation of Social Research

A seminar-workshop approach gives attention to the process of research development through various stages from idea to an operational project. Use of theory and use of methodology are included. Each student develops his or her own research idea throughout the course culminating in a research proposal.

Program Evaluation

Goals and designs for program evaluation are examined with special attention to problems presented by the limitations of data, variables which cannot be controlled, shifts in the program, and staff resistance to evaluation implementation. Evaluation is perceived as the process of delineating, obtaining, and providing useful information for judging decision alternatives.

Tutorial in Research

Students may arrange with members of the faculty to undertake research in an area of their interest under faculty supervision.

Other Courses

Courses in the Bryn Mawr Graduate School of Arts and Sciences may be elected as part of the student's program with the permission of the Dean of The Graduate School of Social Work and Social Research and the instructor of the course to be taken.

Graduate courses in The Graduate School of Arts and Sciences of the University of Pennsylvania are also available for doctoral students of Bryn Mawr College. For information regarding the reciprocal arrangement with the University, see the section under Admissions (page 11).

Fees

Application: \$20 (non-refundable).

Tuition

Full-time Students: \$2900 a year (1974-75).*

Part-time Students: \$500 a semester for each course or seminar.

Auditors: Fees for auditors are the same as those for students registered in courses for credit.

All students enrolled in courses are charged a materials fee of \$10 per semester.

Students enrolled in the practicum are charged a fee of \$20 a semester. In addition, students are required to meet traveling and other expenses incurred in relation to the practicum.

Continuing enrollment for Ph.D. candidates: Candidates who have completed the required academic courses including two tutorials in dissertation research and who are continuing independent work on their dissertations either in the vicinity of Bryn Mawr or in other places must retain their enrollment and degree candidacy by registering for one or more courses each semester or by paying a continuing enrollment fee of \$125 each semester.

Students who wish to present themselves for examinations must be enrolled.

Doctoral students who are not working on dissertations and not consulting with the faculty or using the library may apply to the Dean of The Graduate School of Social Work and Social Research for a leave of absence for one or more semesters. No fee is required while on leave of absence.

Payment of Fees

No reduction or refund of the tuition fee will be made on account of absence, illness or withdrawal after classes have begun, dismissal or for any other reason, except service in the armed forces of the United States.

Students whose fees are not paid before October 1 in the first semester and before February 15 in the second semester will not be permitted to continue in residence or to attend classes. Degrees will not be awarded to any student owing money to the College or any College facility.

*Faced with the rising costs of higher education, the College has had to raise tuition each of the last four years. Further increases may be expected.

BRYN MAWR COLLEGE

Summary of Expenses for the Academic Year 1974-1975

Regular

Tuition Fee	\$2900
Residence in graduate student housing	1495

Contingent

Application Fee	\$ 20
Charge for microfilming Ph.D. Dissertation	30
Continuing Enrollment Fee	250
Dispensary Fee	40
Graduation Fee for all Graduate Degrees	25
Health Insurance (United States citizens)	40
Health Insurance (foreign students)	70
Late Registration Fee ¹	10
Materials Fee	20
Practicum Fee	40
Add-Drop Fee ²	10

¹Effective after September 10.

²The period for adding and dropping courses or seminars without fee will end September 24.

History of the School

The Graduate School of Social Work and Social Research was opened at Bryn Mawr College in the fall of 1915 as the Carola Woerishoffer Graduate Department of Social Economy and Social Research. It was established as a tribute to Carola Woerishoffer, a Bryn Mawr graduate of the class of 1907, and was the first graduate program of social work education to be offered by a college or university. Subsequently the name was modified from Social Economy and Social Research to Social Work and Social Research. In August 1970, it became one of the three Schools which comprise Bryn Mawr College.

The School opened with eight graduate students; no undergraduates were admitted. Under the initial plan, two-thirds of the student's time was given to the study of theory and statistics, the remaining third to "practical investigation," with a half year spent in "field work" in a social service institution or a social welfare organization in Philadelphia or New York.

The course of study was planned for one, two, or three years, with three years required for the Ph.D. degree and one and two years for a certificate. The Master of Social Service degree replaced the two-year certificate in 1947. Its plan of "field work" and its inclusion of work in labor and industrial relations and in community organization made it somewhat different from the other early schools of social work. Under its first director, Dr. Susan M. Kingsbury, four fields of study were offered: Community Organization, Social Casework, Industrial Relations, and Social and Industrial Investigation. Included among the organizations offering field work for students in these early days were: The Family Society of Philadelphia, The Children's Aid Society, the White Williams Foundation, the Big Sister Association, the Young Women's Christian Association, the Criminal Division of the Municipal Court of Philadelphia, the Social Services Department of the University of Pennsylvania Hospital, and various social settlements.

In 1919, Bryn Mawr became one of the six charter members of the American Association of Schools of Social Work. In this period following World War I, social work education was rapidly changing in response to the continuous expansion of social work into new settings. The curricula of the schools responded to these changes in a variety of ways. At Bryn Mawr, preparation for social casework was expanded and additional courses in public welfare and social legislation were offered. However, the emphasis on research and social investigation which was central to the early curriculum of the School continued.

BRYN MAWR COLLEGE

Bryn Mawr had the first doctoral program in social work education and awarded the first Ph.D. in 1920. The doctoral program at the School of Social Service Administration at the University of Chicago followed later in the 1920s. Today twenty-five schools in the United States and Canada offer doctoral programs.

By 1935 Bryn Mawr was one of twenty-nine schools belonging to the American Association of Schools of Social Work. Twenty-five were in colleges or universities and only four were independent schools. The precedent set by Bryn Mawr in 1915 by establishing social work education as graduate study in an institution of higher learning has now become a requirement for accreditation by the accrediting body, the Council on Social Work Education, successor to the American Association of Schools of Social Work.

The Graduate School of Social Work and Social Research currently has approximately one hundred fifty full-time students. A number of factors have contributed to this expansion: the acquisition in 1958 of a separate building for the exclusive use of the School; increased Federal support for education for social work, especially scholarship aid in the form of traineeships; and the continuing support of social welfare agencies and organizations for a practicum.

There are more than eighty graduate schools of social work accredited by the Council on Social Work Education in the United States and Canada, and new schools are being founded each year. Although many changes have taken place both at Bryn Mawr and in social work education, the vision of those responsible for the design of the School at its founding has been proven by experience to have been remarkably correct.

The School now has approximately 850 living graduates. Since its inception it has granted awards to more than 1,000 persons; this includes awards of professional certificates and M.A. degrees, neither of which has been offered since 1947. The School has granted 57 Ph.D. degrees and, since 1947, more than 800 M.S.S. degrees.

At the time of its founding, the School admitted only women; since the late 1930s both men and women have been admitted and during the last ten years men have constituted an increasing percentage of the graduates.

Graduates of the School are located in all regions of the United States and many foreign countries. Their present positions range within a wide spectrum of governmental and voluntary organizations and agencies. They are widely represented in child and family welfare, community mental health, corrections, gerontology, health, housing, intergroup relations, legal services, mental retardation, prevention and treatment of alcohol addiction and drug abuse,

SOCIAL WORK AND SOCIAL RESEARCH

neighborhood organization, public education, public welfare administration, social planning, social rehabilitation, and social welfare research. Approximately half are executives, supervisors or administrators, or consultants. Recipients of the doctoral degree are chiefly in teaching and research positions. Over the course of its more than fifty-nine years, the School's graduates have contributed substantially to leadership in both public and voluntary social welfare.

Graduate Student Housing

Housing on campus is provided for about sixty-five graduate students in the Graduate Residence Center, Batten House, and the Annex. There is a separate bedroom for each student. No housing on campus is available for married students. Rooms are furnished except for rugs and curtains. Blankets are provided but students should bring towels and bed linen. (Local rental services will supply sheets and pillowcases for a modest fee. Arrangements can be made on arrival.) Private telephones cannot be installed in campus housing. Because of College fire regulations, smoking is not permitted in the bedrooms. There are smokers on certain floors. The dining room, available to all resident students, is located in the Center.

Application for a room should be made as early as possible. A room contract, which will be sent upon request, must be signed and returned to the Office of The Graduate School of Arts and Sciences with a deposit of ten dollars. The deposit will be deducted from the residence fee; it will be refunded only if the student cannot be accommodated or has been called into service in the armed forces of the United States.

A student who has reserved a room will be held responsible for the residence charge unless notice of withdrawal is sent in writing to the Dean of The Graduate School of Arts and Sciences before August 15, or unless he is drafted for military service.

The regular charge for residence (room, board and health service) for graduate students is \$1495 a year, payable one half early in the first semester and the other half early in the second. Residence on campus is provided from the opening of the College in the fall until Commencement Day; but meals are not served, and health service is not available during Christmas and spring vacations. Baggage will be accepted at the College after August 30. It should be sent prepaid, addressed to the proper residence hall, and marked with the owner's name.

Health

Medical Services

The College maintains an 18-bed infirmary with a staff of physicians and nurses. The infirmary is open when College is in session. The college physicians may be consulted without charge by students residing in campus housing and by students living off campus who have paid the dispensary fee. Specialists practicing in Bryn Mawr and Philadelphia serve as consulting physicians to the College. If consultation is necessary, the student must meet the expense.

The residence charge paid by graduate students living in campus housing entitles them to treatment in the College dispensary, and to care in the Infirmary for seven days (not necessarily consecutive) during the year, and to attendance by the college physicians during this time. After the seven-day period, the fee is \$15.00 for each day in the Infirmary.

Graduate students who do not live in campus housing may pay a \$40.00 fee which entitles them to full use of the Student Health Service. The fee is not billed automatically and is not covered by scholarship or other grants. The dispensary fee is to be paid in the Comptroller's Office where a dispensary card is issued.

The College maintains a counseling and diagnostic service staffed by two clinical social workers and three psychiatrists. They are at the Infirmary on a part-time basis. All students eligible for dispensary care may use this service. The counseling service offers confidential consultation and discussion of personal and emotional problems. Definitive and long-range psychotherapy is not available. A charge is made for visits in excess of four.

Medical Requirements

All graduate students, after admission, must file a medical history and health evaluation form with the Infirmary. There are no exceptions to this rule.

In addition to a statement of health, signed by a physician, the following are required: tetanus and polio immunizations; proof of freedom from active tuberculosis based on either a negative skin test to tuberculosis or, in the presence of a positive test, a normal chest x-ray within six months of admission.

Insurance

All graduate students are urged to carry health insurance. Students up to age twenty-five are entitled to the Bryn Mawr College Student Health care insurance at a cost of about \$40.00 per year. Those wishing more complete coverage may purchase Blue Cross and Blue Shield insurance on an individual basis, subject to screening by the insurance company. Application for College health insurance should be made through the Head Nurse in the Infirmary.

Foreign Students. The College also makes available a policy which provides fuller coverage of medical, surgical, and hospital costs. This insurance is required of all students whose permanent residence is not in the United States unless they have equally complete protection of another kind effective in the United States. The cost for students under age thirty is about \$70.00 for a twelve-month period, starting in September.

Child Care Center

Child care is available for Bryn Mawr-Haverford families at the New Gulph Child Care Center, 911 New Gulph Road (215 LA5-7649). The Center, conducted by a professional staff, incorporates age group developmental activities with high quality group care. Children, three months through five years old, are eligible. The Center is open five days a week, 9-5, at an approximate cost of \$1.25 per hour plus an additional charge for hot lunch if desired. A minimum of six hours' regular use per week is required. Following Commencement, a summer Play Program is conducted for approximately two months. Early registration for all programs is essential. For information contact the Director. Tuition for the semester is partially payable in advance.

Office of Career Planning

Graduate students are invited to make use of the services of the Office of Career Planning. These services include counseling on career interests and concerns; information on specific openings for summer, temporary and permanent, full- and part-time positions; consultation on job-hunting methods. Upon request the Office of Career Planning also collects, maintains and makes available to prospective employers the credentials of graduate students and alumnae/i. The credentials include biographical data and faculty and employer references.

Student and Alumni Associations

Student Association of The Graduate School of Social Work and Social Research

All Master's students in The Graduate School of Social Work and Social Research are eligible for membership in the Student Association. The Student Association, faculty and administration work together to promote the objectives of the School.

The Doctoral Student Association is open to all full- and part-time doctoral students. It provides an open forum for discussion of common concerns with reference to the advanced program as well as broader professional interests.

Alumni Association of The Graduate School of Social Work and Social Research

The Alumni Association of the School was organized to further the interests of the School and its alumni. This Association is part of the larger Alumnae Association of Bryn Mawr College. The Steering Committee of the Alumni Association is comprised of the following:

Faith Diaz, *Chairperson*
John Anthony
Alice Boardman
Andrew Masiuk
Ruth Mayden

Elizabeth McDaid
Susan Orkin
Louise Raetsch
Malin Van Antwerp

Recruitment of Minority Group Students

A Student-Faculty-Alumni Committee is active in recruitment of interested and qualified minority group students.

The Graduate School of Social Work and Social Research is especially interested in having minority group students explore graduate social work education at Bryn Mawr. Inquiries may be directed to the Office of Admissions, 815 New Gulph Road, Bryn Mawr, Pa. 19010.

College Facilities

Student-Faculty Lounge

There is a Student-Faculty Lounge at The Graduate School of Social Work and Social Research for the use of Social Work faculty and students.

Parking

Parking for Social Work students is available in the Erdman-College Inn parking lot with entrance on Morris Avenue. No parking by students is permitted at other places on the campus. All parking spaces at 815 New Gulph Road (The Graduate School of Social Work and Social Research) are assigned from 8 a.m. to 5 p.m.

Mailboxes

There are student mailboxes at The Graduate School of Social Work and Social Research. Mail addressed to students in the School should include 815 New Gulph Road, Bryn Mawr, Pennsylvania 19010.

Wyndham

Wyndham is the College Alumnae House where the headquarters of the Bryn Mawr College Alumnae Association is located. Graduate students are invited to use the dining and other facilities.

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Barbara Auchincloss Thacher

Alumnae Director 1970-1975

Judith Zinsser Lippmann

Alumnae Director 1971-1976

Martha Bridge Denckla

Alumnae Director 1972-1977

Barbara Bradfield Taft

Alumnae Director 1972-1978

Vera French Bates

Alumnae Director 1973-1979

Georgia L. McMurray

Alumnae Director 1974-1980

By Invitation

Nina Montgomery Dana

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Ex Officio

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Graduate School of Social

Work and Social Research

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LITTD SCD DPED *President Emeritus of the College*
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- Merle Broberg PHD (The American University) *Assistant Dean of The Graduate School of Social Work and Social Research*
- Phyllis Pray Bober PHD (New York University) *Dean of The Graduate School of Arts and Sciences*
- Mary Patterson McPherson PHD (Bryn Mawr College) *Dean of the Undergraduate College*
- Mabel L. Lang PHD (Bryn Mawr College) *Secretary of the General Faculty*
- Phillip Lichtenberg PHD (Western Reserve University) *Secretary of The Graduate School of Social Work and Social Research*
- James Tanis THD (University of Utrecht) *Director of Libraries*
- Frieda W. Woodruff MD (University of Pennsylvania) *College Physician*

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- Dolores E. Brien PHD (Brown University) *Director of Career Planning*
- John A. Briscoe MA (Harvard University) *Assistant to the President*
- Nanette Holben Jones AB (Bryn Mawr College) *Assistant to the President*
- Paul W. Klug CPA BS (Temple University) *Comptroller and Business Manager of the College*
- Ramona L. Livingston AB (William Jewell College) *Advisor to Foreign Students and Lecturer in English*
- Margaret G. McKenna AB (Bryn Mawr College) *Personnel Administrator*
- Samuel J. McNamee BS (Temple University) *Assistant Comptroller*
- Michelle Pynchon Osborn AB (Smith College) *Director of Public Information*

BRYN MAWR COLLEGE

Julie E. Painter AB (Bryn Mawr College) *Administrator of Records
and Financial Aid*

Martha Stokes Price AB (Bryn Mawr College) *Director of Resources*

Patricia Onderdonk Pruett PH D (Bryn Mawr College) *Associate
Dean of the Undergraduate College*

Thomas N. Trucks BS (Villanova University) *Superintendent of
Buildings and Grounds*

Sarah E. Wright *Director of Halls*

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Mrs. Carl Goldmark, Jr.
Mr. Shelton B. Granger
Mr. Thomas B. Harvey, Jr.
Mrs. A. G. Hawkins
Mr. Hobart Jackson
Dr. Elizabeth A. Lawder
Mr. Norman V. Lourie
The Rev. Msgr.
James T. McDonough
Mr. William Nagel
Mrs. Irene F. Pernsley
Mr. William L. Rafsky
Mr. Evan Randolph, Jr.
Mr. Sidney Repplier
Mr. Henry Scattergood
Mr. Isadore Scott
Mrs. William N. West
Mrs. Elias Wolf
Mrs. Robert M. Woodbury

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Mr. Charles Bray
Mrs. G. Robert Stallfort

Alumni Members:

Mr. William Krum
Mr. Jacob Armstrong

Student Members:

Mr. Michael Alexander
Mr. Arthur F. Silbergeld

Ex Officio:

Mr. Harris L. Wofford, Jr.
Mr. Bernard Ross
Mrs. John S. Price

Faculty of The Graduate School of Social Work and Social Research for the Academic Year 1974-1975

- M. Leslie Alexander MSS (Bryn Mawr College) *Lecturer*
Charles C. Bray PHD (University of Pittsburgh) *Associate Professor*
Merle Broberg PHD (The American University) *Assistant Dean of
The Graduate School of Social Work and Social Research and
Associate Professor*
Dennis Brunn MA (Washington University) MSW (Wayne State Uni-
versity) *Lecturer*
Sandra S. Cornelius MSS (Bryn Mawr College) *Instructor and
Coordinator of Admissions*
Sylvia Jean Gafford MSW (Atlanta University) *Lecturer*
Samuel Gubins PHD (The Johns Hopkins University) *Visiting Lec-
turer*
Jean Haring DSW (Western Reserve University) *Associate Profes-
sor (on leave semester II 1974-75)*
Stephen Holden MSS (Bryn Mawr College) *Lecturer*
Isaac C. Hunt LLB (University of Virginia) *Visiting Lecturer*
Arthur C. Huntley MD (Jefferson Medical College) *Visiting Lecturer*
Hobart C. Jackson MSS (Bryn Mawr College) *Lecturer*
Carole Joffe PHD (University of California, Berkeley) *Assistant
Professor*
Jane C. Kronick PHD (Yale University) *Associate Professor (on
leave 1974-75)*
Joyce Lewis MSS (Bryn Mawr College) *Assistant Professor and
Coordinator of Field Instruction*
Philip Lichtenberg PHD (Western Reserve University) *Professor
and Secretary of the Faculty of Social Work and Social Research*
Katherine D.K. Lower PHD (University of Wisconsin) *Professor
Emeritus*
Dolores Norton PHD (Bryn Mawr College) *Associate Professor*
Kathleen Pokstefl MSS (Bryn Mawr College) *Field Instruction Con-
sultant*
Elizabeth G. Preston MSS (Bryn Mawr College) *Lecturer*
Martin Rein PHD (Brandeis University) *Visiting Professor*
Patience B. Rockey DED (Harvard University) *Visiting Lecturer*
Bernard Ross PHD (University of Michigan) *Dean of The Graduate
School of Social Work and Social Research and Professor*

SOCIAL WORK AND SOCIAL RESEARCH

- Louis Schneiderman MSSW (Columbia University) *Lecturer*
Djordje Soc MSW (University of California, Berkeley) *Lecturer*
Milton D. Speizman PHD (Tulane University) *Professor*
Ruth O. Stallfort MSS (Simmons College), Third-Year Certificate
(Columbia University) *Associate Professor*
James Tanis THD (University of Utrecht) *Director of Libraries*
Toshio Tataru MSW (Washington University) *Lecturer*
William W. Vosburgh PHD (Yale University) *Associate Professor*
Alice Whiting MSW (University of Michigan) *Assistant Professor*
(on leave 1974-75)
Scott Wilson MSS (Bryn Mawr College) *Lecturer*
Harris Llewellyn Wofford, Jr., AB (University of Chicago) JD
(Howard University and Yale University) *President of the Col-
lege*
Greta Zybon DSW (Western Reserve University) *Associate Profes-
sor*

**Administration of The Graduate School of
Social Work and Social Research**

- Bernard Ross PHD (University of Michigan) *Dean*
Merle Broberg PHD (The American University) *Assistant Dean*
Philip Lichtenberg PHD (Western Reserve University) *Secretary of
the Faculty*
Joyce Lewis MSS (Bryn Mawr College) *Coordinator of Field In-
struction*
Sandra S. Cornelius MSS (Bryn Mawr College) *Coordinator of Ad-
missions*
Carolyn H. Lee MSS (Bryn Mawr College) *Admissions Associate*
Grace M. Irish AB (Vassar College) *Administrative Assistant*

Standing Committees of the Faculty of The Graduate School of Social Work and Social Research for 1974-75

Secretary of the Faculty
Mr. Lichtenberg

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Miss Lewis 1972-75
Mrs. Stallfort 1973-76
Miss Zybon 1974-77

Committee on Policy
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Mr. Lichtenberg *ex officio*
Miss Haring 1972-75
Miss Lewis 1973-76
Mr. Vosburgh 1974-77

*Committee on Admissions and
Financial Awards*
Mr. Broberg *Chair*
Dean Ross *ex officio*
Miss Lewis *ex officio*
Mrs. Cornelius *ex officio*
Mrs. Joffe 1974-76
Miss Zybon 1974-76

Committee on Master's Curriculum
Dean Ross *ex officio*
Mr. Bray 1973-75
Mrs. Whiting 1973-75
Mr. Speizman 1974-76
Mr. Schneiderman 1974-76

*Committee on Evaluation of
Educational Performance of
Master's Students*
Dean Ross *Chair*
Miss Lewis *ex officio*
Mr. Lichtenberg 1974-75
Mrs. Norton 1974-75

*Committee on Field Instruction
and Placement*
Miss Lewis *Chair*
Mr. Broberg *Vice-Chair*

Dean Ross *ex officio*
Mrs. Preston 1973-75
Mr. Soc 1974-76

*Committee on Initial Appointme.
to the Faculty*
Dean Ross *Chair*
Miss Haring 1974-75
Mr. Speizman 1974-75
Mrs. Preston 1974-75
2 Master's Students
1 PHD Student

Doctoral Committee

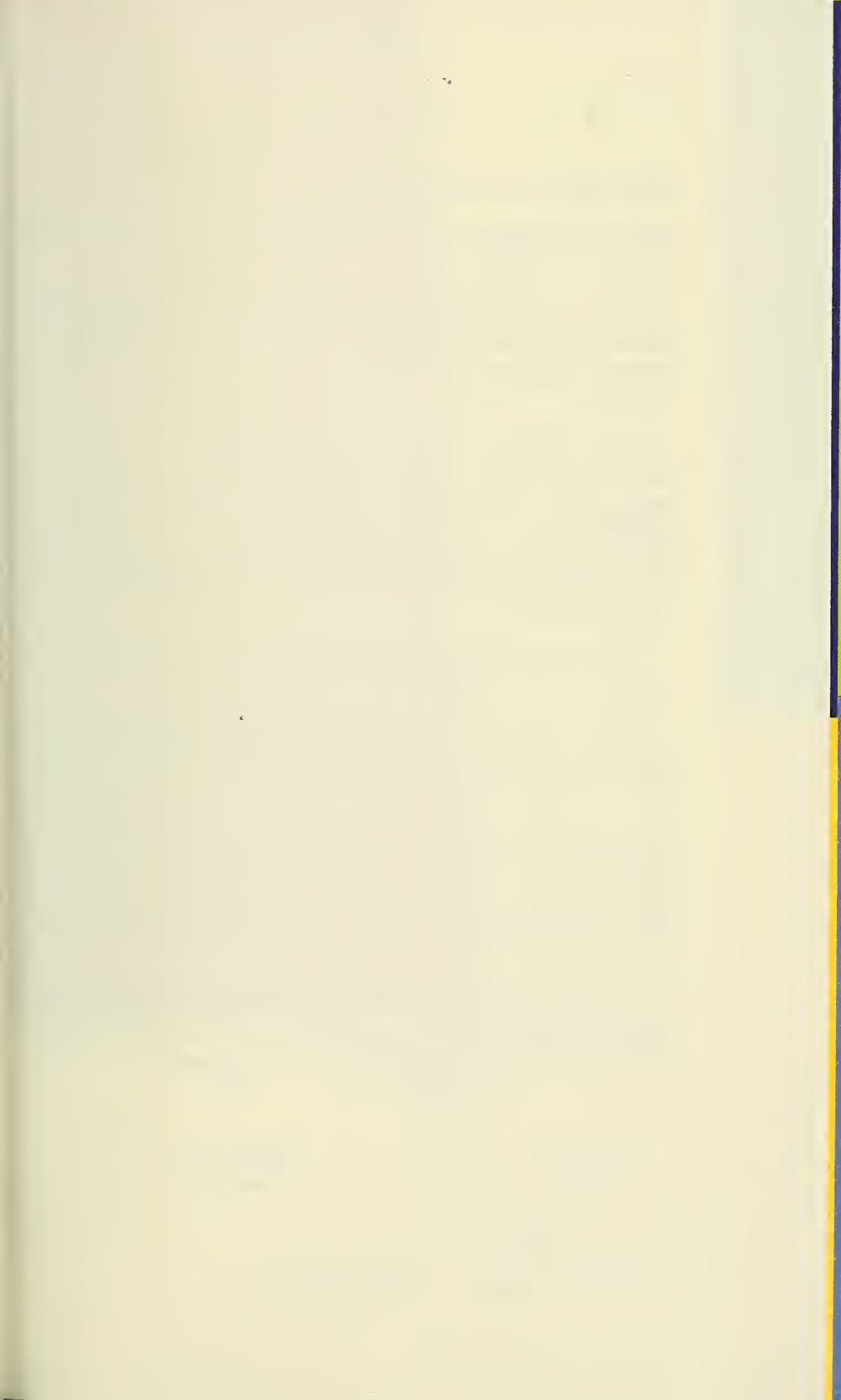
Mr. Broberg *Chair*
Dean Ross *ex officio*
Mr. Bray
Miss Haring
(on leave semester II)
Mrs. Joffe
Mrs. Kronick
(on leave 1974-75)
Mr. Lichtenberg
Mrs. Norton
Mr. Speizman
Mr. Vosburgh
Miss Zybon
and
All students enrolled in the
Doctoral Program

Representatives to the Advisory Board

Mrs. Stallfort 1974-75
Mr. Bray 1974-75

Representatives to Commi on Computer Facilities

Mr. Vosburgh
One member to be elected



Directions to Bryn Mawr

Bryn Mawr College is located approximately eleven miles west of Philadelphia and nine miles east of Paoli.

By air: From the Philadelphia International Airport take the airport limousine or SEPTA bus to 30th Street Station in Philadelphia and from there the Paoli Local to Bryn Mawr, or take a taxi or the Bennett Limousine Service directly to Bryn Mawr from the airport, a distance of 14 miles.

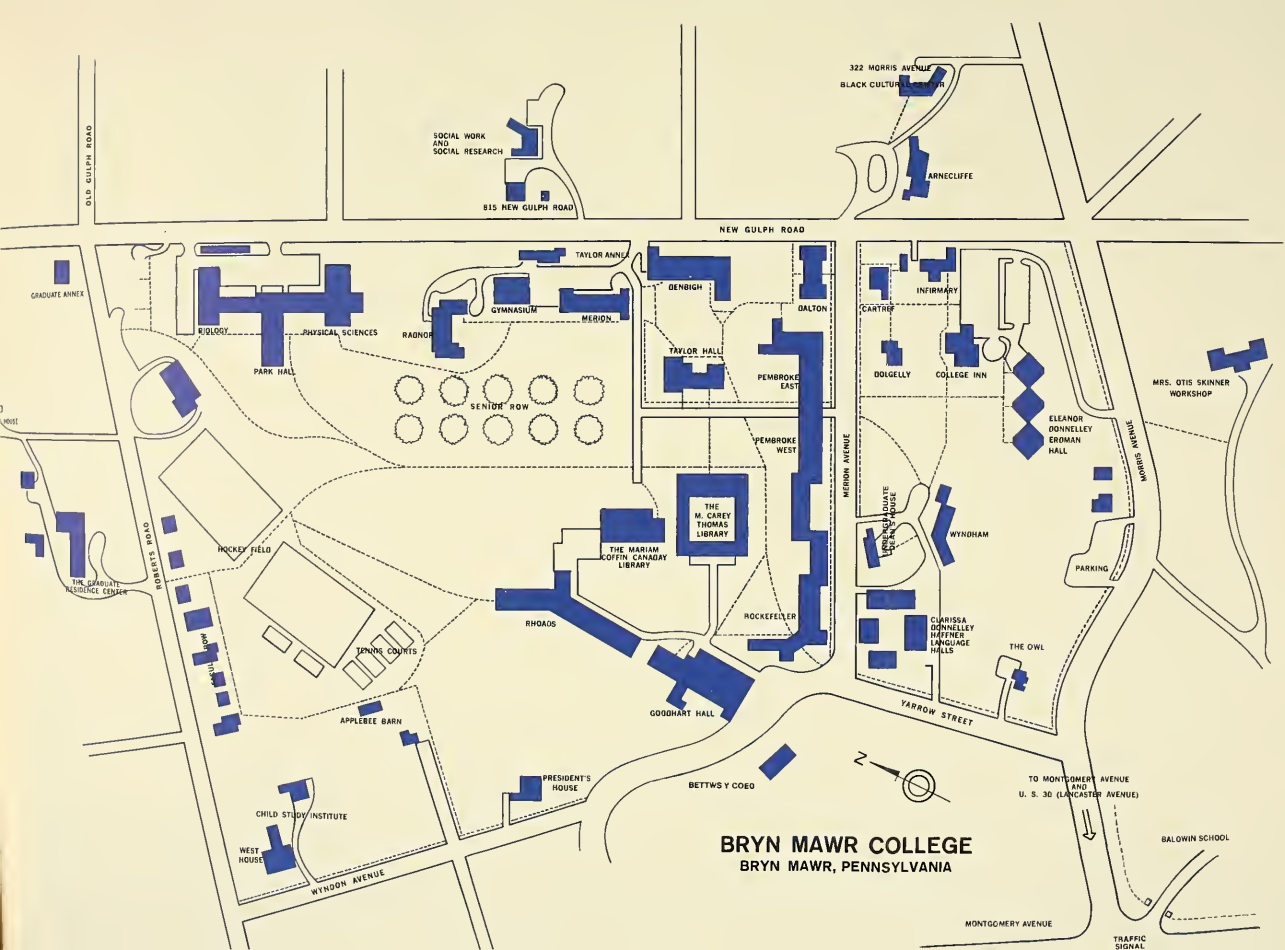
By automobile: From the east or west take U.S. 30 or the Pennsylvania Turnpike. From the Valley Forge Exit of the Turnpike, take the Schuylkill Expressway (Pa. #43—Interstate #76), turning right at exit number 36, Pa. #320, Gulph Mills, which is 3.5 miles east of the toll gate; continue into Montgomery Avenue to the town of Bryn Mawr, a distance of 4 miles from the Expressway. Turn left at the traffic light at the intersection of Morris and Montgomery Avenues and take Morris Avenue to the next traffic light. Turn left onto New Gulph Road.

Visitors may use the College parking lot, entering at Merion Gate, which is directly opposite 815 New Gulph Road.

By bus: All Greyhound buses arrive at the Philadelphia terminal at 17th and Market Streets, adjoining Suburban Station. Trailways buses arrive at 13th and Arch Streets, three blocks from Suburban Station. Take the Paoli Local from Suburban Station to Bryn Mawr.

By railroad: Connections from the east, north and south are best made from 30th Street Station, Philadelphia, on the Paoli Local of the Penn Central Railroad, which leaves the station every thirty minutes. Those coming by rail from the west are advised to leave the train at Paoli (rather than North Philadelphia) and take the Local from Paoli to Bryn Mawr.

To walk to the College from the Bryn Mawr Station, go one block to the traffic light at the intersection of Morris and Montgomery Avenues, cross Montgomery onto Morris and take the next left onto Yarrow Street, which leads directly to the campus.



BRYN MAWR COLLEGE
 BRYN MAWR, PENNSYLVANIA





Bryn Mawr
College Calendar

The Graduate School
of Arts & Sciences

1975-76



Bryn Mawr College Calendar
The Graduate School
of Arts and Sciences

Issue for the Session of 1975-76

July 1975 *Volume LXVIII Number 2*

BRYN MAWR COLLEGE CALENDAR published December, July, August and September
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at Bryn Mawr, Pa.*

Graduate Work at Bryn Mawr

Graduate education at Bryn Mawr is built upon a close working relationship between students and mature scholars. Each student begins training on the level appropriate for his individual experience, and pursues a flexible program designed for his special requirements. Small seminars provide an opportunity to share research projects and to work under the direct supervision of the faculty.

Founded in 1885, the Bryn Mawr Graduate School was the first graduate school for women in the United States. Since 1931 both men and women have been admitted; but only after 1965 were adequate funds obtained to offer support for men comparable to that offered to women. Always small in relation to other graduate schools, Bryn Mawr has expanded gradually in response to the need for men and women well prepared for teaching and research. In 1970 The Graduate School of Arts and Sciences and The Graduate School of Social Work and Social Research were organized as two distinct schools. Today, the student enrollment in The Graduate School of Arts and Sciences is about four hundred seventy.

Graduate work leading to the degrees of Master of Arts and Doctor of Philosophy is available in:

<i>Anthropology</i>	<i>History and Philosophy of Science</i>
<i>Biochemistry</i>	<i>History of Art</i>
<i>Biology</i>	<i>Latin</i>
<i>Chemistry</i>	<i>Mathematics</i>
<i>Classical and Near Eastern Archaeology</i>	<i>Mediaeval Studies</i>
<i>Economics</i>	<i>Music</i>
<i>Education and Child Development</i>	<i>Philosophy</i>
<i>English</i>	<i>Physics</i>
<i>French</i>	<i>Political Science</i>
<i>Geology</i>	<i>Psychology</i>
<i>German</i>	<i>Russian</i>
<i>Greek</i>	<i>Sociology</i>
<i>History</i>	<i>Spanish</i>

Work leading to the degrees of Master of Social Service and Doctor of Philosophy is available in The Graduate School of Social Work and Social Research.

College Calendar 1975-76

The Graduate School of Arts and Sciences

First Semester

1975

- Aug. 1 *Applications for loans due*
- Aug. 20 *Final date for filing completed applications for admission for 1975-76*
- Aug. 28, 29, Sept. 2-5, 8, 9 *Registration Period for Semester I*
- Sept. 2 *Graduate residences open*
- Sept. 4 *Convocation*
Work of the 91st academic year begins at 9 a.m.
- Oct. 4 *Spanish, Italian, Russian, Latin, Statistics examinations for M.A. and Ph.D. candidates*
- Oct. 17 *Fall vacation begins after last seminar*
- Oct. 22 *Fall vacation ends at 9 a.m.*
- Nov. 1 *German examinations for M.A. and Ph.D. candidates*
- Nov. 8 *French examinations for M.A. and Ph.D. candidates*
- Nov. 26 *Thanksgiving holiday begins after last seminar*
- Dec. 1 *Thanksgiving holiday ends at 9 a.m.*
- Dec. 1 *Final date for filing completed applications for admission for Semester II*
- Dec. 8-17 *Registration Period for Semester II*
- Dec. 19 *Winter vacation begins*

Second Semester

1976

- Jan. 12 *Convocation*
Work of Semester II begins at 9 a.m.
- Jan. 19 *Applications for M.A. candidacy due in the Office of*
The Graduate School of Arts and Sciences
- Jan. 24 *Final date for filing completed applications for scholar-*
ships (foreign students) for 1976-77
- Jan. 31 *Final date for filing completed applications for fellow-*
ships, scholarships, and grants (citizens of the United
States and Canada) for 1976-77
- Feb. 14 *French examinations for M.A. and Ph.D. candidates*
- Feb. 21 *Spanish, Italian, Russian, Latin, Statistics examina-*
tions for M.A. and Ph.D. candidates
- Feb. 28 *German examinations for M.A. and Ph.D. candidates*
- Mar. 5 *Spring vacation begins after last seminar*
- Mar. 15 *Spring vacation ends at 9 a.m.*
- Mar. 24 *Ph.D. dissertations in all fields except natural sciences*
and mathematics must be submitted to the Office of The
Graduate School of Arts and Sciences
- Mar. 31-Apr. 2 *Spring Registration Period for Semester I,*
1976-77
- Apr. 10 *M.A. papers due for candidates away from Bryn Mawr*
- Apr. 14 *Ph.D. dissertations in the natural sciences and mathe-*
matics must be submitted to the Office of The Graduate
School of Arts and Sciences
- Apr. 23 *Last day of seminars*
- May 10 *Conferring of degrees and close of 91st academic year*
Graduate residences close.

Admission to The Graduate School of Arts and Sciences

Requirements

Students must be graduates of colleges or universities of acknowledged standing. For special requirements set by individual departments, see the departmental listings beginning on page 16.

Procedure

The applicant should write to the Dean of The Graduate School of Arts and Sciences, Bryn Mawr College, Bryn Mawr, Pennsylvania 19010, for application forms, and indicate the field of special interest. The application must be supported by official transcripts of the student's complete academic record and by letters from the dean and two or more professors with whom he has done his major work. Although an interview is not required, candidates who wish to come in person to discuss their plans or the Bryn Mawr program are welcome. The applicant should write directly to the chairman of the department to arrange a meeting. No application will be considered until all the necessary documents have been received. Students are accepted for either full-time or part-time work. For citizens of the United States and Canada and foreign students living in the United States, there is an application fee of \$20.00 which is not refundable.

Graduate Record Examinations and Graduate School Foreign Language Tests

Applicants are advised to take the Graduate Record Examination Aptitude Test as well as the Advanced Tests in their fields of special interest. In certain departments these examinations are required, as indicated in the departmental listings. Inquiries concerning the Graduate Record Examination should be addressed to Graduate Record Examination, Educational Testing Service, Box 955, Princeton, New Jersey 08540 or to the Graduate Record Examination, Educational Testing Service, 1947 Center Street, Berkeley, California 94704.

Satisfactory scores in the Graduate School Foreign Language Test are accepted by some departments in fulfillment of the language requirement for higher degrees. Students should consult the departmental listings and make arrangements to take these tests at any Test Center. Applicants are encouraged to take the test within one year prior to the date they wish to enter. Interested students should write to the Graduate School Foreign Language Test, Educational Testing Service, at the address listed above.

Dates

1. *Citizens of the United States and Canada:*

Applications for admission in all departments except Education and Child Development must be complete by August 20. Applications for admission to the Department of Education and Child Development must be complete by February 1. Graduate Record Examinations: October 18, December 13, 1975; January 10, February 28, April 24, and June 12, 1976. Graduate School Foreign Language Tests: October 11, 1975; February 7, April 10, and June 26, 1976.

2. *Foreign applicants:*

The closing date for admission is August 20. Applications must include the scores of the Test of English as a Foreign Language (TOEFL), the Examination of the English Language Institute of the University of Michigan, or another approved language test. Since applications from students who desire financial aid must be completed by January 25, applicants must arrange to take language tests well before that date. Candidates offering scores of the TOEFL must register for it in September and take the test not later than October of the year preceding the year in which they wish to enter.

For information concerning the TOEFL write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. Tests are given on September 22, November 24, 1975; February 23, and May 17, 1976.

Students in departments requiring the Graduate Record Examination should also arrange to take these tests not later than October.

3. *Applicants for financial aid:*

Students wishing to apply for fellowships, scholarships, assistantships, tuition grants or other forms of financial aid must present complete applications by the following dates:

For United States and Canadian citizens:

Applicants for fellowships, scholarships, assistantships, full-time and part-time tuition grants February 1

Applicants for loans August 1

For Foreign Citizens:

Applicants for scholarships January 25

GAPSFAS forms must be submitted to the Educational Testing Service, Princeton, New Jersey 08540 by January 20 (see page 80).

Admission to Graduate Seminars and Courses

Admission to graduate seminars and courses is under the jurisdiction of the various departments. Students whose preparation is inadequate may be required to complete appropriate undergraduate courses before being enrolled in a full graduate program.

Registration

All graduate students, after consultation with the chairmen of their departments, must register at the Office of The Graduate School of Arts and Sciences in the M. Carey Thomas Library each semester during the registration period listed in the College Calendar. Changes in registration require the approval of the department chairman and the Dean.

Personal registration is an important obligation of the graduate student. Those who fail to register in the stated period will be charged a late registration fee.

Students wishing certification to outside agencies must complete a form to be signed also by the department chairman and deposited in the Office of The Graduate School of Arts and Sciences.

Continuing enrollment

Students who have completed the required academic units for the Ph.D. degree and are continuing independent work on their dissertations must retain their enrollment and degree candidacy by registering for one or more units each semester or under the continuing enrollment plan.

In addition, students who are not planning to register for academic units but who are planning (1) to present themselves for College examinations, (2) to use the College libraries or laboratories, or (3) to consult members of the faculty must register under the continuing enrollment plan. Such enrollment does not carry academic credit.

Degree Candidacy

Students become candidates for advanced degrees only after they have met departmental requirements and made formal application which has been approved by the Council of The Graduate School of Arts and Sciences.

Resources for Graduate Work at Bryn Mawr

The Mariam Coffin Canaday Library, and the eight auxiliary libraries of Bryn Mawr College, including the Art and Archaeology collection in the M. Carey Thomas Library, contain over 425,000 books and regularly receive more than 2000 periodicals as well as many scholarly series. The Library has generous hours of opening throughout the year. Books are readily accessible on open stacks and in study rooms; individual carrels are available for advanced students.

The John D. Gordan Reference Center provides a focus for reference books and services in the library. In its card catalog, the main entry cards of the Haverford College Library join those of the Bryn Mawr Library, thus bringing more than 635,000 entries into one file. In addition, the Library is a member of the Union Catalogue of Pennsylvania, which locates approximately 7,000,000 volumes in the Philadelphia area and throughout the state, including the libraries of the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the Franklin Institute, the College of Physicians, the Rosenbach Foundation, the University of Pennsylvania and Temple University.

The Rare Book Room houses the Marjorie Walter Goodhart Mediaeval Library of incunabula and mediaeval manuscripts. Important and extensive collections of early material on Latin America, Africa and Asia are to be found in the Dillingham, McBride and Plass collections. The Castle Collection expands the opportunities for the study of the graphic arts of books. In addition to these special collections are numerous other rare books and manuscripts.

Bryn Mawr has a study collection of archaeological and ethnological materials which is used for research by graduate and undergraduate students. The Ella Riegel Museum of Classical Archaeology contains examples of the Greek and Roman arts, especially vases, and a small group of pre-classical antiquities. It includes the classical Greek coins assembled by Elisabeth Washburn King and the Aline Abaecherli Boyce Collection of Roman Republican silver coins, as well as the Densmore Curtis Collection presented by Clarissa Dryden. Professor Hetty Goldman donated an extensive series of pottery samples from the excavations at Tarsus in Cilicia. Old World Paleolithic, Neolithic, Paleo-Indian, Eastern Woodland, Southwestern, Middle

Mississippian and Mexican antiquities are also represented at Bryn Mawr in addition to the Ward Canaday Collection of outstanding examples of most of the ceramic and textile traditions known of Peru.

The Geology Department has valuable materials for research including the extensive working and reference mineral collections of Theodore D. Rand and George Vaux, Jr., and 40,000 maps on deposit from the U.S. Geological Survey and the Defense Mapping Agency.

Students also use the resources of the Philadelphia area: the Philadelphia Museum of Art, the Pennsylvania Academy of the Fine Arts, the Barnes Foundation, the Rodin Museum, the Rosenbach Museum, and the University Museum of the University of Pennsylvania. They take advantage of the musical life of the city by attending the Philadelphia Orchestra and by playing or singing with local groups.

Laboratories, classrooms and libraries for Biochemistry, Biology, Chemistry, Geology, Mathematics and Physics are located in the three buildings of the Science Center. At the Center are rooms designed for work with radioactive materials, for microphotography and for glassblowing; there is a machine shop with expert machinists in charge and a workshop available to graduate students. Laboratories and classrooms for Anthropology and Psychology are in Dalton Hall. In addition to the usual equipment, apparatus and instruments for particular research projects by faculty and graduate students have been acquired, in part, through the Plan for the Coordination of the Sciences, through research grants from industry and other private sources, and from government agencies.

Through its membership in the Uni-Coll Corporation, a regional educational computer consortium, Bryn Mawr College has access to the resources and technical support of a major computing center. A high speed, remote batch terminal (printer at 600 lines per minute, card reader at 600 cards per minute) and nine teletypewriter terminals located on campus link the College with the Uni-Coll IBM 370, Model 168 computer. These facilities make available to faculty and students batch, remote job entry, and interactive computing supported by a large variety of programming systems.

Program of Study

The program of study consists of selected seminars, courses or individual work under the close direction of members of the faculty. For the sake of convenience, this program is divided into academic units which are to be completed at Bryn Mawr College. Three academic units constitute a full year's program. An academic unit may be a year's seminar or two semester seminars, one or more undergraduate courses for graduate credit, independent study in preparation for the Preliminary Examinations, or supervised units of work.

A minimum of three academic units at Bryn Mawr is required for the degree of Master of Arts. Candidates for the degree of Doctor of Philosophy generally complete three full years of graduate work which must, with certain exceptions, include a minimum of six academic units at Bryn Mawr. Of these units at least one must be a unit of supervised work on the dissertation. The dissertation units, undertaken after a student has been admitted to candidacy, may be part of the residence requirement or in addition to it.

The number of units required for the Doctor of Philosophy may be reduced to no less than four for those who have held academic appointments at Bryn Mawr College for two or more years. Students holding the A.B. degree from Bryn Mawr College shall offer a minimum of three units. The Council of The Graduate School of Arts and Sciences may, on recommendation of the departments, reduce the requirements for other students.

For the list of advanced undergraduate courses which with additional work may be accepted as graduate units subject to the approval of department chairmen and the Dean of The Graduate School of Arts and Sciences, see the departmental offerings beginning on page 16.

In many departments, members of the faculty and graduate students meet from time to time in Journal Clubs or Colloquia to discuss current research or review recent publications in their field of study.

Under the Reciprocal Plan, courses at the University of Pennsylvania Graduate School of Arts and Sciences are available to Bryn Mawr graduate students. All full-time students and such part-time students as intend to become candidates for degrees are eligible. The number of courses which may be taken at the University is limited to the equivalent of one unit per year. The procedure for registration and payment of tuition fees is the same as for students enrolled wholly at Bryn Mawr, with the exception

that the student must present a letter of introduction to the Dean of The Graduate School of Arts and Sciences of the University of Pennsylvania when registering there. The University charges a small general fee for the use of the library, a library deposit, which is refundable, and fees for late registration. Ordinarily students are not advised to undertake such work during their first year at Bryn Mawr.

Students enrolled in the program in the History and Philosophy of Science attend seminars at the American Philosophical Society and at the University of Pennsylvania and register for these at Bryn Mawr.

Equality of Opportunity

Bryn Mawr College is committed to the principle of equal opportunity in education, as in employment, without discrimination.

Summer Work

Bryn Mawr has no regular summer session on campus. Occasionally, at the invitation of members of the faculty, arrangements can be made for graduate students to continue research during the summer. The amount of credit for the work and the tuition fee to be charged depend upon the particular circumstances. Students should register for such work at the Office of the Dean of The Graduate School of Arts and Sciences early in June.

Summer Institutes in France and Spain

Bryn Mawr College offers a summer program of intensive work in significant aspects of French culture at the *Institut d'Etudes françaises d'Avignon*. Certain courses carry graduate credit. For information write to Dr. Michel Guggenheim, Department of French, Bryn Mawr College.

For a similar summer program in aspects of Hispanic culture at the *Centro de Estudios Hispánicos* in Madrid, write to Dr. Eleanor K. Paucker, Department of Spanish, Bryn Mawr College.

Degree Requirements

The Graduate School of Arts and Sciences offers programs leading to the degrees of Doctor of Philosophy and Master of Arts.

The Degree of Doctor of Philosophy

The course of study is designed to prepare students for professional careers as scholars and teachers. Candidates should have ability of high order, intellectual curiosity, critical judgment, independence, a broad general education, fundamental training in the major and allied fields, and the determination needed to carry through an exacting program.

The general requirements, to which should be added those of the various departments, are as follows:

1. Undergraduate preparation in major and allied fields which is satisfactory to the departments concerned and to the Council of The Graduate School of Arts and Sciences.

2. A minimum of three full years of work beyond the A.B. degree in major and allied fields. Graduates of other colleges must complete at least six academic units at The Graduate School of Arts and Sciences of Bryn Mawr College. Of these units, at least one must be a unit of supervised work on the dissertation. The dissertation units may be part of the residence requirement or in addition to it. The residence requirement may be reduced by the Council of The Graduate School of Arts and Sciences for candidates who have held academic appointments for two or more years at Bryn Mawr College and occasionally for others. Students who hold the A.B. degree from Bryn Mawr College must complete a minimum of three academic units at Bryn Mawr.

3. The recommendation of the student as a candidate by the director of the dissertation and the major department and the acceptance of the recommendation by the Council of The Graduate School of Arts and Sciences. Application for candidacy, on a form to be obtained at the Office of the Dean of The Graduate School of Arts and Sciences, may be made as early as the spring of the student's first year, provided that the student has been registered for two units of graduate work at Bryn Mawr.

4. Knowledge of the foreign languages, computer languages (such as FORTRAN, ALGOL, PL/I etc.), and special techniques (such as statistics) required by the individual departments. In certain circumstances, students whose native language is not English may offer English for one of the languages. These requirements must be fulfilled before the student takes the Preliminary Examinations.

5. Satisfactory Preliminary Examinations in the fields established for the candidate. These examinations are intended to test the candidate's knowledge of the principles of the subject, exemplified by the command of several fields or areas, the ability to apply knowledge to new problems, and power of organization.

6. The preparation of a dissertation worthy of publication, which presents the results of independent investigation in the fields of the major subject and contains original material, results or interpretations.

7. A satisfactory Final Oral Examination in the special fields in which the dissertation has been written.

8. The publication of the dissertation in whole or in part. Microfilming is accepted as a method of publication.

A special pamphlet describing regulations for the Ph.D. degree will be issued to students applying for candidacy.

The Degree of Master of Arts

The general requirements for the M.A. degree are as follows:

1. Undergraduate preparation in major and allied fields which is satisfactory to the departments concerned.

2. A knowledge of one modern foreign language and such additional foreign languages or special techniques as the individual departments may require. Students whose native language is not English, except for those majoring in the language and literature of their native tongue, are not required to present an additional language.

3. The completion of a satisfactory program of work endorsed by the department and accepted by the Council of The Graduate School of Arts and Sciences. Application for such endorsement must be submitted on appropriate forms to the Dean of The Graduate School of Arts and Sciences not later than one week after the beginning of the second semester of the academic year in which the candidate wishes to take the degree. The program of study must include three units of work: (1) one seminar or graduate course; (2) a second seminar or supervised unit of graduate work; (3) a third seminar or an undergraduate course recommended by the major department. If undergraduate courses are included in this last unit, they must be supplemented by additional individual work. Only one such course may be offered for the M.A. degree. Under certain circumstances advanced undergraduate courses in science can be counted as seminars, subject to the approval of the department and the Dean of The Graduate School of Arts and Sciences. Candidates whose major

MASTER OF ARTS DEGREE

department conducts a Journal Club or Colloquium are expected to include it in their program.

4. The preparation of a paper in a special field normally related to one of the seminars or units of graduate work in the candidate's program. Candidates currently at Bryn Mawr College shall submit this paper by the date set by the department. Candidates not currently on campus must submit the paper 30 days before Commencement of the academic year of the degree.

5. Each candidate, after all other requirements have been completed, must pass a Final Examination.

6. Work for the degree may be spread over several years which need not be in succession but must be included in a five-year period (60 months).

Graduate Program in Arts and Sciences 1975-76

Graduate Seminars and Courses

Graduate seminars and courses vary from year to year. Brackets designate courses or seminars not given in the current year. Undergraduate courses which may with additional work be offered for graduate credit are listed by number. The letter "a" following a number indicates a half-course given in the first semester; the letter "b" following a number indicates a half-course given in the second semester; the letter "c" following a number indicates a half-course given two hours a week throughout the year.

Special graduate requirements are listed under each department. For the general degree requirements for the M.A. and the Ph.D., see pages 13-15.

Anthropology

Professor: Jane C. Goodale PHD *Chairman*

Assistant Professors: Robert A. Braun PHD
Richard H. Jordan PHD
Philip L. Kilbride PHD
Judith R. Shapiro PHD

Prerequisites. A good undergraduate preparation in Anthropology or a closely related discipline is desirable. Students whose undergraduate training is not entirely adequate will be required to take such undergraduate courses as may seem necessary.

Language Requirements. Candidates for the M.A. or Ph.D. must offer two modern languages (French, German, Russian, Spanish). Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. For students with an excellent undergraduate preparation, the program may consist of a minimum of three units of work in seminars or advanced undergraduate courses arranged for graduate credit, one of which may be in an allied subject. The program usually takes two years. The M.A. paper may be based on an essay offered in a seminar. The Final Examination consists of one four-hour written examination, but the Ph.D. Preliminary Examinations may be substituted for the M.A. Examination. All graduate students are expected to take the M.A. before proceeding to the Ph.D., except, of course, those who enter Bryn Mawr College with an M.A.

Program and Examinations for the Ph.D. The Department emphasizes the holistic nature of the anthropological discipline and will expect each student to become familiar with various cultural, social, and archaeological approaches and the anthropology of at least two geographical regions, in addition to areas and topics of professional specialization.

The Preliminary Examinations for candidates for the Ph.D. (usually taken near the end of the third year of graduate work) will consist of four three-hour written examinations and an oral examination of one hour. One of these examinations may be in an allied field.

Since the dissertation is usually based upon field work, it is difficult for a student to obtain the degree in less than five years.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Four or five seminars are offered each semester. Rarely is the same seminar offered in consecutive years in order to allow the greatest possible choice and variety to each student over a two to three year period. For advanced students units of supervised readings are sometimes substituted for seminars. Topics of the seminars are chosen from those listed below; those being offered in 1975-76 are designated by the name of the instructor and the semester in which they will meet.

General:

[*History of Anthropology.*]

[*Cultural Theory.*]

[*Basic Principles of Anthropology.*]

Ethnology:

Melanesia: Miss Goodale (semester I).

Africa: Mr. Kilbride (semester I).

Latin America: Mr. Braun (semester II).

BRYN MAWR COLLEGE

South America: Miss Shapiro (semester II).

[*Australia.*]

[*Circumpolar Peoples.*]

[*North America.*]

[*Polynesia and Micronesia.*]

Special Topics:

Environmental Archaeology: Mr. Jordan (semester I).

Linguistic Anthropology: Miss Shapiro (semester I).

Cultural Ecology: Mr. Braun (semester I).

Ethnographic Methods: Miss Goodale (semester II).

Psychological Anthropology: Mr. Kilbride (semester II).

[*Complex Societies.*]

[*Cultural Dynamics.*]

[*Peasant Cultures.*]

[*Population Dynamics.*]

[*Religion and World View.*]

[*Social Organization.*]

[*Topics in Methods of Archaeological Analysis.*]

[*Topics in Methods of Ethnographic Analysis.*]

Prehistory:

Human Evolution and Old World Prehistory: Mr. Jordan
(semester II).

[*Africa.*]

[*Arctic Archaeology.*]

[*Middle America.*]

[*North America.*]

[*South America.*]

[*Rise of Old World Civilizations.*]

SELECTED UNDERGRADUATE COURSES

320a. *Cultural Theory*: Mr. Kilbride (semester I).

325a. *Anthropology of Women*: Miss Shapiro (semester I).

Interdepartmental 308. *Introduction to Linguistics*: Miss Dorian
(semesters I and II).

[Interdepartmental 310. *Linguistic Techniques.*]

[Interdepartmental 312b. *Field Methods in Linguistics.*]

In addition, courses at the University of Pennsylvania are available under the terms of the Reciprocal Plan (see page 11-12).

Biochemistry

Committee on Biochemistry:

Professor of Chemistry: Frank B. Mallory PHD *Chairman*

Professor of Chemistry: Ernst Berliner PHD

Professor of Biology: Robert L. Conner PHD¹

Assistant Professors of Biology: David J. Prescott PHD

Allen C. Rogerson PHD

Assistant Professor of Chemistry: Jay Maitland Young PHD²

This interdisciplinary program offers work within the Departments of Biology and Chemistry and leads to the M.A. or Ph.D. degree. It is administered by the Committee on Biochemistry, which consists of members of the two departments. Depending on their backgrounds and interests, students may enter the program either through the Department of Biology or the Department of Chemistry.

Prerequisites. Undergraduate training consisting of a major or its equivalent in either Biology or Chemistry, and one-year courses or their equivalents in Physiology, Organic Chemistry, and Physical Chemistry. Students lacking any one of these specific courses should make up this deficiency during their first year in the Biochemistry program.

Major and Allied Subjects. Students will receive their advanced degrees in either Biology or Chemistry with a major in Biochemistry. The allied field will usually be a branch of Biology or Chemistry different from Biochemistry. It may also be selected from fields in Biophysics, Physics, Mathematics, or Psychology. Other combinations may be accepted with the approval of the Committee and the Council of The Graduate School of Arts and Sciences.

Language Requirements. See the requirements set by each department.

Program and Examination for the M.A. Students who are candidates for the M.A. will usually offer one graduate course or seminar in Biochemistry, another seminar or advanced undergraduate course arranged for seminar credit and a unit of research. This unit consists of an experimental investigation carried out under the direction of a member of either department. The results of this unit must be made the subject of a written paper. The Final Examination consists of a four-hour written examination, or a three-hour written and one-hour oral examination.

¹On leave, semester II.

²On leave, 1975-1976.

Program and Examinations for the Ph.D. All students must take the core curriculum in Biochemistry, which includes Biochemistry 353, or its equivalent if taken elsewhere, and a series of graduate courses and seminars in Biochemistry. In addition, students will usually take other graduate courses or seminars, depending on their interests, in either department in order to acquire a broad general background for research or teaching in biochemistry. They will usually devote a large portion of their time to research carried out under the direction of one member of either department. The Preliminary and Final Examinations are taken in accordance with the regulations set by the department in which the student is enrolled.

For general degree requirements for the M.A. and Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

See listings under the Departments of Biology and Chemistry.

Biology

Professor: Robert L. Conner PHD *Chairman*¹

Associate Professor: Anthony R. Kaney PHD

Assistant Professors: Mary J. Koroly PHD
Patricia J. Olds-Clarke PHD
David J. Prescott PHD
Allen C. Rogerson PHD

Lecturer: Patricia O. Pruett PHD *Associate Dean
of the Undergraduate College*

Professor of History of Science: Jane M. Oppenheimer PHD

Assistant Professor of Chemistry: J. Maitland Young PHD²

Prerequisites. An undergraduate major in Biology, Zoology or Botany, including courses in General and Organic Chemistry. Some college level preparation in Mathematics and Physics is desirable. Students with majors in other subjects may be admitted but will be required to make up any deficiencies in their preparation in Biology before being admitted to graduate courses. All applicants should submit scores from the Graduate Record Examination Aptitude Test and the Advanced Test in Biology.

¹On leave, semester II.

²On leave, 1975-76.

Major and Allied Subjects. Candidates for the M.A. and Ph.D. degrees may specialize in Biochemistry, Cell Biology, Cellular Physiology, Developmental Biology, Genetics, Molecular Biology, Microbiology or Neurophysiology, but must take work also from areas not chosen for specialization. Allied subjects may be selected from fields in Chemistry, Physics and Psychology, and in special cases from other related fields, with the approval of the Council of The Graduate School of Arts and Sciences.

Language Requirements. Candidates for the M.A. degree should offer French, German or statistics. Candidates for the Ph.D. degree must offer two foreign languages: French and German (or some other language by special permission of the Department and the Council of The Graduate School of Arts and Sciences), or one foreign language and statistics. The statistics requirement may be satisfied by passing a graduate course in statistics at Bryn Mawr. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. One full year, or its equivalent, of course work in seminars and advanced undergraduate courses arranged for seminar credit and a written report on a piece of experimental work carried out under the direction of a member of the Department. Qualified students may substitute a unit of supervised research for formal course work. The Final Examination consists of a three-hour written examination covering the areas of study, and a one-hour oral examination concentrating particularly on the interpretation and significance of the experimental problem and its relation to biology more generally.

Program and Examinations for the Ph.D. The Preliminary Examinations for the Ph.D. consist of three written examinations, each of four hours' duration, and an oral examination of one to two hours. These examinations will cover the areas included in the course work in the major and allied fields. After the subject of the dissertation has been decided, the student will meet with the faculty of the Department to outline and discuss the subject and the proposed plan of research. The Final Examination is oral, covering the subject of the dissertation in relation to general biological problems.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

All seminars and advanced undergraduate courses arranged for seminar credit are offered for one semester each year. The topics considered in any semester are selected in accordance with the needs and desires of the students enrolled.

GRADUATE COURSES

Advanced Biochemistry: Mr. Prescott (semesters I and II).

A course emphasizing the biophysical and biorganic aspects of biochemistry. A detailed treatment of protein chemistry and catalysis will be included. Two hours lecture. No laboratory. Prerequisites: Biology 353, Chemistry 203.

Physical Biochemistry and Macromolecules: Mr. Rogerson (semester I).

A course examining the behavior and structure of biological macromolecules in solution. To be based on a rigorous treatment of such techniques as ultra-centrifugation, electrophoresis, isoelectric focusing, viscometry, light scattering, and hydrogen exchange as applied to the size, shape and interaction of proteins and nucleic acids. Prerequisite: permission of instructor.

Statistics: See offerings in the Graduate School of Social Work and Social Research and the Department of Psychology.

SEMINARS

Mrs. Olds-Clarke:

[*Developmental Biology*.]

Mr. Kaney:

[*Genetics* (semester II).]

A study of current literature dealing with genetic theory and problems. The seminar will include presentation and discussion of topics concerning areas of mutual interest.

Mr. Rogerson:

[*Molecular Biology* (semester II).]

This seminar will deal with a limited number of topics chosen by the students. Possible topics include the regulation of RNA and protein synthesis, regulation of enzyme and of biosynthetic pathway activity, the mechanism and control of protein and nucleic acid synthesis.

Mr. Conner:

[*Molecular Endocrinology* (semester I).]

An analysis of the current literature concerning the mode of action of hormones. Stress will be toward the molecular events initiated by steroids and catecholamines in cellular metabolism.

Mr. Prescott:

[*Neurochemistry* (semester II).]

Miss Koroly:

[*Cell Biology* (semester I).]

A seminar course stressing a study of the dependence of function on the ultrastructural organization of cellular organelles.

SELECTED UNDERGRADUATE COURSES

The following advanced undergraduate courses with supplemental work may be taken for graduate credit:

- 351b. *Problems in Genetics*: Mr. Kaney.
 352a. *Problems in Molecular Biology*: Mr. Rogerson.
 353. *Biochemistry*: Staff.
 355a. *Analysis of Development*: Mrs. Olds-Clarke.
 [354b. *Aspects of Immunology*: Mr. Rogerson.]
 [356. *Biophysics*: Miss Hoyt.]
 Int. 357a. *Computer Use in the Life Sciences*: Mrs. Pruett.

Journal Club. All members of the Department and the graduate students meet each week for a presentation of current research in Biology. Graduate students, faculty and outside speakers will participate.

Chemistry

Professors: Jay Martin Anderson PHD
 Ernst Berliner PHD *Chairman*
 Frank B. Mallory PHD
 George L. Zimmerman PHD

Associate Professor: Joseph Varimbi PHD

Assistant Professor: J. Maitland Young PHD¹

Lecturer: Frances Bondhus Berliner PHD

Assistant Professor of Biology: David J. Prescott PHD

Fields of Study and Research. The primary aim of the instruction of graduate students in the Department of Chemistry is to provide a sound background in modern chemistry and to prepare men and women for a professional career in productive scholarship, research, and teaching in chemistry. Courses and seminars are offered to enable the students to acquire a command of their chosen fields, in addition to a sufficiently broad general background so that they will be prepared for the variety of assignments in chemistry teaching or research which they may later encounter. Thesis research is the major part of the training. Research training is centered on a variety

¹On leave, 1975-76.

of investigations carried out by the members of the faculty. Currently there are active research programs involving both faculty and students in the following areas of organic, inorganic, physical, and theoretical chemistry, and of biochemistry: kinetics of electrophilic substitution and addition, relative reactivities of polynuclear aromatic systems, isotope effects, organic photochemistry, nuclear magnetic resonance as applied to substituent effects and through-space nuclear coupling, reactions in liquid ammonia and other non-aqueous solvents, photochemical cis-trans isomerizations, ultraviolet and vacuum ultraviolet absorption studies of hydrated transition metal ions, nuclear magnetic resonance as applied to nuclear relaxation, molecular collision dynamics, and enzyme mechanisms.

Under the Plan for the Coordination of the Sciences there are special opportunities for research and training in such interrelated areas as geochemistry, chemical physics, etc.

Prerequisites. An undergraduate preparation in Chemistry including courses in Inorganic, Analytical, Organic and Physical Chemistry, college Physics and Mathematics (Calculus). All applicants should submit scores on the Aptitude Test and the Advanced Test in Chemistry of the Graduate Record Examinations. Applicants lacking some of these prerequisites may be considered for admission under special circumstances in consultation with the Department.

Major and Allied Subjects. Students may specialize in Biochemistry, Organic, Inorganic, or Physical Chemistry. The allied subject for the Ph.D. may be chosen from the fields of Mathematics, Physics, Inorganic Geology, and a branch of Chemistry different from that of the major subject. Other combinations may be accepted with the approval of the Council of The Graduate School of Arts and Sciences and on the recommendation of the Department. The typical work for the allied subject would be a year's course or seminar on an approved level.

Language Requirements. Candidates for the M.A. must offer German, French or Russian. Candidates for the Ph.D. may offer German and either French, Russian or demonstrated skill in digital computation, numerical analysis and the theory of error. This skill may be demonstrated by an examination consisting of two parts, a practical part requiring the successful execution of a FORTRAN (or other equivalent language) program, and a written examination on numerical analysis and error theory, or by a satisfactory grade in an appropriate course.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Students who are candidates for the M.A. will usually offer one seminar in their special field, another seminar or advanced undergraduate course in Chemistry or an allied field and one unit of research. This unit consists of an experimental investigation carried out under the direction of a member of the Department. The Final Examination consists of a four-hour written examination, or a three-hour written and one-hour oral examination.

Program and Examinations for the Ph.D. Ph.D. students will normally be expected to devote a large portion of their time to experimental or theoretical research, carried out under the direction of a member of the Department. They will usually take all seminars offered in their special fields during their stay at Bryn Mawr, in addition to such courses as will give them a broad background in Chemistry. The Preliminary Examinations will normally be taken in the student's third year of graduate study. They consist of two four-hour written examinations and two oral examinations, each one or two hours in duration. The two written examinations will be from the candidate's major field. One will be a broad examination in the general aspects of that field. The second will be in the special field of the candidate's research, and will include questions designed to test familiarity with, and ability to interpret, material from the recent chemical literature. One of the oral examinations will be held soon after the written examinations have been completed, and will be for the purpose of clarifying and augmenting the candidate's responses on the two written examinations. The three examinations described so far must be completed within a period of five weeks. The other oral examination will involve the defense of two original chemical research proposals previously submitted by the candidate. No more than one of these proposals may deal with work related to the special field of the student's research. All four of the examinations must be completed within a period of one year. The Final Examination is oral, and is devoted to the subject matter of the student's dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

In order to meet the needs of the students and to offer them as wide a selection of topics as possible, the seminars are arranged in such a way that each one is usually given at least once within a three-year period. The topics listed below are given in one-semester seminars, counting one-half unit of credit each. Ordinarily four seminars are offered each year. Individual programs are flexible, and the contents of the seminars are likely to vary with the research interests of the students and the current research activities of the faculty.

BRYN MAWR COLLEGE

The seminars listed below are illustrative of those that have been offered in recent years.

Inorganic Chemistry: Mr. Varimbi.

Recent Methods in Organic Synthesis: Mr. Mallory.

Structure and Physical Properties of Organic Compounds:
Mr. Berliner.

Spectral Applications in Current Organic Chemistry:
Mr. Mallory.

Physical Organic Chemistry: Mr. Berliner.

Natural Products: Mrs. Berliner.

Physical Organic Aspects of Aromatic Chemistry: Mr. Berliner.

Organic Photochemistry: Mr. Mallory.

Chemistry of Heterocyclic Compounds: Mrs. Berliner.

Introduction to Chemical Physics: Mr. Zimmerman.

Introduction to Molecular Spectroscopy: Mr. Anderson.

Intermediate Quantum Mechanics: Mr. Anderson.

Photochemistry: Mr. Zimmerman.

Theory of Electrolytic Solutions: Mr. Varimbi.

Applications of Group Theory in Quantum Mechanics:
Mr. Zimmerman.

Nuclear Magnetic Resonance: Mr. Anderson.

Statistical Thermodynamics: Mr. Varimbi.

Physical Chemistry of Proteins and Nucleic Acids: Mr. Young.

Chemistry of Coenzymes: Mr. Young.

Mechanism of Enzymatic Reactions: Mr. Young.

For additional seminars in Biochemistry, see Department of Biology.

Colloquium. All members of the Department and the graduate students meet every week for a presentation of current research in Chemistry, usually by outside speakers.

SELECTED UNDERGRADUATE COURSES

The following advanced undergraduate courses may be taken for graduate credit:

301b. *Advanced Inorganic Chemistry*: Mr. Varimbi.

302. *Advanced Organic Chemistry*: Mr. Mallory, Mr. Berliner.

[303a. *Quantum Mechanics of Atoms and Molecules*.]

303b. *Atomic and Molecular Spectroscopy*: Mr. Zimmerman.

353. *Biochemistry*: Mr. Prescott, Mr. Conner.

Classical and Near Eastern Archaeology

Professors: Machteld J. Mellink PHD *Chairman*¹

Kyle M. Phillips, Jr. PHD

Brunilde S. Ridgway PHD

Associate Professors: Richard S. Ellis PHD

Carl Nylander PHD

Dean of The Graduate School of Arts and Sciences:

Phyllis Pray Bober PHD

Prerequisites. An undergraduate major in Archaeology or at least two courses in Archaeology combined with a major in Greek, Latin, Ancient History, or History of Art. It is expected that students of Classical and Near Eastern Archaeology will have a basic knowledge of Greek, Latin and Ancient History. Students with incomplete preparation in Archaeology will be advised to take selected undergraduate courses during their first year in graduate school.

Allied Subjects. Greek, Linear B, Latin, Akkadian, Hebrew, Hittite, Egyptian, History of Art, Ancient History, Anthropology, a science related to the archaeological program of the candidate.

Language Requirements. For the M.A. and Ph.D., a good reading knowledge of German and French. For the Ph.D., a reading knowledge of Greek or a Near Eastern ancient language. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. Three units of work in Archaeology or in Archaeology and an allied field. The Final Examination is written (three hour) and oral (one hour).

Program and Examinations for the Ph.D. The students spend the first two years in residence, participating in seminars and preparing for the Preliminary Examinations. The third year is usually spent at the American School of Classical Studies in Athens or at another archaeological research center abroad. Museums in Europe and the Near East are visited during this year, and participation in excavations is arranged when possible (see below).

The Preliminary Examinations, normally taken at the end of three years of graduate work, consist of four four-hour papers in selected fields such as Greek and Roman sculpture, architecture, monumental painting, Greek vase-painting, numismatics, Aegean pre-

¹On leave, 1975-76.

history, prehistory of Western Asia, Mesopotamian art and archaeology, the archaeology of Anatolia, Syria, Palestine, or Cyprus. One of the papers may be written in an allied field. The Final Examination covers the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

Excavations. The Department currently sponsors two excavation projects:

- I. An investigation of the Bronze Age habitation of ancient Lycia, in progress since 1963 at the third millennium B.C. site of Karatash near Elmali.¹ Advanced graduate students participate in this excavation which is organized as a field seminar during the fall term with full graduate credit. The program provides instruction in excavation and field techniques and gives an opportunity to visit other sites, excavations and museums in Turkey, with discussion of the problems of the Bronze Age in the Aegean and Anatolia. The final publication will be prepared on the basis of the joint field reports by the participants.
- II. The Etruscan project, started in 1966, is the excavation of the archaic site of Murlo near Siena, organized in cooperation with the Archaeological Museum in Florence. The work takes place during the summer and offers qualified graduate and undergraduate students training in excavation techniques while participating in the study of a townsite and necropolis of the sixth century B.C.²

Cooperation with the University of Pennsylvania. Attention is drawn to the courses offered by the Departments of Classical Archaeology, Anthropology, History of Art, Oriental Studies, and Biblical Archaeology at the University of Pennsylvania. Under the Reciprocal Plan, students may register for a unit of work at the University or pursue research at the University Museum.

SEMINARS AND GRADUATE COURSES

The following seminars are offered in 1975-76:

Mrs. Bober:

Antiquity in the Renaissance (semester II).

¹cf. *American Journal of Archaeology* 68 (1964) 269-278; 69 (1965) 241-251; 70 (1966) 245-257; 71 (1967) 251-267; 72 (1968) 243-263; 73 (1969) 319-331; 74 (1970) 245-259; 75 (1971) 257-261; 76 (1972) 257-269; 77 (1973) 293-307; 78 (1974) 351-360.

²cf. *American Journal of Archaeology* 71 (1967) 133-139; 72 (1968) 121-124; 73 (1969) 333-339; 74 (1970) 241-244; 75 (1971) 245-255; 76 (1972) 249-255; 77 (1973) 319-326; 78 (1974) 265-278.

Mr. Ellis:

Mesopotamian Archaeology from the Akkadian to the Old Babylonian Period (semester I).

Assyrian Reliefs (semester II).

Mr. Nylander:

Urartu and Western Iran in the Iron Age (semester I).

Problems in Mycenaean Archaeology (semester II).

Mr. Phillips:

Corinthian Pottery of the Seventh and Sixth Centuries B.C.
(semester I).

Terracotta Sculpture of Etruria and South Italy in the Archaic Period (semester II).

Mrs. Ridgway:

The Sculpture of the Parthenon (semester I).

The Architecture of Magna Graecia (semester II).

SELECTED UNDERGRADUATE COURSES

202b. *Ancient Greek Cities and Sanctuaries*: Mr. Nylander.

203b. *Greek Sculpture*: Mrs. Ridgway.

205b. *Aegean Archaeology*: Mr. Nylander.

History 205a. *The Ancient Near East*: Mr. Ellis.

206a. *Ancient Near Eastern Cities*: Mr. Ellis.

206b. *Mesopotamian Archaeology*: Mr. Ellis.

208a. *Medes and Persians*: Mr. Nylander.

301a. *Greek Vase Painting*: Mr. Phillips.

301b. *Roman Architecture*: Mr. Phillips.

303a. *Etruscan Archaeology*: Mr. Phillips.

Economics

Associate Professors: Richard B. Du Boff PHD
Noel J. J. Farley PHD *Chairman*
Helen Manning Hunter PHD

Assistant Professor: Barbara Wolfe PHD

Prerequisites. An undergraduate major in Economics, with work in such related fields as History and Political Science. Applicants with majors in other disciplines will be admitted but may first be required to pass a qualifying examination. Students whose undergraduate training in Economics is incomplete may be required to take such undergraduate courses as the Department thinks necessary.

Allied Subjects. Most subjects in the other social sciences, and in History and Philosophy, are acceptable. Mathematics and statistics are necessary to advanced work in Economics.

Language Requirements. Candidates for the M.A. and Ph.D. must show reading proficiency in one modern foreign language. Candidates for the Ph. D. must in addition either show reading proficiency in a second modern foreign language, or must show proficiency in Mathematics beyond the level required for admission to graduate seminars in Economics (i.e., beyond the level of first year college calculus and basic linear algebra). Mathematical skills will be tested by an examination to be set by the Department. The topics to be covered will be agreed upon in advance and may vary according to the student's particular field of interest in Economics.

Language skills will be tested by the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. It is expected that the work for the M.A. degree will require not less than one calendar year of graduate study. All candidates for the M.A. degree must complete three units of formal course work (seminars, courses, supervised units) prior to submitting the M.A. research paper. One of these units must be in Economic Theory, one in Statistics and Econometrics, and one in the student's special field of interest. Course examinations in each of these three fields must be passed before the candidate presents the research paper. After acceptance of the paper a Final Examination must be passed.

Program and Examinations for the Ph.D. Candidates for the Ph.D. will take as much formal course work as is necessary to prepare them for the Ph.D. examinations. The Preliminary Examinations will consist of four three-hour written papers and an oral examination; one of the written papers will be in Microeconomic Analysis and one in Macroeconomic Analysis; the other two papers will be in fields related to the candidate's major interest. The Final Oral, taken after the dissertation has been accepted, will be devoted to the subject matter of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Seminars are chosen each year from the following topics:

Mr. Du Boff:

American Economic Development.

Economic History and Growth 1750-1970.

Mr. Farley:
International Economic Development.
International Trade Theory.
International Trade Policy.

Mrs. Hunter:
Macroeconomic Analysis.
Econometrics.
Monetary Theory and Institutions.

Mrs. Wolfe:
Public Finance.
Women in the Labor Force.
Microeconomic Analysis.
Industrial Organization.

SELECTED UNDERGRADUATE COURSES

- 203a. *Statistical Methods in Economics*: Mrs. Hunter.
 222b. *History of Economic Thought*: Mr. Du Boff.
 302b. *Introduction to Econometrics*: Mrs. Hunter.
 303a. *Macroeconomic Analysis*: Mrs. Hunter.
 [304b. *Microeconomic Analysis*: Mrs. Wolfe.]

Education and Child Development

Professor: Ethel W. Maw PHD *Chairman*

Professor and Director,

Child Study Institute: Janet L. Hoopes PHD

Associate Professors: Susan E. Maxfield MS *Director*,

Phebe Anna Thorne School

Emmy A. Pepitone PHD¹

Faye P. Soffen EDD

Assistant Professor: Samuel S. Snyder PHD

Lecturers: Katharine E. McBride PHD *President Emeritus*

Beth M. Riser MA

The program prepares students for college teaching and research in Educational Psychology and Child Development, for child guidance, for school psychology, school counseling, for teaching

¹On leave, semester II.

in the schools and for early childhood education. The training is carried on in a setting of service to public and laboratory schools and the community at large. Classes, seminars and staff conferences provide opportunity for students from several related disciplines to develop competence in the team approach to the children's specialties in education, psychology and guidance agencies. Trends in physical, intellectual and emotional growth from infancy to maturity are stressed.

Bryn Mawr has program approval from the Pennsylvania Department of Education for several curriculum sequences which prepare candidates for public school professions. These courses of study include teacher education in ten liberal arts fields, school psychology and school counseling, both elementary and secondary. Students who satisfactorily complete an approved program will, on the recommendation of this department, receive the state certificate in the appropriate field.

A program of work in elementary education is under development experimentally by Swarthmore and Bryn Mawr Colleges together. After evaluation by the Colleges, the programs may be submitted to the Pennsylvania Department of Education for approval as a route to certification for elementary-school teaching. At present this work does not lead to certification, and enrollment is limited.

Prerequisites. An undergraduate preparation in the liberal arts which must include work in general Psychology. Students whose undergraduate training in Psychology is not adequate will be required to take such undergraduate courses as seem necessary. Applicants for admission are asked to submit scores of the Graduate Record Examination Aptitude Test and a statement of their academic plans and goals. Undergraduate grades of at least B level are necessary.

Major and Allied Subjects. Candidates for advanced degrees are expected to become competent in several different areas: Child Development, Clinical Evaluation, Counseling and Guidance, History and Philosophy of Education, Learning, the School as a Social Institution, Secondary Education, Elementary Education, Childhood Psychopathology. For the M.A., two fields are required. For the Ph.D., four fields must be presented. One field may be an allied field and is individually arranged. Field examinations are given once each semester.

Language and Statistics Requirements. For the M.A., students are required to pass an examination in one modern foreign language and demonstrate a working knowledge of descriptive and inferential statistics. For the Ph.D., students are required to pass an examination demonstrating reading knowledge of one modern foreign

language and competence in statistics through multiple correlation and factor analysis. The statistics requirement for both degrees may be satisfied by passing an examination or by passing an appropriate course at a satisfactory level. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Candidates will normally offer three units of graduate work in Education, although one of three may be taken in an allied field. A paper embodying the results of independent research is required. The Final Examination consists of two three-hour written examinations, one in each field offered, and a one-hour oral examination on the M.A. paper.

Examinations for the Ph.D. The Preliminary Examinations consist of four-hour written examinations in each of the fields offered. The Final Examination is an oral examination in the field of the Ph.D. dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

The Phebe Anna Thorne School and The Child Study Institute. The Phebe Anna Thorne School is maintained by the Department as a laboratory nursery school for normal children where students may observe and assist in the program for three- and four-year-olds. For those preparing for teaching, medical work with children, child welfare or guidance, the school provides opportunity for direct experience with early child development. Students preparing for early childhood education spend substantial blocks of time in the Thorne School.

The Department also operates at the College the Child Study Institute, a mental health center where problems of learning and behavior are studied and remedial measures planned and carried out with parents and children. The service is given by a staff of qualified specialists in child psychiatry, psychology, school counseling and remedial teaching. Advanced students participate at various levels of responsibility. Referrals from the schools, from physicians, social agencies and families give students the opportunity for acquaintance with a diversity of clinical material.

A separate building on the college grounds houses the Department, the Thorne School, and the Institute, with rooms equipped for nursery school teaching and for individual examination of pupils, remedial teaching, individual and group therapy, and student observation.

SEMINARS

The seminars offered are selected from the following (in most cases, laboratory practice is required). All seminars run throughout the academic year unless otherwise indicated. Some seminars are offered in alternate years.

Miss Hoopes:

Clinical Evaluation.

Childhood Psychopathology (semester II).

Advanced Theory and Practice in Clinical Evaluation.

Mrs. Maw:

Curriculum of the Elementary School (semester I).

Statistics and Measurement in Education and Child Development.

Educational Psychology.

Miss Maxfield:

Developmental Psychology.

Early Childhood Education.

Theory and Practice in Early Childhood Education.

Mrs. Pepitone:

History and Philosophy of Education.

The Social Psychology of the School.

Analysis of Social Structure and Interaction in the Classroom.

The American School.

Mrs. Riser:

The Psychology of Exceptional Children.

The Diagnosis and Remediation of Learning Disabilities.

The Treatment of Reading Disorders.

Educational Psychology.

Mrs. Soffen:

Principles and Organization of the Guidance Program
(semester I).

The Counseling Process: Theory and Practice.

The Group Process in Counseling and Guidance (semester II).

The Psychology of Occupations (semester I).

Advanced Theory and Practice in Counseling and Guidance.

Mr. Snyder:

Critical Issues in Child Development.

Adolescent Development (semester II).

SELECTED UNDERGRADUATE COURSES

301a. *Principles of Teaching in the Secondary School*: Mrs. Maw.

[302a. *Principles of Teaching in the Elementary School*: Mrs. Maw.]

306a. *Child Psychology*: Mr. Snyder.

306b. *Adolescent Development*: Mr. Snyder.

Courses 301a and 302a satisfy the student-teaching requirement of most states. Plans for registration should be made with Mrs. Maw in the spring before the student expects to take the course in the fall.

English

Professors: Robert B. Burlin PHD
K. Laurence Stapleton AB

Associate Professors: Thomas H. Jackson PHD¹
Joseph E. Kramer PHD *Chairman*

Assistant Professors: Louise K. Barnett PHD
Sandra M. Berwind PHD
Peter M. Briggs PHD
Anne Kaier PHD
Sandra I. Kohler PHD

Lecturers: Carol L. Bernstein PHD
Katrin Ristkok Burlin MA
E. Jane Hedley PHD
Eileen T. Johnston MA

Prerequisites. An undergraduate major in English or its equivalent. Students should have had some training in at least one other field of the humanities: a classical or a modern foreign literature, History, the History of Art or Philosophy. All applicants should submit scores in the Aptitude Test of the Graduate Record Examination.

Language Requirements. For the M.A. degree, a knowledge of either French or German, adequate to the reading of basic scholarly and literary texts. For the Ph.D., the student must *either* pass examinations in both French and German *or* demonstrate superior competence in one by satisfactorily completing one unit of graduate work in that language or its literature at Bryn Mawr. (In special cases, with the approval of the appropriate language department and of the Department of English, equivalent work at another university may be accepted.) With the approval of the Department, another modern language may be substituted for French or German, when it can be shown to be particularly pertinent to a projected dissertation. Students working toward the doctorate are also required to show

¹On leave, 1975-76.

evidence of an adequate knowledge of Latin or Greek. It is expected that the doctoral candidate will satisfy these requirements at the beginning of his second year of graduate study; they must be completely satisfied before the doctoral candidate may present himself for the Preliminary Examinations.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work in English or two in English and one in an allied field. The M.A. paper is due on April 23. The Final Examination is written, four hours in length, and on the general field of the M.A. paper. (If the M.A. courses are completed in one year, the paper and the Final Examination are frequently deferred through the following summer.)

Program and Examinations for the Ph.D. Work of the Department is carried through small seminars and supervised units of independent study. Six units of graduate work are required, one of which may be in an allied field. Candidates will be expected to spend at least one year in full-time graduate work. The program must include some training in Old or Middle English or in the History of the English Language.

After acceptance for doctoral candidacy, the student will take Preliminary Examinations in five parts: four written (four hours each) and an oral (one or two hours). One written examination may be in an allied field. The choice of the four fields will be determined by the student in consultation with the graduate advisor and the departmental examiners who will form the Supervising Committee. The candidate is expected to demonstrate a balanced knowledge of different periods.

Before proceeding with the dissertation, it is expected that the doctoral candidate will submit a prospectus to be discussed with the departmental members of the Supervising Committee. The Final Examination is in the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Since most seminars run through the year, students must begin work in the first semester.

Mr. Burlin:

Chaucer.

[*Middle English.*]

- Mr. Kramer:
Shakespearean Contexts.
- Miss Stapleton:
[Milton.]
Studies in Poetry.
- Mrs. Bernstein:
Nineteenth Century English Novel.
- Mr. Jackson:
[*Twentieth Century Literature.*]
- Mrs. Berwind:
[Yeats.]
James and Joyce (semester I).
- Mr. Briggs:
Swift and Pope (semester II).

SELECTED UNDERGRADUATE COURSES

- 315b. *The Poetry of Spenser*: Mrs. Hedley.
326a. *Theater of Ben Jonson*: Mr. Kramer.
355b. *Major Victorian Poets*: Mrs. Johnston.
358a. *Jane Austen*: Mrs. Burlin.
358b. *Women Writers: Novels of the Mind*: Mrs. Burlin.
364b. *William Faulkner*: Mrs. Barnett.
367a. *Contemporary American Poetry*: Mrs. Kohler.
376a. *Virginia Woolf and E. M. Forster*: Miss Kaier.
385a. *Problems in Satire*: Mr. Briggs.

French

Professors: Gérard Defaux D ès L¹
Michel Guggenheim PHD
Pauline Jones PHD *Chairman*
Mario Maurin PHD

Visiting Professor: Marcel M. Gutwirth PHD

Associate Professor: Catherine Lafarge PHD²

Assistant Professor: Grace A. Savage PHD

¹On leave, 1975-76.

²On leave, semester I.

Prerequisites. An undergraduate major in French, based on study in school and at least three years of college French, including some advanced work in literature, with evidence of ability to present reports and carry on discussion in French. Training in Latin corresponding to at least two years' study in school is advisable.

Applicants should submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations taken within two years of the date on which they wish to begin graduate studies at Bryn Mawr. Candidates are expected to support their application by at least one essay written in French for an advanced undergraduate course or graduate seminar previously taken, as well as by an essay written in English. They are strongly urged to arrange for a personal interview with a member of the Department.

Major and Allied Subjects. Students specialize in French literature from the Middle Ages to the present. Successful completion of a course in Old French Philology and Mediaeval French Literature is required of Ph.D. candidates. In special cases and with the consent of the Department, one of the following may be accepted as an allied subject: any literature, ancient or modern; Comparative Philology; European History; Philosophy; History of Art.

Language Requirements. For the M.A. degree, one Romance language, or German, or evidence of extensive training in Mediaeval Latin or advanced Latin. For the Ph.D. degree, a reading knowledge of two languages (including one Romance language other than French), or at least one unit of graduate work in a Romance literature other than French, or in German literature. Students may satisfy the latter requirement by completing satisfactorily one unit of graduate work at Bryn Mawr. In special cases, with the approval of the appropriate language department, and of the Department of French, equivalent work at another university may be accepted.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Candidates will offer two units of graduate work in French and a third unit in either French or an allied field. An M.A. paper on a topic related to the work in one of the seminars is required. The Final Examination consists of a three-hour written examination and a one-hour oral examination, both in French.

Admission to Candidacy for the Ph.D. After completing three full units of graduate work at Bryn Mawr, students are required to pass a qualifying examination before admission to doctoral candidacy. The paper and Final Examination required for the completion of the

Bryn Mawr M.A. program may be substituted for the qualifying examination.

Program and Examinations for the Ph.D. Candidates will offer six units of graduate work, one of which may be in an allied field. Suitable related fields should be discussed with the department concerned and with the Department of French.

Students are encouraged to study and do research abroad whenever appropriate and feasible. Opportunities for summer study are provided by the graduate courses given at the Bryn Mawr *Institut d'Etudes Françaises d'Avignon*. Under the terms of an exchange agreement between Bryn Mawr College and *L'Ecole Normale Supérieure de Fontenay-aux-Roses*, a *poste de répétitrice* is available at Fontenay each year for an advanced doctoral candidate recommended by the Bryn Mawr Department of French.

The Preliminary Examinations consist of four papers written in French, and an oral examination. The Final Examination is oral and covers the field in which the dissertation has been written.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

An introductory course in Old French Philology and Mediaeval French Literature is offered every two years. Students wishing further work in this field may register for a unit of supervised work at Bryn Mawr or attend graduate courses at the University of Pennsylvania. Graduate seminars in selected fields of French Literature are given each year, so arranged that the same one will not be given in successive years. The seminars, conducted in French, are selected from the following:

Mr. Defaux:

- [*Rabelais, Montaigne.*]
- [*Villon, Charles d'Orléans, Marot.*]
- [*Les Conteurs au XVIe siècle.*]
- [*Poètes du XVIe siècle.*]

Mr. Guggenheim:

- Rousseau et le préromantisme* (semester I).
- [*Précieux, mondains et moralistes du XVIIe siècle.*]
- [*Voltaire.*]

Miss Jones:

- Verlaine et Rimbaud* (semester II).
- [*Baudelaire, Mallarmé, Laforgue.*]
- [*Vigny et Camus.*]

BRYN MAWR COLLEGE

Miss Lafarge:

Le Thème de Paris dans la littérature du XVIIIe siècle
(semester II).

[*Diderot, Marivaux, Stendhal, Giraudoux.*]

[*Le Thème de la prison au XIXe siècle.*]

Mr. Maurin:

Le Théâtre de 1940 à 1960 (semester I).

[*L'Autobiographie de Chateaubriand à Sartre.*]

[*Réalisme et naturalisme.*]

[*Romancières des XIXe et XXe siècles.*]

[*Valéry, Claudel, Proust, Gide.*]

[*Travaux pratiques sur la littérature moderne.*]

Mrs. Savage:

L'Art du conte et de la nouvelle des Cent Nouvelles Nouvelles à
Flaubert (semester I).

[*Philologie et littérature médiévales.*]

Mr. Gutwirth:

Racine (semester II).

SELECTED UNDERGRADUATE COURSES

[301. *French Lyric Poetry.*]

[303. *French Novel.*]

[304. *French Essayists and Moralists.*]

[305a. *Le Roman du XXe siècle.*]

305b. *La Vision de la femme dans la littérature française:*
Miss Lafarge.

306a. *Ecrivains engagés de Montaigne à Sartre:* Mr. Guggenheim.

306b. *Le Théâtre de 1880 à 1939:* Mr. Maurin.

Courses offered at the *Institut d'Etudes françaises d'Avignon*
Molière or *Racine*.

Les Fleurs du Mal or *Rimbaud*.

Le Surréalisme.

Travaux de traduction et de stylistique.

Preparatory course for degree candidates in other departments:

Reading French. This course, which does not carry academic credit, is designed to assist students in meeting the language requirements for advanced degrees. An extra charge will be made. Specific information may be obtained from The Graduate School of Arts and Sciences during registration.

Geology

Associate Professors: Maria Luisa B. Crawford PHD
William A. Crawford PHD
Lucian B. Platt PHD *Chairman*

Assistant Professors: W. Bruce Saunders PHD
George C. Stephens PHD

Prerequisites. A bachelor's degree in a natural science or Mathematics. Students who have not majored in Geology will be expected to make up deficiencies in their preparation during their first years of graduate study.

Major and Allied Subjects. Students may specialize in Economic Geology, Geochemistry, Mineralogy-Petrology, Paleontology-Stratigraphy or Regional and Structural Geology. The allied subject for the Ph.D. may be either another field of Geology or any one of the other natural sciences or Mathematics; other subjects may be accepted in special cases.

Language Requirements. For the M.A. degree, one of the following: Russian, German, or French. Candidates for the Ph.D. degree may offer two foreign languages from the following: Russian, German, or French; or one language from this list and proficiency in digital computation or statistics. This proficiency will be tested by the Department or may be demonstrated by the satisfactory completion of an appropriate course.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work, of which one will usually be a special piece of field or laboratory research. The Final Examination consists of a four-hour written test and a one-hour oral.

Program and Examinations for the Ph.D. Candidates will spend a major portion of their time on a research problem; ordinarily, this will involve field mapping and collecting, together with laboratory study. The number of units of course work to be taken will depend on the student's preparation. The Preliminary Examinations will test general background in Geology, the candidate's special field, and either an allied subject or an additional field in Geology.

Every graduate student in the Department is expected to assist in the on-going work of the Department.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Five or six seminars are offered each year, to be selected from the following general topics:

Mrs. Crawford:

Metamorphism.

The physical and chemical processes of metamorphism, accompanied by regional studies. A study of petrofabrics may be included. Prerequisite: Geology 303a, *Thermodynamics for Geologists*, or its equivalent.

Mineralogy.

The optical, chemical and X-ray study of selected mineral groups.

Petrofabrics.

A field and microscopic study of deformed rocks. Introduction to the universal stage.

Mr. Crawford:

Geochemistry and Analytical Techniques.

The distribution and behavior of the elements as applied to geologic problems, combined with instruction in wet chemical and instrumental means of silicate analysis. Mechanical separations and experimental petrology.

Igneous Petrology.

Selected subjects in the structure, physical chemistry and origin of igneous rocks. Prerequisite: Geology 303a, *Thermodynamics for Geologists*, or its equivalent.

Mr. Platt:

Structural Geology.

Modern concepts in structural geology and theories of deformation.

Tectonics.

Stratigraphic and structural relations of mountain ranges leading to analysis of their origin.

Mr. Saunders:

Paleontology.

Study of selected animal groups in geologic time according to the interests and needs of the students.

Sedimentary Petrology.

The constitution and the origin of sedimentary rocks; their source, transportation and deposition.

Mr. Stephens:

Ore Deposits.

Nature and occurrence of metallic ores and their depositing solutions. Introduction to ore microscopy.

Exploration Geophysics.

Gravity and magnetics in the regional and local search for mineral deposits.

SELECTED UNDERGRADUATE COURSES

- 302b. *Advanced Paleontology*: Mr. Saunders.
 303a. *Thermodynamics for Geologists*: Mr. Crawford.
 304. *Petrology*: Mr. Crawford, Mrs. Crawford, Mr. Saunders.
 305b. *X-ray Crystallography*: Mrs. Crawford.
 306b. *Stratigraphy*: Mr. Platt.

German

Professor: Hans Bänziger PHD

Associate Professors: Nancy C. Dorian PHD
 Gloria Flaherty PHD *Chairman*

Assistant Professor: James W. Scott PHD

Prerequisites. An undergraduate major or minor in German or an equivalent preparation. All applicants are requested to submit scores in the Aptitude Test and Advanced German Test of the Graduate Record Examinations.

Major and Allied Subjects. Students may specialize in either German literature or German philology. One of these two fields or an area in the humanities, especially the literatures, may serve as the allied subject. Graduate students are encouraged to acquaint themselves with the theory and practice of teaching German.

Language Requirements. Normally French for the M.A.; French and another language for the Ph.D., preferably Latin. With the approval of the Department, the satisfactory completion of a graduate seminar at Bryn Mawr in a foreign literature other than German may be offered for one language requirement. In special cases, with the approval of the appropriate language department, and of the Department of German, equivalent work at another university may be accepted.

Language skills are tested by the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service; should there be no GSFLT for a student's specialty, she or he should apply to the department for examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

All graduate students are required to complete the Bryn Mawr M.A. Should a student have an M.A. in German from another institution, she or he will be expected to take a four-hour qualifying examination in German literature and/or Germanic philology after one full year of study and before proceeding to do the remaining units in preparation for the Ph.D. Preliminary Examinations.

Program and Examination for the M.A. The program consists of three units in German literature or in German literature and an allied field. In addition to acquainting the student with the field in general, the M.A. program introduces various methods of literary criticism. Every candidate must present a paper which represents satisfactory evidence of independent research. The Final Examination consists of a three-hour written examination and an oral examination of one hour.

Program and Examinations for the Ph.D. Every candidate must fulfill certain requirements in German literature and Germanic philology. Those majoring in Germanic philology take a minimum of one unit in German literature and will select the following courses: History of the German language, Gothic, Old High German, Middle High German, structural linguistics, and either Old English or Old Norse. Those majoring in German literature will take a minimum of one unit in Germanic philology and will normally take one unit each in the mediaeval, classical, and modern periods, as well as at least one genre course. The German Department encourages its students to participate in seminars given by other departments. It also encourages its students to study abroad and draws attention to the Anna Ottendorfer Memorial Research Fellowship for study at a German university. The Preliminary Examinations consist of four written tests, one of which must be taken in an allied field, and an oral examination. The Final Examination covers the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Mr. Bänziger:

Gottfried Keller and German Realism (semester I).

[*Hofmannsthal and Rilke.*]

Franz Kafka. (semester II).

[*Thomas Mann and Max Frisch.*]

Miss Dorian:

[*Comparative Germanic.*]

[*Old High German.*]

[*The Structure of German.*]

Miss Flaherty:

- [*Bibliography and Methods in Criticism.*]
- [*German Baroque Literature.*]
- [*Goethe and Schiller.*]
- [*Romanticism.*]

Mr. Scott:

- [*The Legend.*]
- Middle High German Literature* (semester I).
- [*German Renaissance Literature.*]

SELECTED UNDERGRADUATE COURSES

- 301b. *History of the German Language*: Miss Dorian.
- [303a. *Modern German Prose*: Mr. Bänziger.]
- 304b. *The German "Novelle"*: Mr. Scott.
- 305a. *The Modern German Drama*: Mr. Bänziger.
- [310b. *Lessing and the Enlightenment*: Miss Flaherty.]

Preparatory course for degree candidates in other departments:

Reading German. This course, which does not carry academic credit, is designed to assist students in meeting the language requirements for advanced degrees in fields other than German. An extra charge will be made. Specific information may be obtained from The Graduate School of Arts and Sciences during registration.

Greek

Professor: Mabel L. Lang PHD *Chairman*

Assistant Professors: Gregory W. Dickerson PHD
Richard Hamilton PHD¹

Lecturer: Peter M. Smith PHD

Prerequisites. An undergraduate major or minor in Greek, based on at least four years of college Greek, or the equivalent, with representative reading from Greek literature and history which, in the opinion of the Department, provides an adequate basis for graduate work. It is expected that all graduate students in Greek will have some knowledge of Latin.

Allied Subjects. Any literature, ancient or modern, Ancient History, Ancient Philosophy, Classical Archaeology, Linguistics..

¹On leave, 1975-76.

BRYN MAWR COLLEGE

Language Requirements. French and German for both the M.A. and the Ph.D. Language skills may be tested by either examinations administered by Bryn Mawr College or the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of two units of graduate work in Greek and a third unit in an allied field. Before admission to the Final Examination candidates must pass an examination in Greek sight translation. The Final Examination consists of a three-hour written examination and an oral examination of one hour.

Examinations for the Ph.D. Before admission to the Preliminary Examinations candidates must pass a rigorous examination in Greek sight translation. The Preliminary Examinations consist of four written papers, one of which shall be in an allied subject, and an oral examination. The fields from which the three major papers may be selected include: Epic Poetry (with emphasis on Homer), Lyric Poetry (with emphasis on Pindar), Tragedy, Comedy, the Orators, the Historians, the Pre-Socratics, Plato, Hellenistic Poetry and various periods of Greek history. The Final Examination covers the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Miss Lang: *Homer*.

Mr. Dickerson: *Aristophanes* (semester I).

Mr. Smith: *Euripides* (semester II).

SELECTED UNDERGRADUATE COURSES

101. *Herodotus and Tragedy*: Mr. Dickerson.

201. *Plato and Thucydides; Tragedy*:

Mr. Dickerson, Mr. Smith.

202a. *Homer*: Mr. Smith.

301. *Lyric Poetry; Aeschylus and Aristophanes*:

Mr. Dickerson, Mr. Smith.

303a. *Advanced Prose Reading*: Mr. Smith.

History

Professors: Charles M. Brand PHD
Arthur P. Dudden PHD *Chairman*
Mary Maples Dunn PHD
Elizabeth Read Foster PHD
Barbara M. Lane PHD
Jane M. Oppenheimer PHD
J.H.M. Salmon LITD¹
Alain Silvera PHD
James Tanis THD *Director of Libraries*

Assistant Professor: Stephen Poppel PHD

Lecturers: Wendell P. Holbrook AB
Phyllis S. Lachs PHD *Associate Dean*

Prerequisites. A thorough undergraduate preparation in History, the humanities and the social sciences. Students who wish to work in ancient or mediaeval fields must be able to read the essential ancient languages. Those planning work in Modern European History or American History must have a reading knowledge of one modern language, preferably French or German, upon entrance. Those planning doctoral programs should have two languages upon entrance or acquire the second language at once. Applicants are urged to take the Graduate School Foreign Language Test of the Educational Testing Service (GSFLT) before beginning their graduate studies.

Language Requirements. Students must offer at least one modern foreign language, to be approved by the Department, for the Master's degree. Students who wish to continue work toward the Ph.D. must have completed the examinations in two modern foreign languages, to be approved by the Department, by the end of their second academic year of graduate work. Students entering with the M.A. must complete these requirements during their first academic year at Bryn Mawr. The time limit for part-time students is determined by the academic year, not by the number of units completed. Candidates for the Ph.D. in ancient or mediaeval history must also demonstrate ability to read one classical language. Directors of research may also require demonstration of ability in special techniques.

Language skills may be tested by either the GSFLT or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

¹On leave, semester I.

Program and Examination for the M.A. The program consists of three units of work in History or in History and an allied field, together with a paper and a final examination. The Final Examination is written, and is usually four hours in length.

Program and Examinations for the Ph.D. All students are expected at some time to take a seminar or course in which some aspects of historiography and historical method are studied. The Preliminary Examinations test the student's competence in four fields of History, or in three fields of History and one field in an allied subject. For example, allied work in Mediaeval Literature, Art, or Philosophy is usually recommended to students of Mediaeval History, and one of these may be offered in the Preliminary Examinations. Students whose dissertations are in American History will be required to take at least two fields in Modern European History. Students specializing in English History must offer at least two fields of Mediaeval or Modern European History for examination. The field of the projected dissertation will be included in the Preliminary Examinations.

The Final Examination is intended to test the candidate's knowledge of the special field or fields in which the dissertation has been written, and to discuss plans for publication.

Fields of Specialization Available. Master's and doctoral programs should be developed from seminars and courses available. Research for these and dissertations should grow out of seminars and units offered by the History Department and those departments allied with it.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

The seminars are arranged to allow the fullest possible choice for students over a two- or three-year period of study. Normally the same seminar will not meet two years in succession. Topics listed below indicate the area in which seminars will be offered according to the needs of students.

Ancient History

Students should consult pages 46 and 56 where the offerings of the Departments of Greek and Latin are listed.

Mediaeval and Renaissance History

Mr. Brand:

Topics in Mediaeval History.
[*The Fifth and Sixth Centuries.*]
[*The Twelfth Century.*]

Early Modern European History

- Mr. Salmon:
 [*French Political Ideas from the Wars of Religion to the Enlightenment.*]
- Mr. Tanis:
 [*The Reformed Reformation in Northern Europe.*]
 [*Selected Topics in Sixteenth Century Religious Turmoil.*]

Modern European History

- Mrs. Lane:
Modern Germany: National Socialism, Bauhaus (semester II).
 [*Topics in the History of Twentieth Century Europe.*]
- Mr. Poppel:
 [*Topics in the History of Nineteenth and Twentieth Century Europe.*]
- Mr. Silvera:
The French Third Republic.
 [*Europe in the Near East.*]

American and British History

- Mr. Dudden:
 [*The Progressive Era.*]
 [*The New Deal.*]
 [*The United States in the Second World War.*]
 [*Topics in Recent American Social History.*]
- Mrs. Dunn:
 [*Seventeenth Century America.*]
 [*Eighteenth Century America.*]
Social History of Colonial America.
- Mrs. Foster:
 [*Parliament in the Early Stuart Period.*]
 [*Social and Economic History of the Early Stuart Period.*]
- Mr. Tanis:
 [*Puritanism and the Great Awakening.*]

Methodology and Historiography

- Mr. Krausz:
Philosophy of History.
 (Offered in the Department of Philosophy.)
- Mr. Salmon:
 [*Readings in Eighteenth Century Historiography.*]
- Mr. Tanis:
 [*Historiography of the Reformation.*]

BRYN MAWR COLLEGE

African and Afro-American History

Topic to be announced.

History of Science

Miss Oppenheimer:

Embryology and Ethics: Historical Perspectives.

SELECTED UNDERGRADUATE COURSES

300 level courses may, with additional work, be offered for graduate credit.

312b. *Women in Colonial America*: Mrs. Dunn.

314. *History of Scientific Thought*: Miss Oppenheimer.

315a. *Topics in Modern British History*: Mrs. Lachs.

335a. *Blacks in the American City*: Mr. Holbrook.

360. *England Under the Tudors and Stuarts*: Mrs. Foster.

375b. *Topics in the History of the Renaissance*:

Mr. Salmon.

380b. *Topics in the Enlightenment*: Miss Oppenheimer.

History and Philosophy of Science

Director: José María Ferrater Mora *Lic F L*

Advisory Committee: Ernst Berliner *PHD*

Mary Maples Dunn *PHD*

Michael Krausz *PHD*

Jane M. Oppenheimer *PHD*

At the University of Pennsylvania

Professors: Arnold W. Thackray *PHD* *Chairman*

John E. Brainerd *SCD*

Thomas Park Hughes *PHD*

Assistant Professor: Mark B. Adams *PHD*

At the American Philosophical Society

Whitfield J. Bell, Jr. *PHD*

This program within the Department of History has been developed in collaboration with the American Philosophical Society and the Department of the History and Sociology of Science at the

University of Pennsylvania. Courses taken at any of the participating institutions may be credited toward an advanced degree.

Prerequisites. Undergraduate preparation in science, philosophy, and history.

Major and Allied Subjects. The student's major subject will be History of Science, to be supported by intensive work in the field of history related to his special area of interest. Allied subjects may be philosophy and other areas in science and history.

Language Requirements. Students must offer at least one modern foreign language, to be determined by the Department, for the Master's degree. Students who wish to continue work toward the Ph.D. must have completed the examinations in two modern foreign languages to be determined by the Department before taking the Preliminary Examinations.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of at least two units of work in the History of Science and one unit of work in a related field of History or Philosophy. The Final Examination is written, and is usually four hours in length.

Program and Examinations for the Ph.D. The Preliminary Examinations test the student's competence in four general fields, three in the History of Science and one in a related field of History or Philosophy. The Final Examination covers the field of the dissertation which must be in History of Science.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Miss Oppenheimer:

Embryology and Ethics: Historical Perspectives.

*Mr. Adams:

Nature Versus Nurture: Eugenics and Related Movements, 1860-1930 (semester I).

*Mr. Brainerd:

History of Technology (semester I).

*Mr. Thackray:

Seminar in Social History of Science (semester I).

*At the University of Pennsylvania.

SELECTED UNDERGRADUATE COURSES

314. *History of Scientific Thought*: Miss Oppenheimer.
Philosophy 310b. Philosophy of Science: Mr. Krausz.
History 380b. Topics in the Enlightenment: Miss Oppenheimer.

History of Art

Professors: Charles Mitchell B LITT LITT D
James E. Snyder MFA PHD

Associate Professor: Charles G. Dempsey MFA PHD *Chairman*

Assistant Professor: Steven Z. Levine PHD

Lecturer: Dale Kinney MA

Museum Assistant: Elizabeth G. Higdon

Dean of The Graduate School of Arts and Sciences:
Phyllis Pray Bober PHD

Field of Study. The history of Western art from early Christian to modern times.

Prerequisites. The normal prerequisite for admission is undergraduate training in art-history, but students with special abilities or sound training in cognate disciplines are exceptionally admitted.

Allied Subjects. History, Archaeology, Classics, Modern Languages; others, exceptionally, by arrangement.

Language Requirements. Students are expected to read or to be learning the languages necessary for their special fields of study and not to delay their research by lack of linguistic competence. Advanced study of Western art-history normally involves a working knowledge of Latin, French, German and Italian. Both M.A. and Ph.D. candidates are required to prove by examination their knowledge of two modern foreign languages.

Language skills will be tested by the examinations administered by Bryn Mawr College. Entering students may offer scores of the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. (a) Three units of graduate work, one of which may be in an allied field, (b) an extended paper on an approved topic, (c) a written (or written and oral) examination to test the candidate's ability to place this topic in its art-historical context.

Program and Examinations for the Ph.D. Prime emphasis is placed on a program of study and research leading to the dissertation, and students normally begin to work under a personal supervisor soon after entry. The Preliminary Examinations consist of four written papers and an oral examination on four areas of art-history (or on three and one allied subject). After two or three years at Bryn Mawr, students normally go abroad for a period of research on their dissertations.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

Kress Program. The Department participates in the Samuel H. Kress Foundation Fellowship Program.

SEMINARS AND GRADUATE COURSES

Five one-term seminars, on widely spaced topics that change from year to year, are given annually, in addition to individual units of supervised work. Graduate students are sometimes advised to take selected intermediate or advanced undergraduate courses. Topics for 1975-76:

Mr. Mitchell: *Leon Battista Alberti* (semester I).

Mr. Snyder: *Dutch Painting from Geertgen to Heemskerck* (semester II).

Mr. Dempsey: *Nicholas Poussin* (semester I).

Mr. Levine: *Monet and Impressionism* (semester I).

Mrs. Kinney: *Illustrated Psalters* (semester II).

Mrs. Bober: *Antiquity in the Renaissance* (semester II).

SELECTED UNDERGRADUATE COURSES

310a. *Early Christian Centralized Buildings*: Mrs. Kinney.

311a. *Traditions in Dutch Painting of the Sixteenth and Seventeenth Centuries*: Mr. Snyder.

312b. *Assisi*: Mr. Mitchell.

313b. *Baroque Allegory*: Mr. Dempsey.

314b. *Art Historical Readings, Diderot to Baudelaire*: Mr. Levine.

History of Religion

Professor: Howard C. Kee PHD *Chairman*

Associate Professor: Samuel Tobias Lachs PHD

Professor of History and

Director of Libraries: James Tanis THD

Roian Fleck Resident in Religion: William A. Johnson THD PHD

Visiting Lecturer: P. Linwood Urban THD

A degree program at the graduate level is not offered in History of Religion. For work in this area, students should consult the offerings of the Department of History. The courses listed below are open to graduate students, and may be taken for graduate credit with permission of the major department.

300. *Studies in Early Rabbinic and Mediaeval Judaism:*

Mr. Lachs.

301. *Studies in Early Christianity-Christian Ethics:* Mr. Kee.

[302a. *Jewish Antecedents of Early Christianity.*]

[302b. *Readings in the Greek New Testament.*]

[303b. *Myth and History:* Mr. Kee.]

[305a. *Myth and History in the Gospel of John:* Mr. Kee.]

312a. *Studies in Patristic Christianity:* Mr. Urban.

Italian

Assistant Professors: Nancy Dersofi PHD *Director*

Nicholas Patruno PHD¹

Lecturer: Aldo Nemesio, *Dott. in Lett.*

No graduate program is offered in Italian. The courses listed below are open to graduate students and may be taken for graduate credit with the permission of the major department.

303a. *Petrarch, Boccaccio and the Early Humanists:*

Miss Dersofi.

303b. *Literature of the Italian Renaissance:* Mr. Nemesio.

¹On leave, 1975-76.

Latin

Professor: Myra L. Uhlfelder PHD¹

Associate Professor: Russell T. Scott PHD *Chairman*

Lecturers: Julia Gaisser PHD

James J. O'Donnell, Jr. PHD

Prerequisites. An undergraduate major or minor, consisting of at least three years of Latin in college. All graduate students in Latin are expected to have begun the study of Greek. Scores in the Aptitude Test of the Graduate Record Examination should be submitted.

Allied Subjects. The Department recommends as allied subjects: Greek, Classical Archaeology, Ancient History, Linguistics, or, for students whose special interest is in the mediaeval period, Mediaeval History or a vernacular literature.

Language Requirements. French and German are required for both the M.A. and the Ph.D. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. Candidates will normally offer two units of work in Latin and one unit in an allied field. Students will normally complete the work for the degree in one year, but, in cases in which it seems advisable to supplement the student's undergraduate preparation, a second year may be necessary. Candidates must pass a test in Latin sight translation before being admitted to the Final Examination, which consists of a three-hour written and a one-hour oral examination.

Program and Examinations for the Ph.D. Candidates will normally complete a two-year program of four units of work in Latin and two in an allied field. Three of these units may be those offered for the M.A. degree, which usually forms part of the doctoral program. Candidates should then undertake a program of independent reading planned to enable them to pass the Preliminary Examinations as soon as possible, after which they will concentrate on the dissertation. In some cases it may be advisable to carry one or two more units of work in the third year. The Preliminary Examinations consist of two four-hour written papers on Latin literature; one four-hour written paper on a special field such as a particular period of Roman history, the works of a special author, Medi-

¹On leave, 1975-76.

aeval Latin Literature, Epigraphy, Palaeography, the History of Classical Scholarship; one four-hour written paper in the field of the allied subject; a general oral examination. Students whose major interest is in the mediaeval period will take the two examinations in Latin Literature, one in Mediaeval Latin Literature, and a fourth in a field related to the Middle Ages or to the transmission of the Classics. Before admission to the Preliminary Examinations, all students must pass tests in sight translation of Latin and Greek. The Final (oral) Examination will be on the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Over a period of a few years, seminars will afford the student opportunity to work in specific areas of classical (Republican and Imperial) and mediaeval literature and civilization. Authors, genres, periods, or special topics dealt with in the seminars will vary according to the needs and desires of graduate students. A balance of prose and poetry, of literature and history, and of earlier and later periods is kept in mind in the establishment of the program.

The following seminars are offered in 1975-76:

Mr. Scott:

Tacitus (semesters I and II).

Mrs. Gaisser:

Roman Elegy (semester I).

Mr. O'Donnell:

Later Latin (semester II).

SELECTED UNDERGRADUATE COURSES

202a, b. *Mediaeval Latin Literature*: Mr. O'Donnell.

[301a. *Livy and Tacitus*: Mr. Scott.]

[301b. *Vergil's Aeneid*: Miss Uhlfelder.]

302a. *Cicero and Caesar*: Mr. Scott.

302b. *Lucretius*: Mrs. Gaisser.

Mathematics

Professors: Frederic Cunningham, Jr. PHD
John C. Oxtoby MA *Chairman*

Assistant Professors: Kenneth Krigelman PHD
Françoise Schremmer PHD

Prerequisites. A good undergraduate preparation in Mathematics or in Mathematics and Physics.

Major and Allied Subjects. Students may specialize in any of the broad divisions of Mathematics: Algebra, Analysis, Geometry, or Applied Mathematics, but are expected also to acquire a well-rounded knowledge of the subject as a whole. Certain courses in Physics, Chemistry or Philosophy (logic) are accepted as allied work.

Language Requirements. Candidates for the M.A. must have a reading knowledge of French, German or Russian. Candidates for the Ph.D. must pass examinations in two of the three: French, German, Russian.

Language skills will be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service, or the examinations administered by Bryn Mawr College.

Entering students may offer scores of the GSFLT taken within twenty-four months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of three units of work in Mathematics, or in Mathematics and an allied field, and an M.A. paper. Advanced undergraduate courses which supplement the student's preparation may under certain conditions be taken for graduate credit. The Final Examination is usually oral and one hour in length.

Program and Examinations for the Ph.D. Candidates will take such courses and seminars as are needed to provide a sufficiently broad foundation. As they progress they will devote an increasing portion of their time to individual study and research under the direction of a member of the Department. The Preliminary Examinations are taken after the student is well advanced and usually consist of three or four written examinations intended to test the candidate's breadth of knowledge and understanding of the structure of Mathematics as a whole. An oral examination is usually included. The Final Examination is oral and is devoted to the candidate's special field and the subject of the dissertation.

BRYN MAWR COLLEGE

For general degree requirements for the M.A. and Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

At least three graduate courses or seminars are offered each year. Additional courses or directed reading and research can be arranged. The seminars offered in any year are selected to meet the needs of the individual students. Some may be offered for one semester only.

Mr. Cunningham:

- Functional Analysis.*
- General Topology.*
- Linear Spaces.*
- Theory of Functions.*

Mr. Krigelman:

- Geometry of Manifolds.*
- Algebraic Topology.*
- Differential Topology.*

Mr. Oxtoby:

- Ergodic Theory.*
- Measure Theory.*
- Point Set Topology.*
- Theory of Functions.*

Mrs. Schremmer:

- Partial Differential Equations.*
- Applied Mathematics.*
- Fluid Mechanics.*

Journal Club. A Mathematical Colloquium at the University of Pennsylvania meets approximately every two weeks. Lectures by visiting mathematicians are frequently presented also at Haverford and Swarthmore Colleges.

SELECTED UNDERGRADUATE COURSES

- 301. *Advanced Calculus:* Mr. Oxtoby.
- 303a. *Introduction to Abstract Algebra:* Mr. Cunningham.
- 303b. *Topics in Algebra:* Mr. Cunningham.
- [308. *Introduction to Applied Mathematics:* Mrs. Schremmer.]
- [309b. *Dynamical Systems:* Mrs. Schremmer.]
- [310a. *Theory of Functions of a Complex Variable:*
Mr. Oxtoby.]
- [311. *Differential Equations:* Mrs. Schremmer.]
- 312a. *Topology:* Mr. Krigelman.
- [320. *Real Analysis:* Mr. Oxtoby.]

Mediaeval Studies

Professor of History: Charles M. Brand PHD *Chairman*

Professor of English: Robert B. Burlin PHD

Professor of History of Art: Charles Mitchell B LITT LITT D

Professor of History of Art: James E. Snyder PHD

Professor of Latin: Myra L. Uhlfelder PHD¹

Professor of Music: Isabelle Cazeaux PHD

Professor of Philosophy: Jean A. Potter PHD

Professor of Spanish: Joaquín González-Muela *Den FL*

Assistant Professor of German: James W. Scott PHD

Assistant Professor of French: Grace A. Savage PHD

Lecturer in History of Art: Dale Kinney MA

Graduate work for the M.A. in the mediaeval field may be done either under a particular department or under the Mediaeval Studies Committee. Doctoral studies in the mediaeval period will usually come under the supervision of a particular department; in exceptional cases students with outstanding preparation will be permitted to take the Ph.D. in Mediaeval Studies.

Mediaeval work in a particular department will fall under the regulations of that department. For work under the Mediaeval Studies Committee the regulations are as follows:

Prerequisites. The Committee must be satisfied that all candidates for admission have done sufficient undergraduate work to undertake graduate studies in the mediaeval field and have a reading knowledge of Latin and two modern languages.

Major and Allied Subjects. Any literature, ancient, mediaeval or modern, History, Philosophy, Classical Archaeology, History of Art, History of Music.

Language Requirements. For the M.A. and the Ph.D., Latin and two modern languages. Other languages may be substituted by permission of the Committee according to the candidate's special program. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

¹On leave, 1975-76.

Program and Examination for the M.A. Candidates will normally work in two departments and will offer at least two units of graduate work in any of the mediaeval fields and a third unit in any of the fields listed as allied. An extended paper, usually growing out of the work of one of the seminars, will be required in addition to an examination. The Final Examination may either be written (four hours) or written and oral (three hours—one hour).

Program and Examinations for the Ph.D. The course of study will normally be under the guidance of one professor. Prime emphasis will be placed on a program of research leading to a dissertation. Satisfactory Preliminary Examinations in two mediaeval fields and one allied field, written and oral, will be required. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

See under the various departments.

Music

Professors: Isabelle Cazeaux PHD

Robert L. Goodale B MUS AAGO *Chairman*

Agi Jambor MA

Assistant Professor: Carl B. Schmidt PHD

Prerequisites. Two years of Harmony, Counterpoint and Analysis, three years of History and Appreciation of Music, of which at least one should be in an advanced course, and a reading knowledge of one modern language, preferably German. Candidates must have a sufficient knowledge of pianoforte or organ playing to be able to play music of the technical difficulty of a Bach figured chorale.

Allied Subjects. Any modern language or literature, History, History of Art, History of Religion, Philosophy.

Language Requirements. Two modern languages are required for the M.A. degree, preference being given to German and French. For candidates for the Ph.D. degree two languages are required, one of which must be German. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. The program consists of three units of work in Music or in Music and an allied field. The Final Examination is written and four hours in length.

Examinations for the Ph.D. The Preliminary Examinations consist of four papers in the major field, or three papers in the major field and one in an allied field, and an oral examination. The Final Examination covers the subject matter of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS AND GRADUATE COURSES

Mr. Goodale:

Studies in Music of the Twentieth Century.

Mme. Jambor:

The Interpretation of Music.

Miss Cazeaux:

Musicology.

Mr. Schmidt:

Opera in the Baroque Period.

SELECTED UNDERGRADUATE COURSES

202. *Advanced Theory and Analysis:* Mr. Goodale.

205a. *Music Criticism:* Miss Cazeaux.

207b. *Studies in Vocal Music of the Nineteenth Century:*
Mr. Schmidt.

209a. *Symphonic Music of Bruckner, Mahler, and R. Strauss:*
Mr. Schmidt.

302a. *Mediaeval and Early Renaissance Music:* Miss Cazeaux.

302b. *Late Renaissance and Early Baroque Music:*
Miss Cazeaux.

303b. *Orchestration:* Mr. Goodale.

305. *Free Composition:* Mr. Goodale.

[306b. *Opera and Music Drama:* Miss Cazeaux.]

Practice rooms with pianos will be available for a fee of \$10 per semester. Students permitted to play the organ in the Music Room will be charged \$20 per semester.

Philosophy

Professors: José María Ferrater Mora *Lic FL Chairman*

George L. Kline PHD

Jean A. Potter PHD

Isabel S. Stearns PHD

Associate Professor: Mary Patterson McPherson PHD
Dean of the Undergraduate College

Assistant Professors: Michael Krausz PHD
George E. Weaver, Jr. PHD¹

Lecturer: Tracy M. Taft MA

Instructor: Michael J. Logan AB

Prerequisites. In general, an undergraduate major in Philosophy. Students whose undergraduate training does not include a major in Philosophy may be required to take such undergraduate courses as the Department considers necessary.

Allied Subjects. Subjects in most fields of the humanities, mathematics, and natural and social sciences.

Language Requirements. One modern language for the M.A., French and German for the Ph.D. At the discretion of the Department, another language may be substituted for French or German when the student's research requires it.

Language proficiency will be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work in Philosophy or in Philosophy and an allied field. The Final Examination is usually written and four hours in length.

Program and Examinations for the Ph.D. All students must demonstrate competence in logic before receiving the Ph.D. This requirement may be met in several ways: by successful completion, before admission to candidacy, of an intermediate course or graduate seminar in logic; or by special examination before admission to candidacy; or by passing a preliminary examination in the systematic field of logic. The Preliminary Examination will consist of four written papers, two of which are to be in systematic fields and two in authors or periods.

¹On leave, 1975-76.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

A minimum of three seminars, historical and systematic, is offered each year. The sequence of seminars listed below will be adjusted according to the needs of the students.

Mr. Ferrater Mora:

[*Methods of Research in the History of Philosophy.*]

[*Kant: Epistemology and Metaphysics.*]

[*Phenomenology.*]

[*Philosophical Analysis.*]

Mr. Kline:

Whitehead.

A study of Whitehead's speculative system through a critical examination of such works as *Science and the Modern World*, *Process and Reality*, and *Adventures of Ideas*.

[*Ethics.*]

[*Hegel.*]

Mr. Krausz:

Philosophy of History.

An examination of representative analytic and speculative philosophies of history. The viability of sustaining the distinction between 'analytic' and 'speculative' will be considered in the context of the relativist/objectivist controversy.

[*Philosophy of Mind.*]

[*Philosophy of Science.*]

[*Theory of Inquiry.*]

Miss Potter:

Philosophy of Religion.

A systematic study of the metaphysical and epistemological problems of theism.

[*Mediaeval Philosophy.*]

[*Continental Rationalism.*]

Miss Stearns:

American Philosophy.

Attention will be given to the development of pragmatism, idealism, and realism in American philosophy. There will be discussions of the thought of some major American philosophers from Peirce to Wilfrid Sellars.

[*Epistemology.*]

[*Metaphysics.*]

BRYN MAWR COLLEGE

Miss Taft:

[*Plato.*]

[*Aristotle.*]

Mr. Weaver:

[*Mathematical Logic.*]

[*Completeness and Decidability.*]

[*Introduction to Set Theory and Logic.*]

HISTORY AND PHILOSOPHY OF SCIENCE

Miss Oppenheimer:

Embryology and Ethics: Historical Perspectives.

Graduate Philosophy Colloquium: Graduate students are encouraged to participate in the monthly meetings of the Graduate Philosophy Colloquium. Papers are read by faculty and students of Bryn Mawr as well as visiting lecturers. In addition, both the Fullerton Club and the Philadelphia Logic Colloquium hold their monthly meetings at Bryn Mawr and the graduate students are invited to attend.

SELECTED UNDERGRADUATE COURSES

213b. *Intermediate Logic:* Mr. Logan.

312a. *Philosophy of History:* Mr. Krausz.

314b. *Existentialism:* Mr. Ferrater Mora.

315a. *Concepts of Time:* Mr. Kline.

321b. *Philosophy of Anarchism:* Mr. Kline.

330a. *Kant:* Mr. Ferrater Mora.

Physics

Professors: Rosalie C. Hoyt PHD *Chairman*

John R. Pruett PHD

Assistant Professors: Alfonso M. Albano PHD

Stephen R. Smith PHD¹

Post-doctoral Fellow: Beth C. Shimer PHD

¹On leave, 1975-76.

Prerequisites. An undergraduate major in Physics or in a field of study closely allied to Physics (e.g., Mathematics, Chemistry, Engineering). Students who have not majored in Physics will usually find it necessary to take some undergraduate courses before entering graduate seminars. All applicants for admission to graduate work in Physics are requested to submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations.

Allied Subjects. With permission of the Department, candidates for the Ph.D. degree may offer as an allied subject Mathematics, Biology, Chemistry, or Geology, provided they have taken advanced level work in one of these fields.

Language Requirements. For the M.A. and the Ph.D. degrees, two languages are required; one, French, German or Russian; the second, "computer language," including FORTRAN. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. An oral qualifying examination must be passed before the student is admitted to candidacy. The subject matter of the examination will include only material ordinarily covered in undergraduate college Physics courses, but the student will be expected to handle this material on a reasonably mature level. Each candidate is expected to have completed Physics 308a-309b or its equivalent, and to have a mathematical preparation acceptable as adequate for the M.A. degree. The three units of work offered for the degree will ordinarily include one unit of Experimental Physics and at least one graduate seminar in Theoretical Physics. The paper will usually consist of a report on work done in connection with the unit of Experimental Physics. The M.A. Examination is a one-hour oral examination.

Program and Examinations for the Ph.D. Each candidate must have completed Physics 308a-309b or its equivalent, have a mathematical preparation acceptable as adequate for the Ph.D. degree, and have passed the oral qualifying examination described above before being recommended for candidacy.

The Preliminary Examinations are intended to test the candidate's general background and to determine whether his background is broad and deep enough to serve as a preparation for original research work in a specialized field. In general, two years of full- or part-time graduate work should prepare the student for these examinations and candidates for the Ph.D. are urged to submit themselves for examination at this stage of their work. The examinations will consist of three four-hour written examinations, one problem set, and an oral examination lasting approximately one hour. Each of the three four-hour examinations will cover one of the

following fields of Physics, to be chosen by the Department: (1) Classical Mechanics, including relativity theory, vibrations, and wave motion; (2) Electricity and Magnetism, including field problems and electromagnetic waves, the latter with particular reference to optical phenomena; (3) Quantum Mechanics, with applications to atomic and nuclear structure; (4) Thermodynamics and Statistical Mechanics, including both classical and quantum statistics. The student devotes approximately twelve hours to direct work on the problem set over a three-day period. Any books, periodicals, notes, etc. may be used in connection with the problem set. The oral examination is devoted to general Physics.

Unless the candidate has demonstrated adequate acquaintance with experimental physics in other ways, either the research leading to the dissertation must be, at least in part, experimental, or the candidate must take a seminar in experimental physics. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Three or more graduate seminars in Theoretical Physics are offered each year. In addition, a seminar in Experimental Physics is arranged individually for students desiring it, and generally serves as an introduction to a research problem.

Experimental Physics

Miss Hoyt, Mr. Pruett, Mr. Smith.

Theoretical Physics

Mr. Smith:

[*Electromagnetic Theory.*]

Potential theory, Maxwell's Equations, applications to waves subject to various boundary conditions, transmission lines, wave guides, radiating systems. Prerequisite: an advanced undergraduate course in Electricity and Magnetism or in Theoretical Physics.

Mr. Pruett:

Quantum Mechanics.

Necessity for the quantum hypothesis. The Schroedinger and Heisenberg formulations with applications to atomic structure. The Dirac approach with applications to relativistic electron theory and the quantum theory of radiation. Prerequisite: an advanced undergraduate course in Mechanics or in Theoretical Physics.

At least one of the following advanced seminars is given each year:

Miss Hoyt:

Chemical Physics and Biophysics.

Interatomic and intermolecular forces, vibrational and rotational states of molecules. Dynamical properties of biological membranes, the biophysics of photosynthesis and photo-sensitive receptors.

Prerequisite: *Quantum Mechanics.*

Mr. Smith:

Physics of the Solid State.

Classification and characteristics of solids, theory of mechanical, electrical, thermal, and magnetic properties. Prerequisite: Quantum Mechanics and Electromagnetic Theory. Either may be taken concurrently.

Mr. Pruet:

Nuclear Physics.

An introductory study of classical nuclear physics followed by applications of quantum mechanics to nuclear problems and associated high energy phenomena. Some quantum electrodynamics and meson theory will be included. Prerequisite: *Quantum Mechanics* or its equivalent.

Mr. Albano:

[*Statistical Mechanics.*]

Classical kinetic theory and transport phenomena. Ensembles in classical and quantum statistical mechanics. Selected applications.

Prerequisite: *Quantum Mechanics.*

Mr. Albano:

Elementary Particles.

Characteristics of elementary particles, symmetries and invariance principles, scattering theory, weak and strong interactions.

Prerequisite: *Quantum Mechanics.*

Colloquium. All members of the Department and all graduate students meet weekly for the discussion of current problems.

SELECTED UNDERGRADUATE COURSES

306a, 307b. *Classical and Quantum Mechanics:*

Miss Hoyt, Mr. Albano.

308b. *Advanced Mechanics of Discrete and Continuous Systems:*

Mr. Pruet.

309a. *Advanced Electromagnetic Theory* (at Haverford):

Mr. Davidon.

Political Science

The Caroline McCormick Slade Department of Political Science

President of the College: Harris L. Wofford, Jr. AB JD

Professors: Melville T. Kennedy, Jr. PHD *Chairman*¹

Gertrude C. K. Leighton AB JD²

Associate Professors: Charles E. Frye PHD

Marc H. Ross PHD

Stephen Salkever PHD

Prerequisites. A good undergraduate training in political science and related subjects. Scores of the Graduate Record Examination Aptitude Test and Advanced Test are required in applications for admission.

Major and Allied Subjects. The major fields offered in political science are political philosophy and theory, Western comparative politics, non-Western comparative politics, American political process, American constitutional law, and international politics and law. Allied fields may be chosen in the other social sciences, in history and philosophy, and, with the special permission of the Department, in certain subjects in literature. Candidates for the Ph.D. are expected to prepare themselves in four fields, one of which may be allied.

Language Requirements. One modern foreign language for the M.A. Two foreign languages (only one need be modern), or one modern language and statistics for the Ph.D. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. The statistics requirement may be satisfied by passing an approved course in statistics.

Program and Examination for the M.A. The program consists of three units of work in political science, but a unit from an allied field may be substituted for one of these. The Final Examination will be written or oral or both.

Program and Examinations for the Ph.D. Candidates are expected to offer four fields, one of them being the field in which the dissertation is written. These fields are tested by preliminary written and oral examinations. An oral Final Examination will cover fields related to the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

¹On leave, semester II.

²On leave, semester I.

SEMESTER SEMINARS

Mr. Frye:

[*European Comparative Politics.*]
Intellectuals in Comparative Perspective.

Mr. Kennedy:

International Politics.
Topics in Politics of China, Japan, India.

Miss Leighton:

International Law.
Law, Psychodynamic Theories of Personality and Psychiatry.
Aspects of Political Behavior.

Mr. Ross:

American Politics: Political Behavior.
Urban Politics.

Mr. Salkever:

Constitutional Law.
Topics in Political Philosophy and Theory.

SELECTED UNDERGRADUATE COURSES

- 218a. *Community Politics*: Mr. Ross (at Swarthmore).
 230b. *Political Behavior*: Mr. Ross.
 301b. *Law and Society*: Miss Leighton.
 302b. *Law, Policy and Personality*: Miss Leighton.
 303a. *Problems in International Politics*: Mr. Kennedy.
 305b. *European Fascism*: Mr. Frye.
 311b. *Theory and Practice in Political Philosophy*:
 Mr. Salkever.
 313b. *Problems in Constitutional Law*: Mr. Salkever.
 316b. *Ethnic Group Politics: Concepts and Process*:
 Mr. Ross.
 317a. *Political Culture and Political Leadership*: Mr. Frye.
 319a. *Problems in Legal Theory*: Mr. Salkever.

Psychology

Professors: Richard C. Gonzalez PHD *Chairman*
 Howard S. Hoffman PHD
 Matthew Yarczower PHD

Associate Professor: Earl Thomas PHD

BRYN MAWR COLLEGE

Assistant Professors: Clark McCauley, Jr. PHD
Jill T. Wannemacher PHD

Lecturers: Alice S. Powers PHD
Larry Stein PHD

Prerequisites. Undergraduate training in Psychology is recommended, but outstanding applicants with training only in related fields may be accepted. Students who have not majored in Psychology as undergraduates may find it necessary to devote a substantial portion of the first year to undergraduate courses. All applicants residing in the United States at the time of the application must submit scores on the Aptitude Test and Advanced Test of the Graduate Record Examinations.

Major and Allied Subjects. The orientation in the various fields is experimental, and there are no facilities for clinical training. Work in Psychology may be coordinated with work in one of the following allied areas: Anthropology, Biology, Chemistry, Mathematics, Philosophy and Physics.

Language Requirements. Candidates for the M.A. must pass an examination in one of the following languages: French, German, Russian. Candidates for the Ph.D. must offer two foreign languages: French and German (or some other foreign language with permission of the Department), or one foreign language and statistics. The statistics requirement will be tested by the Department. Language skills will be tested by the examinations administered by Bryn Mawr College.

Program and Examination for the M.A. The program of work must include three units (six one-semester seminars or courses), which usually will be chosen from the group of seminars and courses listed below. Before final approval of the Master's paper, each candidate must pass a written examination in statistics. The Final Oral Examination, one hour in length, deals with the Master's paper and related topics.

Program and Examinations for the Ph.D. Ph.D. candidates are expected to devote a large portion of their time to supervised research. In the first year, the research is done under the close supervision of the candidate's faculty advisor; a written report of the year's research activities (the form and content of which are determined by the candidate and his advisor) is submitted to the Department, and an oral presentation based on the report is made to the faculty and graduate student members of the Department. In addition to research, candidates, in their first two years of residence, take the six one-semester graduate courses listed below (or, if they elect to do so, a written examination in the subject matter instead of any one or all of the courses). The Preliminary Examina-

tions, which should be taken before the beginning of the third year, consist of three written examinations of four hours each and an oral examination of one to two hours. The written examinations are in the following areas: Learning and Motivation, Physiological Psychology, Social Psychology, Developmental Psychology, or, with approval of the Department, in two of these areas and in one of the allied subjects listed above. The oral examination deals with the areas of the written examinations. Work beyond the Preliminary Examinations consists of seminars in selected topics and of dissertation research. The Final Oral Examination deals with the dissertation and the field in which it was written.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

GRADUATE COURSES

Mr. Gonzalez:

Learning Theory.

Mr. Hoffman:

Statistics.

Mr. McCauley:

Experimental-Social Psychology.

Mr. Thomas:

Physiological Psychology.

Miss Wannemacher:

Developmental Psychology.

Mr. Yarczower:

Comparative Psychology.

SEMINARS

Seminars are offered on specialized topics in the areas of experimental, comparative, developmental, physiological and social psychology. Among those offered most recently are the following: *Communication Theory, Experimental Design, Parameters of Reinforcement, Physiological Techniques and Instrumentation, Psychopharmacology, Stimulus Control of Behavior, Aversive Control, Neurophysiology of Reward and Punishment, Comparative Neuroanatomy.*

SELECTED UNDERGRADUATE COURSES

201a. *Learning Theory and Behavior:* Mr. Gonzalez.

202b. *Comparative Psychology:* Mr. Yarczower.

- [203a. *Motivation*: Mr. Thomas.1
204b. *Sensation and Perception*: Mr. Hoffman.
207b. *Language and Cognition*: Miss Wannemacher.
302b. *Physiological Psychology*: Mr. Thomas.

Russian

Associate Professor: Ruth L. Pearce PHD *Chairman*

Assistant Professors: Gary Browning PHD
George S. Pahomov PHD

Katharine E. McBride Visiting Lecturer: Nina N. Berberova

Professor of Philosophy: George L. Kline PHD

Prerequisites. An undergraduate major or minor in Russian, or an equivalent preparation with some work in literature. All applicants should submit scores in the Aptitude Test, a brief biography written in Russian and at least one essay written in English for an advanced undergraduate course or graduate seminar previously taken. Whenever possible, they should arrange for a personal interview with a member of the Department.

Allied Subjects. Any language or literature, European History, Political Science, Russian Philosophy.

Language Requirements. For the M.A., French or German. For the Ph.D., French, German and one Slavic language other than Russian. Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. Three units of work in Russian or in Russian and an allied field. The Final Examination consists of a three-hour written examination and an oral examination of one hour.

Examinations for the Ph.D. The Preliminary Examinations consist of four written papers, one of which must be taken in an allied field, and an oral examination. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

Seminars offered each year are selected in accordance with the needs and interests of the students enrolled. Normally the same seminar is not given in two successive years. In cooperation with the Department of Slavic Languages of the University of Pennsylvania, the student may also register at that institution under the Reciprocal Plan for a unit of work chosen from the graduate courses offered in Slavic. Undergraduate 300 level courses, with additional work, may also be offered for graduate credit.

SEMINARS AND GRADUATE COURSES

Mr. Browning:

Russian Ornamentalism (semester I).

[*Gogol.*]

Mr. Pahomov:

The Russian Short Story (semester II).

[*Chekhov.*]

[*Russian Romanticism.*]

[*Turgenev and Goncharov.*]

[*Classics of Russian Drama from Fonvizin to Chekhov.*]

Mrs. Pearce:

Studies in Russian Grammar (semesters I and II).

[*History of the Russian Language: Phonology and Morphology.*]

[*History of the Development of the Russian Literary Language.*]

[*Old Church Slavic: Phonology and Morphology.*]

[*Readings in Old Church Slavic.*]

Mme. Berberova:

History of Russian Criticism (semester II).

SELECTED UNDERGRADUATE COURSES

303a. *Twentieth Century Russian Literature—*

Pre-Revolutionary Period: Mr. Kline.

303b. *Soviet Literature*: Instructor to be announced.

[304a. *Russian Philosophy.*]

[304b. *Marx and Russian Marxism.*]

[306a. *Russian Prose and Poetry from Classicism to the Rise of Realism.*]

[306b. *Russian Prose Literature of the Second Half of the Nineteenth Century.*]

Sociology

Professor: Eugene V. Schneider PHD *Chairman*

Associate Professor: Judith R. Porter PHD

Assistant Professors: William R. F. Phillips PHD
Robert E. Washington PHD¹

Lecturer: Susan M. Blackman MA

Prerequisites. An undergraduate preparation in Sociology, or some closely related social science is desirable. Students whose undergraduate training is not entirely adequate may be required to take certain undergraduate courses.

Major and Allied Subjects. Students may wish to take some work in related fields: Anthropology, Economics, Psychology, Political Science, History and statistics. In addition, courses in Sociology and allied subjects may be taken at the University of Pennsylvania under the terms of the Reciprocal Plan, page 11-12.

Language and Statistics Requirement. Candidates for the M.A. must offer one modern foreign language and statistics. Candidates for the Ph.D. degree must offer two modern foreign languages (usually French and German) or one modern foreign language and statistics. The statistics requirement will be tested by the Department, or may be met by passing a graduate course in statistics.

Language skills will be tested by the examinations administered by Bryn Mawr College. Entering students may offer scores of the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service taken within twelve months of the date on which they begin graduate work at Bryn Mawr College.

Program and Examination for the M.A. The program consists of three units of work. The Final Examination may consist of one four-hour written paper, or one three-hour written paper and an oral examination of one hour.

Program and Examinations for the Ph.D. The Preliminary Examinations for candidates for the Ph.D. will consist of four three-hour written papers and an oral examination of one hour. These examinations will be in General Sociology, Sociological Theory, and two special fields, one of which may be an allied field. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

¹On leave, 1975-76.

SEMINARS

Seminars will be given in special branches of Sociology, such as:

<i>Sociological Theory</i>	<i>Industrial Sociology</i>
<i>Social Stratification</i>	<i>Race Relations</i>
<i>Sociology of Religion</i>	<i>Sociology of Poverty</i>
<i>Personality and Social Structure</i>	<i>Political Sociology</i>
<i>Sociology of Knowledge</i>	<i>Sociology of Developing Countries</i>
<i>Sociological Methods</i>	<i>Sociology of Medicine</i>
<i>Comparative Societies</i>	

Under exceptional circumstances a student may be registered for an advanced undergraduate course which with additional work may be accepted for graduate credit.

Spanish

Professors: Joaquín González-Muela *D en FL*
Willard F. King *PHD Chairman*

Associate Professor: Eleanor K. Paucker *PHD*

Assistant Professor: John F. Deredita *PHD*

Professor of Philosophy: José María Ferrater Mora *Lic FL*

Prerequisites. An undergraduate major in Spanish; representative reading from Spanish literature of the Middle Ages, Golden Age and Contemporary Period. Spanish-American Literature may be offered in addition. Applicants for admission in Spanish are asked to submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations. Candidates are urged to arrange for a personal interview with a member of the Department whenever possible.

Allied Subjects. Any literature, ancient or modern, including Mediæval Latin Literature; European or Spanish-American History; Classical or Romance Philology; Spanish-American Literature.

Language Requirements. For the M.A. either German or one Romance language other than Spanish. For the Ph.D. German and French; in special cases the Department may accept other languages. The Ph.D. candidate's preparation must give evidence of adequate knowledge of Latin; if it does not, Latin must be included in the graduate program.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service or the examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

Program and Examination for the M.A. The program consists of three units of graduate work in Spanish or two units of graduate work in Spanish and one other in an allied field. An M.A. paper on a topic related to the work in one of the seminars is required. The Final Examination consists of a three-hour written section and an oral of one hour, both in Spanish.

Examinations for the Ph.D. The Preliminary Examinations consist of four written papers, one of which must be taken in an allied field, and an oral examination. Suitable related fields should be discussed with the member of the Department with whom the candidate plans to work on the dissertation. The Final Examination will cover the field of the dissertation.

For general degree requirements for the M.A. and the Ph.D., see pages 13-15.

SEMINARS

The seminars are arranged to allow the widest possible choice for students over a two- or three-year period of study. Normally the same seminar will not be given two years in succession.

Members of the Department:

The History of the Spanish Language (semester I).

The Mediaeval Castilian Epic and Lyric (semester II).

[*Ideological Currents in Renaissance Spain.*]

[*Cervantes: Drama, Poetry and Novel* (with the exception of *Don Quijote*).]

[*Prose Fiction of the Golden Age.*]

Imperial Spain: History, Literature, Thought (semester I).

Theater of the Golden Age.

Topic for 1975-76: The Moral and Political Drama of Alarcón (semester II).

[*Poetry of the Golden Age.*]

[*Studies in Nineteenth Century Spanish Literature.*]

Studies in Spanish American Literature.

Topic for 1975-76: Mexican Literature since 1910 (semester I).

Studies in Twentieth Century Spanish Literature.

Topic for 1975-76: Unamuno, Baroja, and Machado—Tradition and Innovation (semester II).

SELECTED UNDERGRADUATE COURSES

- 302a. *Mediaeval Spanish Literature*: Mrs. Paucker.
303a. *The Modern Novel in Spain*: Mrs. King.
303b. *Modern Poetry in Spain*: Mr. González-Muela.
[304a. *Cervantes*: Mrs. King.]
[304b. *Poetry and Drama of the Golden Age*: Mrs. King.]

Fees

Application (payable by citizens of the United States and Canada and foreign students living in the United States): \$20.

Tuition

Full-time students: \$3050.

Part-time students:

2 academic units \$2000 a year (or \$1000 a semester).

1 academic unit \$1200 a year (or \$600 a semester).

Auditors: Fees for auditors are the same as those for students registered in courses for credit.

Continuing enrollment (see page 8): \$150 a semester, except for students using Bryn Mawr College laboratories for dissertation research. In these cases, fees will be determined in consultation with the major department.

Payment of Fees

No reduction or refund of the tuition fee will be made on account of absence, illness or withdrawal after classes have begun, dismissal or for any other reason, except service in the armed forces of the United States.

Students whose fees are not paid within ten days of receipt of bill in each semester will not be permitted to continue in residence or to attend classes. Degrees will not be awarded to any student owing money to any College facility, nor will any transcripts be issued.

The Education Plan of monthly payment in cooperation with the Bryn Mawr Trust Company is available for those who prefer to pay fees in monthly installments. Direct correspondence to the Comptroller of the College.

Summary of Expenses for the Academic Year

Regular

Tuition Fee (full-time)	\$3050
Residence in graduate student housing	1690

Contingent

Application Fee	\$ 20
Continuing Enrollment Fee	300
Course in Reading German or French	100
(Flat fee from September to February.)	
Dispensary Fee	40
Health Insurance (United States citizens)	40
Health Insurance (foreign students)	70
Graduation Fee for all Graduate Degrees	25
Charge for Microfilming Ph.D. Dissertation	30
Late Registration Fee	10
Add and Drop Fee	10
(After the first week of a new semester.)	

Faced with the rising costs of higher education, the College has had to raise tuition each of the last five years. Further increases may be expected.

Exclusion

The College reserves the right to exclude at any time students whose academic standing is unsatisfactory or whose conduct renders them undesirable members of the college community. In such cases fees will not be refunded or remitted in whole or in part: fellowships and scholarships will be cancelled.

Fellowships and Graduate Scholarships

Fellowships and graduate scholarships are provided from the general funds of the College, from the gifts of alumnae and other generous donors, and from government agencies and private foundations. The majority of these awards are made on the basis of an annual competition. Many of these awards are available to both men and women. Some may be granted only to women. Fellowships carry a stipend of \$2000 in addition to tuition and are available only to students who have completed one full year of graduate work. Graduate scholarships have a value of \$1550 in addition to tuition and may be held by citizens and non-citizens and by students at all levels of graduate work leading to the M.A. or Ph.D. degree. Other awards vary in value.

Application

Application from citizens of the United States and Canada should be made to the Dean of The Graduate School of Arts and Sciences and must be filed complete not later than February 1. In writing for forms applicants should state their fields of concentration. Applications from foreign students must be received not later than January 25. Scores of the Test of English as a Foreign Language or the examination of the English Language Institute of the University of Michigan must be included. Therefore the TOEFL must be taken by the previous October (see page 7).

Graduate and Professional School Financial Aid Service

The Graduate School of Arts and Sciences is a participant in the Graduate and Professional School Financial Aid Service (GAPSFAS), Educational Testing Service, Princeton, New Jersey 08540. All applicants for financial aid must file a GAPSFAS form entitled "Application for Financial Aid for the Academic Year 1976-77." Copies of the form are available locally in most colleges and universities; they may also be obtained by writing directly to Princeton. The completed form must be returned to the Graduate and Professional School Financial Aid Service by January 20.

The GAPSFAS form contains three sections: Part I for the applicant, Part II for the applicant's spouse or spouse to be, and Part III for the applicant's parents. Part I and, when applicable, Part II, must be completed as part of the application for financial aid at Bryn Mawr. Part III is not required for Bryn Mawr College aid. (See page 87 for loan requirements.)

Fellowships in the Award or Nomination of the College

Bryn Mawr College Fellowships of \$2000 in addition to tuition are offered annually in Anthropology, Biochemistry, Biology, Chemistry, Classical and Near Eastern Archaeology, Economics, Education and Child Development, English, French, Geology, German, Greek, History, History and Philosophy of Science, History of Art, Latin, Mathematics, Mediaeval Studies, Music, Philosophy, Physics, Political Science, Psychology, Russian, Sociology, and Spanish.

Alumnae Association Fellowships are provided from the contributions of former graduate students to the Alumnae Fund; from the Alumnae Regional Scholarship Committees of Eastern Pennsylvania, Southern New Jersey and Delaware; of New York and Southern Connecticut; and the Alumnae Association of New Haven.

Marion Louise Ament Fellowship. Graduate fellowships in Spanish are occasionally awarded from the fund established in 1966 in honor of Marion Neustadt, Class of 1944.

The Henry Joel Cadbury Fellowship Fund in the Humanities was established in 1973 by the Board of Bryn Mawr College in honor of Henry Joel Cadbury, Trustee Emeritus. The Fund was made possible by donations from current and former trustees and directors of the College and friends of Dr. Cadbury in order to provide annual support for graduate students in the Humanities who have reached an advanced stage of their graduate work.

The Theodore N. Ely Fund. A fellowship or scholarship in Art or Archaeology is awarded to a woman graduate student from the interest on this fund, which was established in 1959 by bequest of Katrina Ely Tiffany, Class of 1897.

The Folly Ranch Fund was established by an anonymous gift in 1974. The income is used for graduate and undergraduate scholarships in honor of Eleanor Donnelley Erdman, Clarissa Donnelley Haffner, and Elizabeth P. Taylor, Class of 1921, and Jean T. Palmer, Class of 1924.

The Margaret Gilman Fund. A fellowship or scholarship in French, open to both men and women, is awarded from the interest on this fund, which was established in 1958 by bequest of the late Margaret Gilman, Professor of French at Bryn Mawr College.

The Howard Lehman Goodhart Fellowship is awarded to an advanced student, man or woman, in Mediaeval Studies.

The Helen Schaeffer Huff Memorial Research Fellowship is awarded for a year of research work in Physics or Chemistry at Bryn Mawr College. Candidates must be students who have demonstrated their ability for research. If other qualifications are equal among a number of candidates, preference will be given to a student whose field of research overlaps the fields of Chemistry and Physics. This fellowship is normally awarded to a post-doctoral candidate to enable her to continue her research program. In such cases the stipend will be \$6500. In exceptional cases, candidates engaged in important research who have not completed the work for the doctorate will be considered. For such students the stipend will be less, the amount to be determined on the basis of the candidate's qualifications.

The Helen Schaeffer Huff Memorial Research Fellow has no duties except those connected with her own research, but she may arrange with the department in which she is working to do a small amount of teaching if she so desires.

The S. Maude Kaemmerling Scholarship was established in 1959 by the estate of S. Maude Kaemmerling and increased by a gift in 1965. The income on the fund is to be used for graduate scholarships and fellowships for men and women.

The Samuel H. Kress Foundation Fellowships in varying amounts are awarded to advanced men and women graduate students in History of Art.

The Katharine Elizabeth McBride Fellowship. In the 75th Anniversary Year a fund for a graduate fellowship in honor of Katharine McBride was established by certain alumnae. The endowment of this fellowship was increased by a gift from the class of 1925 on its 40th reunion. The fellowship is awarded in any department to a candidate for the Ph.D. degree who is about to complete two years or more of graduate work.

The Emmy Noether Fellowship was founded by gifts from many donors in memory of Emmy Noether who came to Bryn Mawr College from Germany in 1933 and who died April 14, 1935. It is open to students in the United States and in foreign countries who are advanced graduate students of Mathematics. It is awarded by the Department of Mathematics of Bryn Mawr College, and may be used, subject to the approval of the Department, at any institution in the United States or in a foreign country.

The Ida H. Ogilvie Fellowships in Geology are awarded to men and women each year from part of the income of the Ida H. Ogilvie Fund, which was established in 1965 through the bequest of Dr. Ogilvie, a member of the Class of 1896.

The Max Richter Fellowship Fund was established in 1962 and increased in 1965 by gifts from the Trustees of the Richter Memorial Foundation. Income from the endowment provides fellowships to advanced students interested in public affairs.

The Mildred Clarke Pressinger von Kienbusch Fellowship was established in 1964 by a gift in honor of Mildred Clarke Pressinger von Kienbusch of the Class of 1909. The income on this fund is to be used for a woman graduate student working toward the doctorate. This award may be made to a beginning graduate student.

Scholarships and Fellowships under the Plan for the Coordination of the Sciences. The departments of the natural sciences and mathematics administer a fund for the Coordination of the Sciences, given to the College in 1935 by the Carnegie Corporation of New York. Its purpose is to encourage and facilitate teaching and research in fields such as biochemistry, biophysics, geochemistry, geophysics and psychophysics.

From this fund, the Committee for the Coordination of the Sciences awards fellowships, scholarships, assistantships, post-doctoral research fellowships or other grants as seem appropriate.

The Mary Waddell Fellowship Fund provides grants of \$1000 each for the study of Mathematics to daughters of American citizens of Canadian descent.

Whiting Fellowships in the Humanities are awarded to men and women in their final dissertation year. Each fellowship carries a stipend of \$400 per month, plus tuition, together with a modest allowance for research expenses and a family allowance if needed. These fellowships are available in the Departments of Classical and Near Eastern Archaeology, English, French, German, Greek, History, History of Art, Latin, Mediaeval Studies, Music, Philosophy, Russian and Spanish.

Fellows by Courtesy. Fellows who continue their studies at the College after the expiration of their fellowships may, by a vote of the Directors, receive the rank of Fellow by Courtesy.

Travelling Fellowships

The Fanny Bullock Workman Travelling Fellowship for a year of study or research abroad was established in 1927 by bequest of Fanny Bullock Workman and by gift of her husband, Dr. W. Hunter Workman. It is awarded to a candidate for the degree of Doctor of Philosophy at Bryn Mawr College who could not have the advantages of such a year without assistance. At the discretion of the faculty, the fellowship for any one year may be divided between two students, or the same student may hold the fellowship for more than one year.

The Anna Ottendorfer Memorial Research Fellowship in Teutonic Philology and German Language and Literature, founded in 1907 by Mrs. Anna Woerishoffer in memory of her mother, is to be applied to the expense of study and residence for one year at a German university. It is awarded to a woman who has completed at least one year of graduate study at Bryn Mawr College, and who shows ability to conduct independent investigations in the fields of Teutonic Philology or German Literature. The choice of a university is determined by the holder's preference, subject to the approval of the faculty.

The Ella Riegel Fellowship or Scholarship in Classical Archaeology was founded in 1937 by bequest of Ella Riegel. It is awarded on the recommendation of the Department of Classical and Near Eastern Archaeology to advanced students in this subject. It is given for study abroad but may, at the discretion of the Department, be used at Bryn Mawr College.

Graduate Scholarships

Bryn Mawr College Graduate Scholarships of \$1550 each in addition to tuition are offered annually to men and women for work in any department of The Graduate School of Arts and Sciences.

Scholarships for Foreign Students. These scholarships are designated for foreign students who have excelled in their university studies. Applicants must have had three or four years of university training. Each scholarship carries a stipend which covers full tuition and residence in graduate student housing during the academic year. (Meals during vacations are not included and students will need to provide their own funds for these and other expenses.) Scholarship holders are expected to carry a full program of graduate work and to attend regularly the courses for which they are registered. Work is given in seminars or small discussion groups in which the students, as well as the instructor, actively participate. It is essential, therefore, that the student be able not only to read and write English, but to understand it and speak it fluently.

The Marguerite N. Farley Scholarships for Foreign Students, which provide tuition and a stipend to cover room and board on campus, are offered to students from any country outside the United States and Canada. Occasionally a fellowship is awarded from this fund to a foreign student who has completed at least one year at Bryn Mawr.

A special British Scholarship, which provides tuition and a stipend to cover room and board on campus, is awarded to students from the United Kingdom sponsored by The English-Speaking Union.

Special Foreign Scholarships for French, German, Hebrew, Italian and Spanish, which provide tuition and a stipend to cover room and board on campus plus \$200, have been established for students whose languages form a part of the Bryn Mawr curriculum. Holders of these scholarships are asked to devote four or five hours a week to supervised teaching or other assistance in the appropriate language department. The Special Scholarship for French has been named in memory of Marcelle Pardé who was a member of the French Department of Bryn Mawr College between 1919 and 1929. The Special Scholarship for Spanish has been made in memory of Miguel Catalan, distinguished Spanish physicist and friend of Bryn Mawr.

Duties of Fellows and Scholars

Fellows and Graduate Scholars are required to carry a full academic program at Bryn Mawr College. They are expected to attend official functions. Fellows are not permitted to accept other appointments. Scholars, with the permission of the Dean of The Graduate School of Arts and Sciences, may undertake a limited amount of paid work. Each Travelling Fellow is asked to present a written report of the work done during the fellowship year. This report should be sent about the first of March to the Dean of The Graduate School of Arts and Sciences for transmittal to the student's department.

Assistantships

Teaching Assistantships are available in some departments. These positions carry salaries of \$2900-\$3100 for half-time work, \$1950-\$2050 for one-third time work, and include tuition without fee. The duties differ with departments. In departments of science, assistantships provide teaching and laboratory experience.

Graduate Assistantships are available in some departments. These positions provide full-time tuition and wages according to the hours of work given to the department.

Research Assistantships are available in the Departments of Biology, Chemistry, Geology, Physics and Psychology.

Internships and Field Work Placements. The Department of Education and Child Development offers each year one internship, with stipend, in school psychology. The intern is placed in the Child Study Institute and receives individual supervision there. Supervised practicum experience at the Institute is also available, usually without stipend.

Supervised field work placements, with stipend, are available in school counseling. These are open to advanced, highly qualified candidates in the school counseling program sequence. Supervised practicum experience in counseling is also available, usually without stipend.

Tuition Grants

Tuition grants are available for full-time and part-time students. Gifts from the Alumnae Fund have increased the number of these grants to women.

A grant from the Samuel S. Fels Fund has augmented the funds available for men and women who are unable to undertake full-time work.

Graduate Prize

The Susan B. Anthony Memorial Prize, commemorating the great work of Susan B. Anthony for women, was founded by her friend, Anna Howard Shaw, and her niece, Lucy E. Anthony. It is offered from time to time to a graduate student at Bryn Mawr College who has published or submitted in final form for publication the best study dealing with the industrial, social, economic or political position of women. The award is made by a committee of which the President of the College is chairman.

Loan Funds

National Direct Student Loan Program—These loans are available to qualified students who are registered for at least two units of graduate work. Application is made on a special form which is obtained from the Office of Admissions and Awards after a student has been admitted to The Graduate School of Arts and Sciences. The application and a GAPS FAS form (see page 80) must be filed by August 1. Allocation of loan funds is made early in September.

Guaranteed State Loan Program—Students are encouraged to apply for Guaranteed State Loans through their local banks. Part of the application is completed by The Graduate School of Arts and Sciences. A GAPS FAS form is required.

All students who are applying for National Direct Student Loans and Guaranteed State Loans are advised that GAPS FAS Part III is required from those who do not meet the governmental definition of independent student. Therefore, if you expect to apply for either a federal or state loan, complete Part III if, during the last twelve months, you a) resided with, or b) have been claimed as a federal income tax deduction by, or c) been the recipient of an amount in excess of \$600 by one (or both) of your parents.

The Students' Loan Fund of the Alumnae Association of Bryn Mawr College was established by the Class of 1890 for the use of students who need to borrow money in order to continue their college work and for the purpose of receiving contributions, no matter how small, from those who are interested in helping students obtain an education. The fund is managed by the Alumnae Scholarships and Loan Fund Committee.

Loans may be used for any purpose approved by the Committee, who try to provide small loans to relieve undue financial pressure, or to meet special emergencies. As a rule, money is not lent students in their first semester of graduate work. Not more than \$500 may be borrowed by a student in any one year, except under extraordinary circumstances. The total for four years must not exceed \$1500.

While the student is in college no interest is charged; after the student leaves college the interest rate is three percent. The entire principal must be repaid within five years from the time the student leaves college at the rate of twenty percent each year. Students who wish to borrow from the Loan Fund may obtain application blanks for this purpose from the Office of Admissions and Awards of The Graduate School of Arts and Sciences.

Office of Career Planning

Graduate students are invited to make use of the services of the Office of Career Planning. These services include counseling on career interests and concerns; information on specific openings for summer, temporary and permanent, full- and part-time positions; consultation on job-hunting methods. Upon request the Office of Career Planning also collects, maintains and makes available to prospective employers the credentials of graduate students and alumnae. The credentials include biographical data and faculty and employer references.

Graduate Student Council

The Graduate Student Council, composed of one representative elected annually from each department offering a graduate program, serves as a vehicle through which graduate students may voice their concerns and needs to the faculty and administration. When appropriate, the Council also initiates and carries out specific programs to meet these needs.

Graduate students work primarily in one department, so that the Council provides a means of communicating with students in all departments. Council meetings are held at least once a month in the Graduate Lounge located in the M. Carey Thomas Library. Graduate student opinion is sometimes solicited through questionnaires, so that the Council may best represent various opinions.

Representatives of the Council sit on various College committees such as those concerned with the Library and Computer Services. In addition, the Council is represented at meetings of the Board of Directors.

Interdisciplinary seminars where graduate students are invited to discuss their research are sponsored on a monthly basis. The Council also plays a major role in devising policies and procedures for on-campus graduate housing, and supports a Housing Service to coordinate summer and off-campus housing opportunities.

Graduate Student Housing

Housing on campus is provided for about sixty-five graduate students in the Graduate Residence Center, Batten House, and the Annex. There is a separate bedroom for each student. Rooms are furnished except for rugs and curtains. Blankets are provided but students should bring towels and bed linen. (Local rental services will supply sheets, blankets and pillowcases for a modest fee. Arrangements may be made on arrival.) Because of college fire regulations, smoking is not permitted in the bedrooms. There are smokers on certain floors. The dining room, available to all resident students, is located in the Center.

Application for a room should be made as early as possible. A room contract, which will be sent upon request, must be signed and returned to the Office of The Graduate School of Arts and Sciences with a deposit of ten dollars. The deposit will be deducted from the residence fee; it will be refunded only if the student cannot be accommodated.

A student who has reserved a room will be held responsible for the residence charge unless notice of withdrawal is sent in writing to the Dean of The Graduate School of Arts and Sciences before August 15.

The regular charge for residence (room, board and health service) for graduate students is \$1690 a year, payable one half early in the first semester and the other half early in the second. Although one or more housing units may be closed during Christmas and spring vacations, when food and health service are not available, residence on campus is provided from the opening of College in the fall until Commencement Day. Baggage will be accepted at the College after August 20. It should be sent prepaid, addressed to the proper residence hall, and marked with the owner's name.

Health

Medical Services

The College maintains an 18-bed infirmary with a staff of physicians and nurses. The infirmary is open when College is in session. The college physicians may be consulted without charge by students residing in campus housing and by students living off campus who have paid the dispensary fee. Specialists practicing in Bryn Mawr and Philadelphia serve as consulting physicians to the College. If consultation is necessary, the student must meet the expense.

The residence charge paid by graduate students living in campus housing entitles them to treatment in the College dispensary, and to care in the Infirmary for seven days (not necessarily consecutive) during the year, and to attendance by the college physicians during this time. After the seven-day period, the fee is \$20.00 for each day in the Infirmary.

Graduate students who do not live in campus housing may pay a \$40.00 fee which entitles them to full use of the Student Health Service. The fee is not billed automatically and is not covered by scholarship or other grants. The dispensary fee is to be paid in the Comptroller's Office where a dispensary card is issued.

The College maintains a counseling and diagnostic service staffed by two clinical social workers and five psychiatrists. They are at the Infirmary on a part-time basis. All students eligible for dispensary care may use this service. The counseling service offers confidential consultation and discussion of personal and emotional problems. Definitive and long range psychotherapy is not available. A charge is made for visits in excess of four.

Medical Requirements

All graduate students, after admission but before registration, must file a medical history and health evaluation form with the Infirmary. There are no exceptions to this rule.

In addition to a statement of health, signed by a physician, the following are required: tetanus and polio immunizations; proof of freedom from active tuberculosis based on either a negative skin test, or in the presence of a positive test, a normal chest x-ray within six months of admission.

Insurance

All graduate students are urged to carry health insurance. Students up to age twenty-five are entitled to the Bryn Mawr College Student Health care insurance at a cost of about \$40.00 per year. Those wishing more complete coverage may purchase Blue Cross and Blue Shield insurance on an individual basis, subject to screening by the insurance company. Application for College health insurance should be made through the Head Nurse in the Infirmary.

Foreign Students. The College also makes available a policy which provides fuller coverage of medical, surgical, and hospital costs. This insurance is required of all students whose permanent residence is not in the United States unless they have equally complete protection of another kind effective in the United States. The cost for students under age thirty is about \$70.00 for a twelve-month period, starting in September.

Child Care Center

Child care is available for Bryn Mawr-Haverford families at the New Gulph Child Care Center, 911 New Gulph Road (215 LA 5-7649). The Center, conducted by a professional staff, incorporates age group developmental activities with high quality group care. Children three months through five years old are eligible. The Center is open five days a week, 9-5, at an approximate cost of \$1.25 per hour plus an additional charge for hot lunch if desired. A minimum of six hours' regular use per week is required. Following Commencement, a summer program is conducted for approximately two months. Early registration for all programs is essential. For information contact the Director. Tuition for the semester is partially payable in advance.

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Carol L. Bernstein PHD (Yale University) *Lecturer in English*

The notations throughout this section
refer to the following footnotes:

¹On leave, semester II.

²On leave, 1975-76.

³On leave, semester I.

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- Susan M. Blackman MA (University of Pennsylvania) *Lecturer in Sociology*
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Index

Academic Departments	3	Economics	29
Administrative Officers	102	Education and Child Development	31
Admission, to the Graduate School of Arts and Sciences	6	Employment	88
to Graduate Courses	7	English	35
Anthropology	16	Equality of Opportunity	12
Application for Admission for Financial Aid	6	Excavations	28
for Residence	7	Exclusion from the College	79
Archaeology, Classical and Near Eastern	89	Executive Committee, Directors	93
Art, History of	27	Expenses	79
Assistantships	52	Faculty	94
Avignon, Summer Institute	85	Fees	78
Awards, Academic	12	Fellowships	80
Awards, Graduate, Committee on	81	Finance Committee, Directors	93
	104	Financial Aid	80
Biochemistry	19	Foreign Students, Application	7
Biology	20	Financial Aid Scholarships	7
Board of Directors	92	French	84
Committees of	93	Geology	37
Boyce Collection, Aline A.	9	German	41
Buildings and Grounds		Goldman Collection, Hetty	43
Committee, Directors	93	Goodhart, Marjorie Walter, Medieval Library	9
Calendar for the Academic Year	4-5	Gordan, John D., Reference Center	9
Canaday Collection, Ward M.	10	Graduate Prize	86
Career Planning, Office of	88	Graduate Record Examinations	6
Castle Collection	9	Graduate Residence Center	89
<i>Centro de Estudios Hispánicos</i>	12	Graduate Student Council	88
Chemistry	23	Greek	45
Child Care Center	91	Health	90
Child Study Institute	33	Health Staff	102
Child Study Institute Staff	103	History	47
Classical and Near Eastern Archaeology	27	History and Philosophy of Science	50
Committees of Board of Directors	93	History of Art	52
Computer Center	10	History of Religion	54
Continuing Enrollment	8	Housing	89
Council of the Graduate School of Arts and Sciences	104	Infirmary	90
Courses	16-77	<i>Institut d'Etudes françaises d'Avignon</i>	12
Curtis Collection, Densmore	9	Insurance, Health	91
Defense Mapping Agency Maps	10	Italian	54
Degree Candidacy	8	King Collection, Elisabeth W.	9
Degree Requirements	13-15	Laboratories	10
Dillingham Collection	9	Language Requirements	6
Directions to the College	108	Latin	55
Directors, Board of	92	Libraries	9
Committees of	93	Library Committee, Directors	93
Doctor of Philosophy, degree	13	Library Staff	103
Duties of Fellows and Scholars	85	Loan Funds	87

Madrid, Summer Institute	12	Residence Center	89
Master of Arts, degree	14-15	Resources for Graduate Work	9
Mathematics	57	Russian	72
Mediaeval Studies	59	Scholarships	80, 84
Music	60	Science Center	10
Officers		Sciences, Plan for	
Administrative	102	Coordination in	10, 83
Board of Directors	92	Seminars and Courses	16
Opportunity, Equality of	12	Social Work and	
		Social Research, Graduate	
Phebe Anna Thorne School	33	School of	3, 22
Philosophy	62	Sociology	74
Philosophy of Science	50	Spanish	75
Physical Examination	90	Staff, Academic and	
Physics	64	Administrative	94
Plan for Coordination in		Student Employment	88
the Sciences	10, 83	Summer Work	12
Political Science	68	Teaching Certification	32
Program of Study	11, 16	Trustees	92
Psychology	69	Tuition	78
		Tuition Grants	86
Rand Collection, Theodore	10	Tuition Scholarships	80, 84
Rare Book Room	9	University of Pennsylvania,	
Reciprocal Plan, University		Reciprocal Plan	11
of Pennsylvania	11	U.S. Geological Survey Maps	10
Registration	8	Vaux Collection, George Jr.	10
Riegel Museum, Ella	9		
Religion, History of	54		
Religious Life Committee,			
Directors	93		
Requirements for Admission	6		
for Degrees	13-15		

Directions to Bryn Mawr College

By automobile from the East or South-East take the Walt Whitman Bridge to I-676/Schuylkill Expressway and follow this north until it meets with I-76; OR take the Benjamin Franklin Bridge to I-76/Vine Street until it meets with I-676. In either case, continue north on I-76 to Exit 41, "City Ave.—U.S. 1 South." Proceed south on City Ave./U.S. 1 for 1.1 miles from the exit ramp, and then turn right on Conshohocken State Road (PA 23). (There is a shopping center on the right shortly before this turn.) After three-tenths of a mile, Conshohocken State Road makes a sharp turn to the left over a railroad overpass and comes to a traffic light. Continue straight through this intersection; you are now on Montgomery Avenue, which you follow for about five miles (bearing right at a fork at about the three mile point), to Morris Avenue in the town of Bryn Mawr. Harcum Junior College will be on the left shortly before Morris Avenue. Turn right onto Morris Avenue, proceed to the next traffic light, and then turn left onto New Gulph Road for approximately 1½ blocks. Visitors may use the College parking lot, entering at Merion Gate, which is directly opposite 815 New Gulph Road. The parking lot on Morris Avenue also may be used by visitors.

By automobile from the South take I-95 through Wilmington, Delaware, to Chester, Pennsylvania, then take the exit marked "PA 352—Edgemont Ave." (It is also marked with a sign for "Chester Business District.") Immediately look for, and follow, signs for PA 320 North. Continue north on PA 320 for approximately 10.5 miles from the I-95 exit, until you come to Bryn Mawr Avenue. (This is about two miles after you cross PA 3, and has a traffic light.) Turn right, and follow Bryn Mawr Avenue for approximately two miles until you come to a traffic light at Haverford Road. Continue on Bryn Mawr Avenue, which bears slightly to the left, until you come to Lancaster Avenue in the town of Bryn Mawr. (This is the second traffic light after Haverford Road.) Turn right on Lancaster Avenue for one block, and then left at the first traffic light onto Morris Avenue. Follow the road, which will curve under the railroad tracks, until you come to the traffic light at Montgomery Avenue. Proceed across Montgomery Avenue to the next traffic light. Turn left on to New Gulph Road for approximately 1½ blocks. Visitors may use the College Parking lot, entering at Merion Gate, which is directly opposite 815 New Gulph Road. The parking lot on Morris Avenue also may be used by visitors.

By automobile from the West, North or Northeast take the Pennsylvania Turnpike to the Valley Forge Exit (24). From the Valley Forge Exit of the Turnpike, take the Schuylkill Expressway (I-76) east, turning off at Exit 36, "PA 320, Gulph Mills," which is 3.5 miles from the toll gate. Follow PA 320 south for approximately four-tenths of a mile, and turn left at the first traffic light onto Old Gulph Road. Proceed on this for approximately three miles, and the College will be on your right. The College parking lot is the third entrance on the right after Roberts Road.



1975-76

Bryn Mawr College Calendar

**BRYN
MAWR**

Undergraduate College

1975-76

Bryn Mawr College Calendar

Undergraduate Courses

Issue for the Session of 1975-76

August 1975, Volume LXVIII, Number 3

Bryn Mawr College Calendar. Published December, July, August and September by Bryn Mawr College, Bryn Mawr, Pa. 19010.

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Contents

	PAGE
Academic Schedule	3
The Trustees, Directors and Committees of the Board	5
The Faculty and Staff	7
Introduction	22
Admission	27
Freshman Class	27
Transfer and Foreign Students	30
Readmission	31
Leaves of Absence	31
Academic Facilities and Residence	33
Tuition and Residence Fees	39
General Information	41
Student Advising	41
Academic Standards and Regulations	41
Health	42
Curriculum	45
Premedical Preparation	49
Preparation to Teach	50
Coordination in the Sciences	50
Credit for Creative Work in the Arts	51
Language Houses	51
Summer Institutes Abroad	52
Junior Year Abroad	52
Employment and Vocational Counseling	54
Courses of Study	56
Departmental Courses	57
Interdepartmental Work	144
Performing Arts	152
Physical Education	152
Financial Aid	155
Scholarship Funds	157
Prizes and Academic Awards	172
Scholarships for Medical Study	176
Loan Funds	178
Alumnae Representatives	181
Index	187

Visitors to the College are welcome, and when the College is in session student guides are available to show visitors the campus. Appointments for interviews and for campus tours should be made in advance by letter or by telephone. The College offices are open Monday through Friday from nine until five and on Saturdays from nine until one when the College is in session.

Correspondence

The Post Office address is Bryn Mawr College, Bryn Mawr, Pennsylvania 19010. Telephone: 215 LA 5-1000.

Correspondence about the following subjects should be addressed to:

The President

General interests of the College

The Dean

Academic work, personal welfare and health of the students

The Director of Admissions

Admission to the Undergraduate College and entrance scholarships

The Dean of The Graduate School of Arts and Sciences

Admission and graduate scholarships

The Dean of The Graduate School of Social Work and Social Research

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The Director of Halls

Rooms in the halls of residence

The Comptroller

Payment of bills

The Director of Office of Career Planning

Recommendations for positions and inquiries about students' self-help

The Alumnae Association

Regional scholarships and loan fund

Academic Schedule 1975-76

1975		<i>First Semester</i>
<i>August</i>	30	Halls of residence open to entering class at 12 noon Registration of entering undergraduate students
<i>September</i>	1-6	Deferred examinations
<i>September</i>	3	Halls of residence open to returning undergraduates at 8 a.m. Registration of returning students
<i>September</i>	4	Work of the 91st academic year begins at 9 a.m.
<i>September</i>	8	French examinations for undergraduates
<i>September</i>	9	German examinations for undergraduates
<i>September</i>	10	Hebrew, Italian and Spanish examinations for under- graduates
<i>September</i>	11	Greek, Latin, Mathematics and Russian examinations for undergraduates
<i>October</i>	17	Fall vacation begins after last class
<i>October</i>	22	Fall vacation ends at 9 a.m.
<i>November</i>	26	Thanksgiving holiday begins after last class
<i>December</i>	1	Thanksgiving holiday ends at 9 a.m.
<i>December</i>	9	Last day of semester 1 classes
<i>December</i>	10-14	Review period
<i>December</i>	14	Written work due
<i>December</i>	15-19	College examinations for semester 1
<i>December</i>	19	Winter vacation begins

1976		<i>Second Semester</i>
<i>January</i>	12	Work of the second semester begins at 9 a.m.
<i>January</i>	23-24	Deferred examinations
<i>March</i>	5	Spring vacation begins after last class
<i>March</i>	15	Spring vacation ends at 9 a.m.
<i>April</i>	9,10,11	Geology field trip
<i>April</i>	12	Greek, Latin, Mathematics and Russian examinations for undergraduates
<i>April</i>	13	French, German, Hebrew, Italian and Spanish examinations for undergraduates
<i>April</i>	23	Last day of semester II classes
<i>April</i>	24-27	Review period
<i>April</i>	27	Written work due
<i>April</i>	28-	
	<i>May</i> 7	College examinations for semester II
<i>May</i>	10	Conferring of degrees and close of the 91st academic year
<i>May</i>	21-23	Alumnae Weekend

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The notations through this section refer to the following:

1. On leave of absence, semester I.
2. On sabbatical leave, semester II.
3. On sabbatical leave, 1975-76.
4. On sabbatical leave, semester I.
5. On leave of absence, 1975-76.
6. On leave of absence with Junior Faculty Research Award, 1975-1976.

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Pittsburgh), *Cataloging Librarian*
Gertrude Reed, M.S.L.S. (Rutgers University), *Head, Reference Division and Ar-
chivist*
Ruth Reese, M.L.S. (Simmons College), *Intercollege Librarian*
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Penelope Schwind, M.S.L.S. (Drexel University), *Head, Cataloging Department*
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Ethel W. Whetstone, A.B.L.S. (University of North Carolina), *Head, Sciences and
Social Sciences Libraries*

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- Frances C. Shaner, A.B. (Duke University), *Administrative Assistant to the President of the College*
- Thomas N. Trucks, B.S. (Villanova University), *Superintendent of Buildings and Grounds*
- Jo-Anne Thomas Vanin, M.A.T. (Harvard University), *Dean of the Class of 1977*
- Deborah Wolk, A.B. (Smith College), *Acting Financial Aid Officer of the Undergraduate College*
- Sarah E. Wright, *Director of Halls*

Health

- Frieda W. Woodruff, M.D. (University of Pennsylvania), *College Physician*
Martina M. Martin, M.D. (Thomas Jefferson University Medical College), *Assistant College Physician*
Anne Lee Delano, M.A. (Columbia University), *Director of Physical Education*
Eileen A. Bazelon, M.D. (Medical College of Pennsylvania), *Consulting Psychiatrist*
Mary Geiger, M.D. (State University of New York at Albany), *Consulting Psychiatrist*
John F. Howkins, M.D. (Columbia University, College of Physicians and Surgeons), *Consulting Psychiatrist*
Howard B. Smith, M.D. (Thomas Jefferson University Medical College), *Consulting Psychiatrist*
Margaret Temeles, M.D. (Tufts University, School of Medicine), *Consulting Psychiatrist*

Physical Education

- Anne Lee Delano, M.A. (Columbia University), *Director of Physical Education*
Linda Fritsche Castner, M.S. (Smith College), *Instructor in Physical Education*
Naomi L. Kocean, M.S. (Western Illinois University), *Instructor in Physical Education*
Barbara Lember, B.F.A. (Philadelphia College of Art), *Part-time Instructor in Dance*
Paula Carter Mason, B.S. (University of Wisconsin), *Part-time Instructor in Dance*
Mary L. O'Toole, M.S. (University of Illinois), *Instructor in Physical Education*
Janet A. Yeager, *Instructor in Physical Education*

Halls of Residence

- Sarala Abreu, M.A. (Mount Holyoke College), *Senior Resident of the Graduate Center*
Deborah Grady Dalton, A.B. (Bryn Mawr College), *Warden of Rhoads Hall*
Françoise Diot, M.A. (Ecole Normale Supérieure), *Warden of French House in Haffner Hall*
Mary A. Franz, B.A. (College of New Rochelle), *Warden of Pembroke East*
Charles Robert Heyduk, B.A. (La Salle College), *Warden of Radnor*
Gabriele M. G. Hoffarth, (University of Gottingen), *Warden of German House in Haffner Hall*
Maureen Winther Ihrle, B.A. (Bryn Mawr College), *Warden of Pembroke West*

- Alice Pomponio, B.A. (State University of New York at Geneseo), *Warden of Rockefeller*
Catharine H. Roehrig, B.A. (Hollins College), *Warden of Merion*
Betsy Sandel, A.B. (Bucknell University), *Warden of Denbigh*
George N. Szeliga, B.A. (Wesleyan University), *Warden of Russian House in Erdman Hall*
Luz M. Umpierre, B.A. (Colegio Universitario Del Sagrado Corazón), *Warden of Spanish House in Haffner Hall*
Carol N. Wallace, B.A. (Earlham College), *Warden of Erdman Hall*

Child Study Institute

- Janet L. Hoopes, PH.D. (Bryn Mawr College), *Director*
Beatrice Schneider, M.S.S. (Bryn Mawr College), *Assistant to the Director*
Jean Ager, A.B. (Western College for Women), *Psychologist*
Shirley Alrich, M.A. (Bryn Mawr College), *Counselor*
Jean Astley, B.A. (University of Pennsylvania), *Reading Specialist*
Arlene Baggaley, M.A. (Bryn Mawr College), *Part-time Counselor*
Eleanor Beatty, M.A. (George Washington University), *Psychologist*
Hannah Beiter, M.S. (University of Pennsylvania), *Reading Specialist*
Lynn Coren, M.S.S. (Bryn Mawr College), *Counselor*
Emma Dalsimer, B.S. (Ursinus College), *Part-time Counselor*
Charlotte Diamond, M.S.S. (Smith College), *Part-time Counselor*
Robert J. Dye, M.S. (University of Pennsylvania), *Reading Specialist*
Marjorie Edwards, M.S.S. (Bryn Mawr College), *Part-time Counselor*
Anne D. Emmons, M.S. (University of Pennsylvania), *Reading Specialist*
Kathleen Finnegan, M.A. (Temple University), *Psychologist*
Joel Goldstein, M.D. (Thomas Jefferson University Medical School), *Consulting Psychiatrist*
Anita Grinnell, M.S. (University of Pennsylvania), *Part-time Psychologist*
Ann Hamm, M.S.S. (Bryn Mawr College), *Social Caseworker*
Bernard Kanter, M.D. (Dalhousie University), *Consulting Psychiatrist*
Louella M. Kennedy, M.S.S. (Bryn Mawr College), *Part-time Social Caseworker*
Nina Korsh, B.A. (University of Pennsylvania), *Part-time Counselor*
Frederic J. Kwapien, M.D. (Tufts University School of Medicine), *Consulting Psychiatrist*
Barbara J. Lorry, M.S. (University of Pennsylvania), *Reading Specialist*
Ann S. McIlvain, M.ED. (Boston University), *Reading Specialist*
Herman Staples, M.D. (Hahnemann Medical College), *Consulting Psychiatrist*
Russell Sullivan, M.A. (Seton Hall University), *Counseling Psychologist*

Judith Vaden, M.S.S. (Bryn Mawr College), *Counselor*

Elsie Waelder, M.S.W. (Western Reserve University), *Chief Social Worker*

Isabel Westfried, M.A. (Bryn Mawr College), *Chief Psychologist*

Mary Lee Young, M.S. (University of Pennsylvania), *Reading Specialist*

Phebe Anna Thorne School

Susan E. Maxfield, M.S. (Syracuse University), *Director*

Marilyn Motto Henkelman, M.ED. (Loyola University), *Head Teacher*

Tess L. Schutte, M.A. (Bryn Mawr College), *Teacher*

Nancy L. Close, B.A. (Connecticut College), *Assistant Teacher*

Marion C. Hyson, M.A. (University of North Carolina), *Assistant Teacher*

Sandra P. Juliani, M.ED. (Tufts University), *Assistant Teacher*

Introduction

Bryn Mawr effectively combines a small undergraduate college with two graduate schools. In both The Graduate School of Arts and Sciences and the Undergraduate College the study of the liberal arts and sciences is pursued with members of the faculty who normally teach on both levels. They find that the teaching of undergraduates and the direction of graduate student research complement each other, so that the stimulation of investigation in the various fields of graduate study is reflected in all departments of undergraduate work. The undergraduate program emphasizes both depth and breadth of knowledge and understanding. No field is so broad that it cannot take advantage of the specialist's deep understanding; no specialty is so narrow that it may not profit from a breadth of perception.

Bryn Mawr College is convinced that intellectual discipline and enrichment provide a sound foundation for living. It believes in the rights of the individual and thinks of the college community as a proving ground for the freedom of individuals to think and act as intelligent and responsible members of a democratic society.

In these beliefs Bryn Mawr has preserved the purpose and much of the tradition of its founders, a group of men and women belonging to the Society of Friends who were convinced that intelligent women deserve an education as rigorous and stimulating as that offered to men.

History of the College

This concern about the opportunity for women to study at the university level was felt strongly by Dr. Joseph Taylor, a New Jersey physician, who decided to give his estate to provide the land, the first buildings and the endowment for the new college. With much care Dr. Taylor chose the site, thirty-nine acres of land on a hill in Bryn Mawr, eleven miles west of Philadelphia. He supervised the erection of the first building and took part in formulating the plans that led to a new educational venture. This was the opening in 1885 of the first college for women with undergraduate instruction for the A.B. and graduate instruction for the M.A. and PH.D. degrees in all departments.

Dr. Taylor as he planned the College thought first of the education of young Friends. As Dr. Taylor's trustees in the early years considered the policies of the College they found themselves bound to allow freedom of conscience to all students. By 1893 it is clear from their studies and

reports that they were determined to maintain a non-denominational college while strongly supporting the Friends' position of freedom of conscience and providing for continued opportunity within the College and through the College to encourage the student to develop and strengthen her own religious faith.

The first president of Bryn Mawr College was James E. Rhoads, a physician and one of the trustees responsible for the initial plans. The first dean was M. Carey Thomas, who devoted her life to securing for women the opportunity for higher education and the right to share in all the privileges and responsibilities of American citizenship. Miss Thomas succeeded to the presidency in 1893, after the resignation of Dr. Rhoads. In 1922 she was followed by Marion Edwards Park, already distinguished in the academic world for her scholarship in the classics and her ability as a teacher and administrator. From 1942 to 1970 Katharine Elizabeth McBride presided over the College in a time of great change and tremendous growth. The fifth president, Harris Llewellyn Wofford, Jr., was elected in 1969.

Since the early years of Bryn Mawr, the campus has grown from 39 to about 112 acres; new buildings have been added as required by additional students and by new undertakings in teaching and research.

The College as Community

Bryn Mawr College is committed to the principle of equal opportunity in education, as in employment.

Believing that a small college provides the most favorable opportunity for the students to participate in their own education, Bryn Mawr limits the number of undergraduates to approximately nine hundred. And since diversity in background and training serves not only to stimulate discussion but also to develop an intelligent understanding of such diversity, the undergraduate enrolment includes students from various types of schools, independent and public, foreign as well as American. The whole group, both graduate and undergraduate, is composed of students from all parts of the United States as well as from many foreign countries.

The resources of Bryn Mawr as a small residential college are augmented by its participation at the undergraduate level with Haverford College and Swarthmore College in an arrangement which coordinates the facilities of the three institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. All three colleges share in some facilities and in various curricular and extra-curricular activities, but geo-

graphical proximity makes possible more regular and closer cooperation between Bryn Mawr and Haverford, which are only a mile apart. The calendars for the year are coordinated so that vacations and examination periods coincide. Bryn Mawr students regularly take courses at Haverford and may major in fields not represented in the Bryn Mawr curriculum. The cooperation greatly augments and enriches the academic offerings of both colleges. Collections in the two libraries are cross-listed, and students may study in either library.

The cooperation between Bryn Mawr and Haverford naturally extends beyond the classroom. Student organizations on the two campuses work closely together in matters concerned with student government and in the whole range of activities. Cooperation in living arrangements was initiated in 1969-70, and several residence halls on the two campuses are assigned to students of both colleges.

Bryn Mawr itself sponsors a broad cultural program which supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. Such opportunities are provided by the six-week residence of the Mary Flexner Lecturer in the humanities and by the Anna Howard Shaw Lectures in the social sciences, the visiting professors on the Katharine E. McBride Fund for faculty appointments and by various individual lecturers in many of the departments of the College. The President's Office sponsors seminars on current issues which bring together distinguished leaders from the worlds of business, politics, finance and scholarship. Several of the student organizations also arrange conferences and lectures both on current national and international problems and within particular fields of social and cultural interest. The musical, dramatic and dance programs of the College are under the direction of the faculty and staff of Bryn Mawr and Haverford colleges, and are arranged by the appropriate student organizations of the two colleges. The Arnecliffe Studio has facilities for painting and sculpture, where guidance and criticism are provided by the artist-in-residence. There is a dance studio in Rockefeller Hall.

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join with members of the faculty and administration in making and carrying out plans for the college community as a whole. The Student Self-Government Association, to which every student belongs, provides a framework in which individuals and smaller groups function. The Association both legislates

and mediates in matters of social and personal conduct. Through their Government Association, the students share with the faculty the responsibility for the administration of the Academic Honor System. The Association also coordinates the activities of the many special interest clubs, open to all students; it serves as the liaison between students and College officers, faculty and alumnae. It has most recently been instrumental in perfecting a system of meal exchanges with Haverford, extending the shuttle bus service which the two colleges provide, and introducing college transportation between the two colleges and Swarthmore.

The Association is aided by the Committee on Religious Life and Student Affairs of the Board of Directors and by the staff of the College to bring students in touch with their churches, to sponsor lectures or discussions on religious subjects, to plan services for worship and to take responsibility for giving students an opportunity to pursue and extend their religious interests.

Other major student organizations are concerned with political affairs, community service, the arts and athletics. Student organizations sponsor speakers, organize discussions and provide outlets for active participation in contemporary political issues.

The Bryn Mawr-Haverford Arts Council, independently or with other groups (College Theater, Orchestra, Chorus, Little Theater) sponsors work and performances or exhibitions in the arts. Under the aegis of the Athletic Association, the Dance Club choreographs its own productions. The Athletic Association also provides opportunities for all kinds of activities, from the Outing Club to organized intramural and varsity contests. *The Bryn Mawr-Haverford News*, published weekly, welcomes the participation of students interested in reporting and editing.

One of the most active of student organizations is the Curriculum Committee, which has worked out with the Faculty Curriculum Committee a system of self-scheduled examinations, currently in operation, as well as the possibility of receiving academic credit for "project" courses of a creative studio type or in social field work. Students participated in meetings of the Faculty Curriculum Committee for the first time in 1969-70, and continue to work with the faculty on an overall curriculum review which has to date resulted in a revision of the grading system, the initiation of five new interdepartmental majors and an interdepartmental area of concentration, and the opportunity to fulfill the divisional requirements at either Bryn Mawr or Haverford and to major in departments at Haverford College which have no counterpart department at Bryn Mawr.

Black students' organizations have also been active in arranging with members of the faculty and staff for visiting lecturers to teach new courses in the appropriate departments, and in 1970-71 opened a Black Cultural Center, which sponsors cultural programs open to the College community. It provides residence space for a few students. An active Women's Alliance has been working for several years with various departments on the establishment of appropriate courses on women. In 1971-72 and again in 1974-75 a volunteer student group organized an all-College colloquium which involved a day of discussion on the aims and direction of the College. A similar colloquium on the effect of cooperation on Bryn Mawr as a women's college is planned for the fall of 1975.

In 1970-71 for the first time the faculty voted to invite three seniors elected by the undergraduates to serve with faculty members on the College Admissions Committee. The Board of Directors requested the undergraduate college and the student organizations from each of the graduate schools to elect representatives to sit with the Board in its stated meetings. Two undergraduate students began meeting with the Board in May 1971. Like the faculty representatives to the Board, the student members join in discussion but do not vote. In 1973 the faculty invited three students elected from the three upper classes to serve with alumnae and faculty on the Undergraduate Scholarship Committee.

Through their interest and participation in these many aspects of the College community the students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

Admission

Bryn Mawr College is interested in candidates of character and ability, who wish a liberal college education and are prepared for college work by a sound education in school. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad.

In its consideration of candidates the College looks for evidence of ability in the student's high school record, her rank in class and her College Board tests, and asks her high school advisor and several teachers for an estimate of her character, maturity and readiness for college.

The College admits only candidates for a degree.

Program of Secondary School Studies

Candidates are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages and mathematics carried through most of the school years and, in addition, history and a laboratory science. A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition and literature throughout four years; at least three years of mathematics, with emphasis on basic algebraic, geometric and trigonometric concepts and deductive reasoning; four years of one modern or ancient language, or a good foundation in two languages; some work in History and at least one course in laboratory science, preferably Biology, Chemistry or Physics. Elective subjects might be offered in, for example, History of Art, History of Music or Biblical studies to make up the total of 16 or more credits recommended for admission to the College.

Since school curricula vary widely, the College is fully aware that many applicants for admission will offer programs that differ from the one described above. The College is glad to consider such applications provided students have maintained good records and continuity in the study of basic subjects.

Application for Admission

Students are advised to apply for admission to Bryn Mawr between the end of the junior year and January 15 of the senior year of high school. The College welcomes earlier consultation about school programs.

Only in exceptional circumstances will applications to the freshman class be accepted after January 15 of the student's senior year.

Application forms may be obtained from the Director of Admissions, Bryn Mawr College, Bryn Mawr, Pennsylvania. A fee of \$20 must accompany each application and is not refundable.

Candidates will be notified of the Committee on Admissions' action on their application in mid-April of the senior year.

Entrance Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all candidates, and should be taken by January of the senior year. If possible, Achievement Tests should be taken in current subjects. Students should offer three of the one-hour tests: one in English composition and two others. The College recommends but does not require that one of the three tests be taken in a foreign language, since a high score (received in the year prior to entrance) satisfies an A.B. degree requirement (see page 47, III B. 1, C for details on language exemption). No special preparation, other than work well done in a good school, is required for successful performance on these tests.

Candidates are responsible for registering with the College Entrance Examination Board for the tests. Information about the tests, test centers, fees and dates may be obtained by writing to *College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540 or P.O. Box 1025, Berkeley, California 94701.*

Interviews

All candidates are expected to have an interview, before January 15, either at the College or with an alumna area representative. Appointments for interviews and campus tours should be made in advance by writing or telephoning the Office of Admissions (215 LA 5-1000). The Office of Admissions is open from nine to five on weekdays and, except during March, June, July and August, on Saturdays from nine to one. A student who is unable to visit the College should write to the Director of Admissions for the name and address of an alumna representative in her area.

Early Decision Plan

A student who is applying for admission to Bryn Mawr College only, and to no other college, will be sent an earlier notice (by December 1) as to the

action taken on her application, provided she follows the plan outlined below:

1. She must take the Scholastic Aptitude Test and three Achievement Tests (English and any two others) by the summer preceding her senior year.

2. After she and her advisor have reviewed the results of these tests together with her three-year high school record, she should file *by October 15* a preliminary application and an Early Decision Plan card.

3. All other application forms must be completed and returned no later than *November 1*.

4. She should complete the required interview at the College or with an alumna area representative before *November 1*. Names and addresses of the area representatives may be obtained from the Director of Admissions.

5. She will be notified by December 1 (1) that she has been admitted to Bryn Mawr for the following autumn, or (2) that she is advised to transfer to the Regular Plan for admission and to file an application with at least one other college, or (3) that she will not be admitted to Bryn Mawr.

Early Admission

Each year a few outstanding students are admitted after the junior year of high school. Students who wish to apply for Early Admission should plan to complete a senior English course before entrance to college and should write to the Director of Admissions about application procedures.

Deferred Entrance

A student admitted to the College may defer entrance to the freshman class for one year provided that she writes the Director of Admissions requesting deferred entrance by May 1, the Candidate's Reply Date.

Advanced Placement

Students who have carried advanced work in school and who have honor grades (4 and 5) on the Advanced Placement Tests of the College Entrance Examination Board may, after consultation with the Dean and the departments concerned, be admitted to one or more advanced courses in the freshman year. Bryn Mawr accepts Advanced Placement Tests with honor grades in the relevant subjects as exempting the student from college requirements for the A.B. degree.¹ With the approval of the Dean

1. The grade of 5 is required in English and in History.

See also pages 45-46, sections II and III.

and the departments concerned, one or more Advanced Placement Tests with honor grades may be presented for credit. Students who enter with three or more Advanced Placement Tests passed with honor grades may apply for sophomore standing.

The Advanced Placement Tests are given at College Board centers in May. Students may also consult the Dean or the Director of Admissions about the advisability of taking placement tests given by the College during Freshman Week.

Transfer Students

Each year a few students are admitted on transfer to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities, and present strong high school records which compare favorably with those of entering Bryn Mawr freshmen.

Transfer candidates should file applications as early as possible and no later than March 15 for entrance in September, or no later than November 1 for the second semester of the year of entrance. Application forms and instructions may be requested from the Director of Admissions.

Transfer candidates will be asked to submit official test reports from the College Entrance Examination Board of the Scholastic Aptitude and Achievement Tests taken in high school. Those who have not previously taken these tests will be required to take only the Scholastic Aptitude Tests. Test registration information may be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or from the West Coast office of the Board at Box 1025, Berkeley, California 94701.

To qualify for the A. B. degree transfer students must have completed a minimum of two years of full-time study at Bryn Mawr. No credit will be given for work done elsewhere until the student has successfully completed a year's work at the College. Students who have failed to meet the prescribed standards of academic work or who have been put on probation, suspended or excluded from other colleges and universities, will under no circumstances be admitted.

Candidates for transfer will be notified of the action taken on their applications by early June, or for the second semester in December.

Foreign Students

Bryn Mawr welcomes applications from foreign students between the ages of 17 and 21 who have outstanding secondary school records and who meet university entrance requirements in their native countries.

Application forms and instructions are available from the Director of Admissions. No application fee is required. Foreign applications should be filed early in the year preceding entrance and must be complete by February 15.

Foreign applicants will be asked to take the Scholastic Aptitude Test of the College Entrance Examination Board. Achievement Tests are recommended but not required. Test registration information may be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or the West Coast office of the Board at Box 1025, Berkeley, California 94701. Registration arrangements for students taking the tests abroad should be made at least two months prior to the scheduled testing date.

All foreign applicants whose native language is not English will be required to present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is recommended but not required for all non-native speakers of English unless they have a diploma from an institution in which English is the sole medium of instruction. TOEFL registration information can be obtained by writing the Educational Testing Service, Princeton, New Jersey 08540.

Withdrawal and Readmission

A student who has withdrawn from College is not automatically readmitted. She must request readmission and should consult her Dean and the Director of Admissions concerning the procedure to be followed. Evidence of the student's ability to resume work at Bryn Mawr may be requested in the form of records from another university or medical approval. Applications for readmission will be reviewed twice during the year, in late February and in June. Students who file an application by February 15 will be notified of the Committee's decision in early March. Those who file by June 1 will be notified late in June.

Leaves of Absence

A student whose status at the College is not in question may apply to her Dean for a leave of absence. A leave may be requested for one semester or two consecutive semesters, and once approved, reinstatement will be granted. The estimated residential space available at the time a student wishes to return to the College will be a factor in the consideration of requests for leaves. Application must be made in writing by July 1 of the academic year preceding the requested leave (or November 1 for second

semester leave). The deans and members of the student's major department will review any questions raised by the student or her Dean regarding the approval of the leave. In case of study at another institution, either foreign or domestic, the transfer of credits will be treated in the usual manner by the Committee on Transfer. A student should confirm her date of return, by letter to her Dean, by March 1 preceding return for the fall semester and by December 1 for return in the spring semester. (See page 39, Tuition.)

A student extending her leave beyond the approved period will have to apply for readmission.

Medical Leave of Absence

A student may, on the recommendation of the College Physician or her own doctor, at any time request a medical leave of absence for reasons of health (see page 39, Tuition). Re-entrance will be granted upon evidence of recovery.

Academic Facilities and Residence

Libraries

The new Mariam Coffin Canaday Library was officially opened in April 1970. As the center of the College's library system, it offers expanded facilities for study and research. The collections for the humanities and social sciences are largely in the Canaday Library, except for Art and Archaeology in the M. Carey Thomas Library, Music in Goodhart Hall and Psychology in Dalton Hall. In addition, there are libraries for the Sciences and Mathematics in the Science Center. The collections of the Haverford College Library, which complement and augment those of Bryn Mawr, are equally accessible to the students.

Bryn Mawr's libraries operate on the open-stack system, allowing students free access to the collections, which comprise over 425,000 volumes. A union catalogue for all the libraries of Bryn Mawr and Haverford is located in the Canaday Library, as are the basic reference and other service facilities of the system. Students are urged to familiarize themselves with the various aids provided for study and research. A series of pamphlets on library use is available for handy reference, and the staff of librarians may be consulted for further assistance.

In addition to the books, periodicals and microfilms basic to a college library, the Canaday Library also has a small but distinguished collection of research materials among its rare books and manuscripts. The Marjorie Walter Goodhart Medieval Library, for example, provides the basic texts for probing the mind of the late Middle Ages and the thought of the emerging Renaissance. These treasures are supplemented by a growing collection of sixteenth-century texts. Another noteworthy resource is the Louise Bulkley Dillingham Collection of Spanish-American books, which range from sixteenth-century exploration and settlement to contemporary Spanish-American life and culture.

The Rare Book Room houses the Marjorie Walter Goodhart Medieval Library of incunabula and medieval manuscripts. Important and extensive collections of early material on Latin America, Africa and Asia are to be found in the Dillingham, McBride and Plass Collections. The recently acquired Castle Collection expands the opportunities for the study of the graphic arts in books. In addition to these special collections are numerous other rare books and manuscripts.

The M. Carey Thomas Library still houses in the West Wing the books and other study materials of the Departments of Classical and Near Eastern Archaeology and History of Art. The study area in the stacks has been increased and the collections of slides and photographs have been made more accessible. Also in the West Wing is the Quita Woodward Memorial Room for recreational reading, with recent books in literature, art, religion and current affairs as well as many classics. The rest of the M. Carey Thomas Library will continue to provide offices for the majority of faculty in the humanities and social sciences as well as informal meeting rooms and the Great Hall, serving now as a Commons for the College community.

Haverford and Swarthmore Colleges and the libraries in Philadelphia are generous in making their resources available to students. The Union Library Catalogue of Philadelphia, situated at the University of Pennsylvania, enables students to locate easily the material in approximately one hundred seventy-five libraries in the Philadelphia metropolitan area.

Students wishing to use another library for material not available at Bryn Mawr must secure from the Head of the Public Services Department of the library a letter of introduction stating the subject to be consulted.

Archaeology Collections

The Ella Riegel Museum of Classical Archaeology, housed on the third floor of the M. Carey Thomas Library, West Wing, contains a small study collection of Greek and Roman minor arts, especially vases, and a selection of pre-classical antiquities. The Museum was formed from private donations such as the Densmore Curtis Collection presented by Clarissa Dryden, the Elisabeth Washburn King Collection of classical Greek coins, and the Aline Abaecherli Boyce Collection of Roman Republican silver coins. The late Professor Hetty Goldman gave the Ella Riegel Museum an extensive series of pottery samples from the excavations at Tarsus in Cilicia. The collections are used for small research projects by undergraduate and graduate students.

Anthropology Museum and Laboratory

The Anthropology Laboratory in Dalton Hall houses several large collections of New World artifacts, including the W. S. Vaux Collection of archaeological and ethnological materials. This important collection, made during the last half of the nineteenth century, has as its main emphasis the artistic works of New World Indians. The Anne and George Vaux Collection represents a wide selection of American Indian basketry from

the Southwest, California and the Pacific Northwest. The extensive Ward Canaday Collection contains outstanding examples of most of the ceramic and textile traditions for which Peru is known. Other comprehensive collections, given by faculty and friends of the College, represent the Old World Paleolithic and Neolithic, Paleo-Indian, Eastern Woodland, Southwestern, Middle Mississippian and Mexican antiquities. These collections have been enlarged by osteological materials and casts of fossil hominids. There is also a small but growing collection of ethnomusical recordings, representing the music of native peoples in all parts of the world. Students are expected to make use of these materials and laboratory facilities; there are limited display areas available for those interested in working on museum exhibits.

Laboratories

Laboratories, classrooms and libraries for Biology, Chemistry, Geology, Mathematics and Physics are located in the three buildings of the Science Center. Laboratories and classrooms for Psychology are in Dalton Hall.

In the Science Center the central building is the Marion Edwards Park Hall for Chemistry and Geology. Adjoining this building on the north is a building for Biology. South of Park Hall is the building for the physical sciences, which provides additional space for Chemistry and Geology, all the laboratories for Physics and classrooms and a library for Physics and Mathematics.

In all three buildings of the Science Center and in Dalton Hall there are large laboratories and lecture rooms for undergraduate students and smaller seminar rooms and laboratories for graduate students. In addition to the usual equipment, the science departments have special apparatus and instruments needed in particular research projects by faculty and graduate students and acquired, in part, through the Plan for the Coordination of the Sciences and through research grants from industry and other private sources and from government agencies.

In the Science Center there is an instrument shop with a staff of expert instrument makers to serve all the science departments, and several departments have smaller shops for the use of their own faculty and students. A glassblowing shop is manned by a part-time glassblower. There are rooms specially equipped for work with radioactive materials and for photographic work.

The Geology Department makes available for study and research several important collections. On deposit from the U. S. Geological

Survey and the Defense Mapping Agency are 40,000 maps. The Department has extensive reference and working mineral collections, including the George Vaux, Jr., Collection and the Theodore D. Rand Collection, approximately 10,000 specimens each.

Through its membership in the Uni-Coll Corporation, a regional educational computer consortium, Bryn Mawr College has access to the resources and technical support of a major computing center. A high speed, remote batch terminal (printer at 600 lines per minute, card reader at 600 cards per minute) and nine teletypewriter terminals located on campus link the College with the Uni-Coll IBM 370, Model 168 computer. These facilities make available to faculty and students batch, remote job entry, and interactive computing supported by a large variety of programming systems.

Language Laboratory

The modern language departments jointly maintain a Language Laboratory. Its library of tapes contains recordings from the various literatures as well as material especially prepared for language drills. The simple but versatile equipment offers opportunities to improve both the speaking and comprehension proficiency of the student of foreign languages.

Halls of Residence

Nine halls of residence on campus each provide full living accommodations for from 50 to 135 students. Denbigh Hall, Merion Hall, Pembroke East, Pembroke West and Radnor Hall are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor John D. Rockefeller, and Rhoads North and South for the first president of the College James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman, Class of 1921 and member of the Board of Directors. The Clarissa Donnelley Haffner Hall, which brings together into a "European village" three houses for students of French, German and Spanish, was opened in the fall of 1970.

In the year 1969-70 an experiment in coeducational living was tried: Radnor Hall housed students from both Bryn Mawr and Haverford; other Bryn Mawr students occupied suites in a Haverford residence hall. The success of the experiment and increased interest in these arrangements

have resulted in an extension of coeducational living to Rhoads, Merion, and Erdman Halls at Bryn Mawr and to further units at Haverford.

College officers called wardens are in charge of the residence halls. They may be single women or married couples who are members of the Dean's staff but at the same time close to the undergraduates in age, and engaged either in teaching or in studying for an advanced degree. They are interested in all aspects of each student's welfare and they work, as well, with the student officers in each hall.

The College offers a variety of living accommodations including a few suites and a number of double rooms. However, many students occupy single rooms. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, curtains, and any other accessories they may wish.

The maintenance of halls is the responsibility of the Director of Halls and a staff of managers. Food service is provided by a national food service organization. No special foods or diets can be obtained.

Rules for Residence

Residence in the college buildings is required of all undergraduates with these exceptions: those who live with their families in Philadelphia or the vicinity, and no more than thirty students who are permitted to live in houses or apartments of their own choosing after having received permission to do so from both the College and their parents. Married couples live off campus.

A student enrolled in the College who plans to be married must inform the Dean in advance and must make her own living arrangements.

The College maintains the halls of residence in order to provide simple, comfortable living for its students. It expects students to respect its property and the standards on which the halls are run. A printed statement of residence regulations is given each student. The College makes every effort to keep the residence charge low; the present rates are possible only because the students have agreed to assume the major responsibility for keeping their rooms clean and in order, thus permitting a reduction in service. Failure on the part of a student to meet the requisite standard in the care of her room may cause the College to refuse her residence the following year.

All the undergraduate halls are closed during the Christmas vacation. One hall is kept open during the spring vacation and here undergraduates may occupy rooms at \$5.00 per day (including meals).

Non-Resident Students

For non-resident students, there is a suite of rooms in Erdman Hall containing study space, a kitchenette, dressing room and showers. College mail and campus notices will be sent there throughout the academic year. The warden of Erdman Hall is available for consultation.

Non-resident students are liable for all undergraduate fees except those for residence in a hall. A Dispensary fee of \$40 entitles them to medical examination and consultation with the College Physician.

Fees

Tuition

The tuition fee in 1975-76 for all undergraduate students, resident and non-resident, is \$3725 a year.

The entire fee will be billed in July 1975 and due August 15, 1975. In the event of withdrawal from the College, refunds will be made according to the following schedule:

Withdrawals July 15 through September 3, 1975	100%
For new students only: withdrawals within the first two weeks of classes	100%
Withdrawals September 4 through October 31, 1975	75%
Withdrawals November 1 through January 11, 1976	50%
Withdrawals January 12, 1976 through March 5, 1976	25%
Withdrawals after March 5, 1976	0

The average cost of teaching each undergraduate is over \$5800 a year. The difference over and above tuition must be met from private gifts and income from endowment. Contributions from parents able and willing to pay an additional sum are most welcome to help meet the expenses of instruction.

Residence

The charge for residence is \$1690 a year and will be billed with tuition in full in July and be paid in two equal payments, that is, on August 15, 1975 and January 1, 1976. Refunds will be made according to the above schedule.

Procedure for Securing Refunds

Written notice must be received by the student's dean at least one week prior to the effective date of the withdrawal. Students who have received federally insured loans (loans guaranteed by state agencies-GSLP and National Direct Student loans-NDSL) to meet any educational expenses for the current academic year must make an appointment with the Comptroller of the College before leaving the campus to arrange for the appropriate refund of the loans in question.

General Deposit

All entering students are required to make a deposit of \$100. This deposit will remain with the College while the student is enrolled as an undergraduate. After one year of attendance, the deposit will be returned thirty days after graduation or withdrawal from College. However, any unpaid bills and any expenses incurred as a result of destruction or negligence on the part of the student will be applied against the deposit.

Summary of Fees and Expenses for 1975-76

Tuition	\$3725
Residence	1690

Minor Fees

Laboratory fee per semester:

One course of 2 hours or less a week	\$12.50
One course of more than 2 hours a week	25.00
Two or more courses of more than 2 hours a week	50.00
Health Insurance (Students' Health Care Plan)	40.00
(For foreign students)	67.20
Dispensary fee for non-resident students	40.00
Graduation fee (payable in the senior year)	25.00

Schedule of Payments

Tuition and residence fees will be billed in full and may be paid as follows:

For resident students

 \$4570 due not later than August 15

 \$ 845 due not later than January 1

For non-resident students

 \$3725 due not later than August 15

No student will be permitted to attend classes or to enter residence until payment of the College charges has been made. No student will be registered at the beginning of a semester, or be graduated, or receive a transcript until all accounts, including a single activities fee of approximately \$65.00, collected by the students, are paid. All resident students are required to participate in the College food plan.

An alternate payment plan is offered those who wish to pay tuition in two equal installments by August 15 and January 1. A service charge of \$45.00 will be added to the second semester bill.

Faced with the rising costs affecting all parts of higher education, the College has had to raise tuition each of the last six years, and further increases may be expected.

Monthly Payment Plan

For parents who wish to pay college fees on a monthly basis, the College offers the Education Plan in cooperation with the Bryn Mawr Trust Company. To finance a single year's cost it is necessary to sign an agreement by July 15. Contracts include the benefit of parent life, total and permanent disability insurance. For information, write to the Comptroller of the College.

General Information

Student Advising

The deans are responsible for the general welfare of undergraduates, and students are free to call upon them for help and advice on academic or more general problems. Each class has its own Class Dean. In addition to their class deans, students may work with the Financial Aid Officer who administers the financial aid program, including grants and loans, and with the Director of Career Planning. The wardens of residence halls, who are members of the Dean's staff, also are ready to advise and assist students. The College Physician, the consulting psychiatrists and counselors are also available to all students. The deans and wardens will give students information about appointments with these specialists.

For freshmen, the Student Freshman Week Committee and the College provide a special period of orientation. Freshmen are asked to come into residence before the College is opened to upperclassmen. The wardens of the various halls and a committee of upperclassmen welcome them and are available to answer questions and give advice. Freshmen with their parents may have interviews with the President. In addition, freshmen have individual appointments with the deans to plan their academic program for the year. New students also take placement tests and a physical examination. To acquaint them with the many other aspects of college life, activities are sponsored by the undergraduate organizations.

Academic Standards and Regulations

Faculty rules governing academic work and the conduct of courses are stated in "Academic Rules for Undergraduates," given to each freshman. All students are responsible for knowing the rules thoroughly. Rules concerning the Academic Honor System and student conduct are also stated in the Student Handbook.

Each student's academic work must be of sufficiently high quality to meet the academic standards set by the College. The Council of the Undergraduate College, composed of one faculty member from each department, reviews the records of those students whose work has fallen below the required standard. In such cases the Undergraduate Council may set specific requirements to be met by the student concerned and may

also curtail privileges. In extreme cases the Undergraduate Council may exclude a student or require her to withdraw for a period of time from the College.

Integrity of all work is demanded of every student. Information about the Academic Honor System dealing with the conduct of examinations, written quizzes, and other written work is given to all entering students. Any infraction of these regulations or any action contrary to their spirit constitutes an offense. Infractions are dealt with by an Administrative Board composed of faculty and students.

Attendance at Classes

Regular attendance at classes is expected. Responsibility for attendance rests solely with each student. In general no attendance records are kept. Each instructor will make clear his view concerning absence from class.

Students should note that instructors are not notified of absences because of illness unless a student has missed three days of classes.

Absences for health or other urgent reasons are excused by the Dean, but any work missed must be made up. After a brief absence the student should consult her instructors about making up the work. In the case of a prolonged absence the Dean must be consulted as well as the instructors. If it seems probable to the Dean that a student's work may be seriously handicapped by the length of her absence, she may be required to drop one or more courses. Any student absent for more than twenty-five consecutive class days will generally be required to drop a course.

Health

Students receive clinic and hospital care in the College Dispensary and Infirmary, where a College Physician is in daily attendance. The 18-bed Infirmary is open when College is in session. Additional medical and surgical facilities are readily available at the Bryn Mawr Hospital and in nearby Philadelphia.

Students at Bryn Mawr and Haverford receive out-patient care in their respective College Dispensaries and in-patient care when necessary in the Bryn Mawr College Infirmary. Medical and psychiatric consultations with the College staff are available by appointment.

The Counseling Service is staffed by two clinical social workers, and five psychiatrists who are employed by the health service on a part-time

basis. This service is available to all students eligible for Dispensary care, and is limited to discussion of acute problems, diagnosis and recommendations for further care. A charge is made for visits in excess of four.

Certain health regulations must be met by all entering students. A medical examination blank provided by the College must be filed before July 1. As part of this health report, certification of immunization against tetanus, diphtheria and poliomyelitis, an intradermal tuberculin test and ophthalmologist's certificate are required. If the intradermal tuberculin test is reported positive a chest x-ray is necessary. Students who have failed to hand in these reports will not be permitted to register until they have completed the necessary examinations and immunizations.

The residence fee paid by resident students entitles them to treatment in the College Dispensary and to care in the Infirmary for seven days, not necessarily consecutive, during the year, to attendance by the college physicians during this time and to general nursing. In cases requiring a special nurse, the expense incurred must be paid by the student. The fee for each day in the Infirmary after the seven-day period is \$20. A nominal charge will be made for medicines and laboratory tests.

Non-resident students must pay a fee of \$40, which entitles them to full use of the Student Health Service. Non-resident students need not pay the fee unless they desire Student Health Service privileges.

All communications from parents and guardians, outside physicians and others, concerning the health of a student should be addressed to the College Physician. Any student who becomes ill when absent from College must notify the Office of the Dean and present to the Infirmary when she returns a signed statement from her physician. If a student leaves the campus for reasons of health she should notify her Class Dean or the Infirmary.

The College reserves the right, if the parents or guardians of a student cannot be reached, to make decisions concerning operations or other matters of health.

Health insurance is required of all undergraduate students. If a student is not already covered, a student Health Care Insurance Plan is available through the Head Nurse at the Infirmary. The cost is less than \$40 a year and includes coverage for one full calendar year. Foreign students must carry health insurance valid in the United States. The cost for insurance taken out at Bryn Mawr is approximately \$70 for a twelve-month period. Application by foreign students for insurance may be obtained from the Comptroller.

Insurance

The College is not responsible for loss due to fire, theft or any other cause. Students who wish to insure against these risks should do so individually or through their own family policies.

Curriculum

The present plan of study takes into account both the changes of recent years in secondary school education and the expectation of graduate school on the part of most students. It provides flexibility and makes it possible for students to include a wide range of fields of knowledge and to have great freedom to explore and elect. Some of the flexibility has been achieved by including all departments of the College in a divisional system, thus allowing both humanist and scientist a variety of ways in which to meet college requirements.

The Plan for the Curriculum

I. All candidates for the A.B. degree shall present 16 units¹ of work. In all cases one of these will be a unit of Senior Conference in the major subject.

II. Students must complete a unit of work in each of the four following disciplinary groups with courses that introduce students to these disciplines offered under departmental sponsorship at either Bryn Mawr or Haverford Colleges. A student with suitable preparation may, in consultation with the appropriate faculty members and her class dean, elect a course at the intermediate or advanced level.

<i>Group I</i>	<i>Group II</i>	<i>Group III</i> ⁷	<i>Group IV</i>
History	Biology	English	History
Philosophy	Chemistry	Literature	Philosophy
Anthropology ²	Geology	Modern	Archaeology
Economics	Physics	Literatures	History of Art
Education	Psychology 101 ⁵	Classical	History of Religion ⁸
Political Science	[Mathematics] ⁶	Literatures	Music ⁹
Psychology ³			
Sociology ⁴			

1. A unit of work is the equivalent of eight semester hours and is either a year course or, when appropriate, two one-semester courses.

2. Anthropology 101, if at Bryn Mawr.

3. Two semester courses chosen from: 206, 207, 208, 305; any Haverford courses numbered 111 and above, with the exception of 240b.

4. At least one semester of work at the 100-level is required.

5. Or in special cases Psychology 201a and 302b.

6. Mathematics alone may not be used to fill any *group* requirement. See page 46, II, a & c; III, B, 2.

The following directions and qualifications are to be noted:

a. A student (not majoring in subjects under Group II) may elect a second course under Group II, including Mathematics, as an alternative to any one of her other divisional requirements.

b. No course may satisfy more than one divisional requirement. Students majoring in History or Philosophy may count courses in their major as satisfying the requirement in *either* Group I or Group IV, but not both. Students majoring in Psychology may count courses in their major as satisfying *either* Group I or Group II, but not both. Students majoring in History of Religion may count courses in their major as satisfying *either* Group III or Group IV, but not both.

c. Courses taken to satisfy the requirements in English and Mathematics described below do not count as fulfilling divisional requirements.

III. In addition to the divisional requirements, each student must:

A. Include in her program two semesters of English composition (English 015) unless by a score of 5 on the Advanced Placement Test she has shown evidence that she has attained proficiency at this level.

B. Achieve a certain level of proficiency in languages or in one language and mathematics, the level to be demonstrated in one of the three following ways:

1. She may demonstrate a knowledge of two foreign languages by
 - a. passing an examination offered by the College every spring and fall, or
 - b. passing with a grade of at least 2.0 a College course (one full unit) above the elementary level, or

7. Any combination of courses at Bryn Mawr listed below will satisfy the requirement:

English 101 and all 200 courses under "Literature"

French 201, 202, 203 and all 300 courses

German 202 and all 300 courses

Greek 101, 201, 202a, 203 and 301

Italian 201, 202, 204, 301, 303 and 304

Latin 101, 201, 202, 207, and all 300 courses

Russian 203, 204, and all 300 courses with the exception of 305

Spanish 201, 203 and all 300 courses

History of Religion 103, 104, 201b, 207a, 208b, 209b, 301b, 305b.

at Haverford:

Classics 201a, 202b, 203a, 204b, 301a, 302b, 303a, 304b

English 101 and all advanced courses with the exception of 190a

French 200 level and above

German 202a & b and all 300 courses

Spanish 200 level and above.

8. Or Religion at Haverford.

9. Music 101 or 102, if at Bryn Mawr.

c. attaining a score of at least 590 (in one language) on a College Board Achievement Test *taken in the year prior to college entrance* or by passing with an honor grade an Advanced Placement Test.

2. She may offer one language to be tested as described above and demonstrate proficiency in mathematics by

- a. attaining a grade of 4 or 5 on the Advanced Placement Test, or
- b. passing an examination offered by the Department of Mathematics each spring and fall, or
- c. achieving a grade of at least 2.0 in Mathematics 101 or a more advanced course.

3. She may offer one language to an advanced level of proficiency to be demonstrated by passing with a grade of at least 2.0 one course or two semester courses at the 300 level.

IV. At the end of the sophomore year each student must choose a major subject, and in consultation with the departmental advisor plan an appropriate sequence of major and allied courses. Usually a major is made up of four courses, two courses of allied work and one unit of Senior Conference in the major subject. No student will be required to offer more than six courses in the major subject. Students invited to participate in the Honors program count the Honors project as one of the major subject units.

In brief outline, each student's program will include:

1. a unit of work in English, unless she is exempt
2. work to achieve the required level of proficiency in one language, or two languages, or one language and mathematics
3. four units of work, one from each of the divisions I-IV
4. a major subject sequence of at least four units of work and two units of allied work and a Senior Conference
5. elective units of work to complete an undergraduate program of at least 16 units.

Each major department offers Honors work to a number of its senior students who have demonstrated unusual ability. Honors work is of more advanced character than that done in the regular courses and requires more initiative and power of organization than is usually expected of undergraduate students. Such work may be carried on in connection with an advanced course or may be planned especially for individual students. It usually includes independent work of a critical and analytical nature

with source material, periodic reports and the preparation of an Honors paper.

A student with unusual interest or preparation in several areas could consider one of the interdepartmental majors, a double major, a major with a strong minor, or a special program involving work in several departments built around one major as a core. Such programs can be arranged by consulting the Dean and members of the departments concerned.

A student who wishes to pursue the study of a special area, figure or problem within a given discipline, may, if she finds a faculty member willing and able to supervise such work, substitute a supervised unit of independent study for one semester or year course.

In 1974 the faculty voted to change from a grading system employing only the letters A, B, C, D and F to a numerical system consisting of a scale of 4.0 to 0.

Each student must attain a grade of 2.0 or above in at least half of her graded courses and a grade of at least 1.0 in the remainder. In all courses in her major subject, she must attain grades of 2.0 or above. Should she receive a grade below 2.0 in a second-year or advanced course in the major subject, she may be required to change her major.

The degree of Bachelor of Arts is conferred upon students who have completed the course of study described above. The degree is awarded *cum laude*, *magna cum laude*, and *summa cum laude*. To students who have completed Honors work in their major subject the degree is awarded with honors in that subject.

Credit for work taken elsewhere is given as follows:

1. Transfer credits (see page 30)
2. Cooperation with neighboring institutions

Under the Three-College Plan for Cooperation, full-time students at Bryn Mawr may register for courses at Haverford College and Swarthmore College without payment of additional fees. Such registration must be approved by the Dean and, in the case of required or major and allied work, by the departments concerned. Credit toward the Bryn Mawr degree will be granted for such courses.

Students may major in departments at Haverford College for which there are no corresponding departments at Bryn Mawr, e.g., Astronomy and Fine Arts (under the direction of Bryn Mawr's Professor of Fine Art).

3. Summer School Work

Students desirous of supplementing their work at Bryn Mawr by taking courses in summer school are encouraged to do so after their freshman year.

Students who wish to present summer school work for credit should first obtain approval of their plan from their Class Dean and from the department concerned. No credit will be given for work in which a student has received a grade below 2.0. Credit given will be calculated on an hour-for-hour basis.

Supplementary requirements for the Degree:

1. Physical Education—All students must meet the requirement in Physical Education (see page 152).
2. Residence—Every candidate for the degree of Bachelor of Arts unless she is a transfer student or is permitted to accelerate her program or to take a junior year away will normally attend Bryn Mawr College for a period of four years. Students admitted on transfer from other colleges must complete sixteen units, eight of which must be taken while enrolled as a degree candidate at Bryn Mawr College. At least four of these units must be completed at Bryn Mawr during the junior or senior year.
3. Full Program of Work—With few exceptions, all students carry a complete program and do not spend more than the equivalent of the four undergraduate years in completing the work for the A. B. degree.

Student Health Lecture Series

A series of lectures and discussion is presented each year by the college health service. Such topics as drug addiction, sex counseling, adolescent mental health and basic health care are discussed. All freshmen must attend the program which is given in the fall.

Premedical Preparation

Bryn Mawr, through the curriculum in liberal arts and sciences, provides the opportunity of meeting requirements for admission to the leading medical schools of the country, and each year a number of its graduates enters these schools. The minimal requirements for most medical schools are met by the following courses: Biology 101, Chemistry 101, Chemistry 202, Mathematics 101, Physics 101. Some medical schools require Chemistry 203, and a second course in Biology is required for all students who plan to attend medical school in the midwest, southwest or west.

The requirements may be fulfilled by a major in Biology, with the election of Mathematics 101 and Physics 101, or by a major in Chemistry, with the election of Biology 101. They can also be met by a major in other subjects, such as literature or history, with careful planning of the

student's courses during her four years at Bryn Mawr and some work in the summer at an institution giving summer courses acceptable either to Bryn Mawr in substitution for its regular course work or to the medical school of the student's choice. Students planning premedical work should consult early in their careers with the Associate Dean who is the premedical advisor for the College.

The College is able to award a number of scholarships for medical study from funds given for that purpose by friends interested in the advancement of women in medicine (see page 176). These may be applied for on admission to medical school and are awarded at the end of the senior year for use during the first year of medical study, with the prospect of renewal for later years if the student's need and her record in medical school warrant it.

Post-Baccalaureate Premedical Program

A post-baccalaureate premedical program is available to graduates of Bryn Mawr and other four-year accredited institutions. The program is designed to meet the needs of students who have not completed the premedical requirements during their undergraduate years and who have never applied for admission to a medical school. For details of the program, please write to the Premedical Advisor of the College, Taylor Hall, Bryn Mawr College, Bryn Mawr, Pennsylvania 19010.

Preparation to Teach

Students majoring in a liberal arts field which is taught in secondary school may, by appropriate planning early in the undergraduate career, prepare themselves to teach in the public junior and senior high schools of Pennsylvania. By reciprocal arrangement the Pennsylvania certificate is accepted by a number of other states. A student who wishes to teach should consult early in her college career with the chairman of the department concerned and of the Department of Education and Child Development so that appropriate curriculum plans may be made. (See page 72).

Coordination in the Sciences

In 1935, a grant from the Carnegie Corporation of New York enabled the College to put into operation a Plan for Coordination in the Sciences. Through the grant, the College is able to offer both undergraduate and graduate scholarships to students who wish to prepare themselves for future work in areas of interest to more than one natural science department.

The chairmen of the departments included in this plan (Biology, Chemistry, Geology, Mathematics, Physics, Psychology) will be glad to see students interested in this program and to advise them about their course of study. Such students should consult with the chairmen of the departments as early as possible.

Interdepartmental Work

Interdepartmental majors are offered in Classical Languages, Classical Studies, French Studies, The Growth and Structure of Cities, and Russian Studies; an interdepartmental area of concentration in Hispanic and Hispanic-American Studies (see page 149) is also offered.

In addition, each year certain courses are offered which cut across well-defined areas of knowledge and emphasize relationships among them. The interdepartmental courses are usually offered at the advanced level since the material considered requires some background in at least two disciplines.

Credit for Creative Work in the Arts

Students may major in Fine Arts at Haverford College under the direction of Bryn Mawr's Professor of Fine Art (see Fine Art under History of Art). Serious students of music, creative writing and the dance may receive elective academic credit for work in these fields. For details see the Performing Arts, the Department of Music and the Department of English.

Language Houses

Haffner Hall, which opened in the fall of 1970, comprises three separate units for qualified students of French, German and Spanish. In 1972-73 a small group of students wishing to speak Italian was included in a section of Haffner Hall. In 1975-76 eleven students from Bryn Mawr and Haverford interested in the study of Russian will occupy a section of Erdman Hall.

Sophomores, juniors or seniors who wish to live in a language house should apply to the head of the appropriate department. Adequate preparation in the language is a prerequisite and those who are accepted agree not to speak English at any time. Residence in a language house provides an excellent opportunity to gain fluency in speaking a foreign language, and is highly advisable for students planning to spend the junior year abroad.

Institut d'Etudes Françaises d'Avignon

Bryn Mawr College offers a summer program of intensive work in significant aspects of French culture. The program is open to men and women students from other colleges and from Bryn Mawr. Certain of the courses carry graduate credit. The *Institut* director and faculty members are French professors teaching in colleges and universities in the United States and France. Classes are held in the Palais du Roure and the facilities of the Bibliothèque Calvet are available to the group. Students live with families in Avignon. Applicants for admission must have strong academic records and have completed a course in French at the third year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit and scholarships, students should consult Dr. Michel Guggenheim of the Department of French.

Centro de Estudios Hispánicos en Madrid

Bryn Mawr also offers a summer program of intensive work held in Madrid, Spain. The program, under the direction of a member of the Department of Spanish, is open to men and women students from other colleges and from Bryn Mawr. The instructors are members of college and university staffs familiar with teaching standards and practices in this country.

Courses are offered both for the student whose interest is Spain and for the student who wishes to specialize in Latin American affairs. Students live with Spanish families. All participate in study trips and attend an excellent series of carefully planned lectures and cultural events. Applicants must have strong academic records and must have completed the equivalent of three years of college-level Spanish. For information students should consult Dr. Eleanor Paucker of the Department of Spanish. A small number of scholarships is available each year. The *Centro* was made possible by a grant from the Henry L. and Grace Doherty Charitable Foundation of New York.

The Junior Year Abroad

Qualified students may apply for admission to certain groups which offer a junior year in Europe. Bryn Mawr students may study in Paris under the junior year plans sponsored by Barnard, Columbia, Sarah Lawrence, Smith and Sweet Briar Colleges or at *L'Académie*; in Geneva, Florence, or Hamburg with groups organized by Smith College, or in Munich or Freiburg with the group sponsored by Wayne State University. Students may apply for admission to other Junior Year Abroad programs which have the approval of their major department and the Curriculum Committee.

Applicants must have excellent academic records and must give evidence of competence in the language of the country in which they plan to study. In general, two years of study at the college level are necessary to provide adequate language preparation. The junior year groups are not limited to language majors; they often include majors in, for example, History of Art, History or the social sciences. All students who plan to study abroad should consult the chairmen of their major departments to be certain that the work done in Europe may be coordinated with the general plan for the major subject.

Intercollegiate Center for Classical Studies in Rome

The Center is maintained by a cooperating group of colleges and universities, of which Bryn Mawr is a member. Students majoring in Latin, Greek or Archaeology who meet the Center's entrance requirements may apply for admission for one or both semesters of the junior year. The Center's curriculum includes courses in Greek and Latin Literature, Ancient History and Archaeology, and provides for the study of Italian.

Guest Senior Year

A student, after consultation with her major department and her Dean, may apply for a guest senior year at another institution in the following circumstances: (a) if a program offered elsewhere will provide her with an opportunity of furthering her academic goals in a way not possible at Bryn Mawr (such cases to be submitted to the Curriculum Committee for approval); (b) for reasons of health or family emergency; (c) if she will be married and not remain in the Bryn Mawr area.

Scholarships and Other Student Aid

All students are, strictly speaking, on scholarship in the sense that their tuition fees cover only part of the costs of instruction. To those students well qualified for education in liberal arts and sciences but unable to meet the college fees, Bryn Mawr is able to offer further scholarship aid. Alumnae and friends of the College over many years have built up endowment for scholarships. Annual gifts from alumnae and alumnae clubs and from industrial and professional groups add to the amounts available each year. It is now possible to provide at least partial scholarships for approximately forty percent of the undergraduate students in the College. Full information about the scholarships available and other forms of help for meeting the expenses of college education will be found in the section, Financial Aid.

Child Care

Child Care is available for Bryn Mawr and Haverford college families at the New Gulph Child Care Center, 911 New Gulph Road (215 LA 5-7649) across from the Science buildings. Children three months through five years old are eligible. The Center is open five days a week, 9:00 a.m.-5:00 p.m., at an approximate cost of \$1.25 per hour plus an additional charge for hot lunch if desired. Tuition for the semester is partially payable in advance.

The Center, conducted by a professional staff, incorporates age group developmental activities with high quality group care. Flexible schedules can be arranged to accommodate the programs of students, staff, faculty, and alumnae parents, based on the college calendar. A minimum of six hours' regular use per week is required. Following Commencement, a summer program is conducted for approximately two months.

Early registration for all programs is essential. For information contact the Director.

Career Planning

Students and alumnae are invited to make use of the services of the Career Planning Office which include: a) career and job counseling; b) group and private sessions on resume writing and job-hunting techniques; c) information on and referrals for on- and off-campus part-time jobs, and summer and permanent positions; d) maintaining and furnishing to employers, upon request, credentials files of alumnae containing biographical data and letters of recommendation.

During the academic year the office sponsors career conferences to provide students with a broader knowledge of career options. Within recent years these conferences, made possible by a grant from the William C. Whitney Foundation in memory of Alexandra Colt Werkman '60, have focused on careers for women in law, medicine, the arts, and business and management, and have dealt with such related themes as a choice of life-styles for women and changes in women's roles since World War II. The office invites alumnae back to the College to participate both in these conferences and in its career colloquium series through which individual alumnae spend a short time on campus sharing with students their own career experiences and insights gained from them.

Students interested in exploring specific career fields may participate in any of several internship programs during a semester, the January recess,

or spring vacation. In addition, a number of competitive, paid summer work internships are made available to Bryn Mawr students by businesses and other professional institutions.

Bryn Mawr participates in the Federal College Work-Study Program established by the Economic Opportunity Act of 1964. This program provides funds for on- and off-campus jobs for students who meet the Federal eligibility requirements. Students interested in this program should consult the Director of Financial Aid. (See page 156.)

Courses of Study 1975-76

Key to Course Numbers and Symbols

- 001-099 indicate elementary and intermediate courses.
With the exception of Greek 001 and Russian 001 these courses are not part of the major work.
- 100-199 indicate first-year courses in the major work.
- 200-299 indicate second-year courses in the major work.
- 300-398 indicate advanced courses in the major work; 399 is used for the Senior Conference.
- 400-499 indicate special categories of work (e.g., 401 for Honors, 403 for a supervised unit).
- * indicates elective courses, open to all students without prerequisite unless a special prerequisite is stated.
- a the letter "a," following a number, indicates a half-course given in the first semester.
- b the letter "b," following a number, indicates a half-course given in the second semester.
- c the letter "c," following a number, indicates a half-course given two hours a week throughout the year.
- d the letter "d," following a number, indicates a course of six-weeks' duration to be followed by an additional six weeks of independent supervised work.
- [] square brackets enclosing the title of a course indicate that the course is not given in the current year.

In general, courses listed as full-year courses must be carried through two semesters. In some cases one semester of such a course may be taken with credit, but only with permission of the student's Class Dean and the department concerned. One unit of work carried throughout the year is the equivalent of eight semester hours, or eleven quarter hours.

Selected Haverford and Swarthmore College courses are listed in this catalogue when applicable to Bryn Mawr programs. Consult the Haverford and Swarthmore College catalogues for full course descriptions.

Anthropology

Professor: Jane C. Goodale, PH.D., *Chairman*

Assistant Professors: Robert A. Braun, PH.D.

Richard H. Jordan, PH.D.

Philip L. Kilbride, PH.D.

Judith R. Shapiro, PH.D.

Assistants: Rosalie Haines, M.S.

Esther Kasangaki, B.A.

Professor of Music: Agi Jambor, M.A. (Ethnomusicology)

Associate Professor of German: Nancy C. Dorian, PH.D. (Linguistics)

The aim of the department is two-fold: 1) to introduce the liberal arts student to the discipline of Anthropology: its aims, methods, theories and contributions to an understanding of the nature of human culture and society, and 2) to provide for the major in Anthropology, in addition to the above, a firm understanding of the basic concepts and history of the discipline through examination of theoretical works and intensive studies in the ethnography and prehistory of several world areas. Laboratory experience is provided in a number of courses.

Requirements in the Major Subject: 101, 203a, 320a, and two additional half-units of intermediate (200) work chosen from 201a, 204a, 204b, 208a, 208b, 210a, and two additional half-units of advanced (300) work, plus 399a & b (Senior Conferences). Two additional units of major or allied work are required, which may be taken at Bryn Mawr or Haverford.

Allied Subjects: Biology, Classical and Near Eastern Archaeology, Economics, English Literature, Geology, History of Art, History of Religion, Linguistics, Philosophy, Political Science, Psychology, Sociology.

101. *Man, Culture and Society:* Members of the Department.

Man's place in nature, human evolution, and the history of culture to the rise of early civilizations in the Old and New Worlds; forms of culture and society among contemporary peoples. Because the subject matter is extensive, and the basic concepts unfamiliar, a full year is needed to gain an adequate understanding of the subject; therefore, both semesters are required for credit.

[102a.* *Afro-American Heritage*: Mr. Kilbride.]

[103b.* *American Indian Heritage*.]

201a. *Archaeological Methods of Analysis*: Mr. Jordan.

Lectures, laboratory and field experience will stress the methodological framework of archaeological investigation and interpretation. Prerequisite: 101a, or equivalent introductory course in related discipline, and permission of instructor.

203a. *Primitive Society*: Miss Goodale.

Social organization: an introduction to theory and methods and a study of significant contributions. Prerequisite: Anthropology 101b.

204a. *South American Prehistory*: Mr. Braun.

The culture history of the Andes and Amazonia up to the Spanish conquest. Interrelationships with Mesoamerica, Africa and Asia are explored. Cultural dynamics, and stylistic and iconographic analysis of art are stressed. Prerequisite: Anthropology 101a, or permission of instructor.

204b. *North American Prehistory*: Mr. Jordan.

A study of North American archaeology and culture history. Introduction to methods and theory in archaeology and in the analysis of archaeological data. Prerequisite: Anthropology 101a, or permission of instructor.

205a.* *Ethnomusicology*: Mme. Jambor.

Gypsy, Hungarian, ancient and modern Israeli, East European folk music, and American Indian music; ear training and practice in transcription.

205b. *Ethnomusicology*: Mme. Jambor.

Native African music; preparation for museum curatorship of musical instruments; continued instruction in transcription. Prerequisites: Anthropology 205a or Music 111a (Haverford).

[208a. *Old World Prehistory*: Mr. Jordan, Mr. Braun.]
& b.

[210a. *Human Evolution*: Mr. Jordan.]

302b. *Africa: Sub-Saharan Ethnology*: Mr. Kilbride.

A study of selected Sub-Saharan African societies and cultures, illustrating problems in ethnography. Prerequisite: Anthropology 203a.

303b. *Oceania: Topics in Melanesian Ethnography*: Miss Goodale.

An intensive study of selected Melanesian cultures and societies with emphasis on such topics as politics, law, economics, sex roles and iden-

tities, magic, religion, cultural dynamics and political development. Prerequisite: Anthropology 203a.

[304a. *The American Indian.*]

305a. *Latin America: Native Cultures of South America:* Miss Shapiro.

A comparative study of selected cultures of South America. Prerequisite: Anthropology 203a, or permission of instructor.

[306a. *Peasants:* Mr. Kilbride.]

320a. *Cultural Theory:* Mr. Kilbride.

The relationship of Anthropology to other social sciences and an examination of the important anthropological contributions to cultural theory. Prerequisite: a half-unit of advanced (300) work.

[321a. *Culture and Personality.*]

[322b. *Physical Anthropology.*]

324b. *Cultural Ecology:* Mr. Braun.

The interrelationships among cultural forms, adaptation, and natural and social environments. Examples are drawn from ethnography (non-western and complex societies), archaeology, and physical anthropology. Prerequisite: a half-unit of advanced (300) work.

[325a. *Anthropology of Women:* Miss Shapiro.]

See also:

308. *Introduction to Linguistics:* Miss Dorian.
(INT.)

[310. *Introduction to Linguistic Techniques:* Miss Dorian.]
(INT.)

[312b. *Field Methods in Linguistics:* Miss Dorian.]
(INT.)

399a. *Senior Conferences:*

& b. The topic of each seminar is determined in advance in discussion with students. Paper(s), report(s), quality of student's participation and examination will form the basis for evaluation. Seminars for 1975-76 are:

399a-1: Miss Goodale: *Humanistic Anthropology.*

-2: Mr. Kilbride: *Philosophy of Applied Anthropology.*

399b 1 & 2: Members of the Department.

401a. *Independent Work:*

& b. Independent work is offered to seniors of marked ability for one or two

semesters. If undertaken successfully it may be credited as Honors work. *Interdepartmental Work*: The Department of Anthropology participates in the interdepartmental major in *The Growth and Structure of Cities* and in the concentration in *Hispanic and Hispanic-American Studies*. See pages 147 and 149.

Biology

Professor: Robert L. Conner, PH.D., *Chairman*¹

Associate Professor: Anthony R. Kaney, PH.D.

Assistant Professors: Mary J. Koroly, PH.D.

Patricia J. Olds-Clarke, PH.D.

David J. Prescott, PH.D.

Allen C. Rogerson, PH.D.

Lecturers: Margaret R. Dalesandro, PH.D.

Jane R. McConnell, PH.D.

Patricia O. Pruett, PH.D., *Associate Dean*

Assistants: Gregory J. Arruda, A.B.

Joan E. Carey, M.S.

Charles J. Dunton, B.S.

Loraine G. Harpul, B.A.

Josephine Landrey, B.A.

Michael Reinhardt, B.S.

Theoni Trangas, B.A.

Professor of History of Science: Jane M. Oppenheimer, PH.D.

Assistant Professor of Chemistry: J. Maitland Young, PH.D.²

The courses offered are designed to present the principles underlying biological science to liberal arts students interested in understanding the biotic world in which man lives and his own position in it. Primary consideration is devoted, both in class and in the laboratory, to the interplay of development, structure and function in determining the unity

1. On leave, semester II.

2. On leave for the year, 1975-76.

and diversity which characterize the plant and animal kingdoms, and to dynamic interrelationships of living organisms with each other and with their environment. Genetics, developmental biology and biochemistry are emphasized as unifying disciplines.

Requirements in the Major Subject: Biology 101 (unless either or both semesters are exempted), 201a & b, 301 and at least one other unit (two half-courses) of advanced work, the Senior Conference, and Chemistry 101 and 202. Physics 101 and Mathematics 101 are strongly recommended as additional courses. Students should note that the ability to read French or German is essential for graduate work.

Allied Subjects: Chemistry, Physics, History of Science.

101. *General Biology:* Members of the Department.
Laboratory: Mrs. McConnell and assistants.
A presentation of the fundamental principles of molecular, cellular, and organismic biology. A selection of plants and animals is studied to illustrate problems and theories dealing with living systems and their interaction with the environment. Lecture three hours, laboratory three hours a week.
- 201a. *Genetics:* Mr. Kaney.
A study of heredity and gene action. Lecture three hours, laboratory four hours a week.
- 201b. *Developmental Biology:* Mrs. Olds-Clarke.
Principles of developmental biology, and vertebrate embryology. Lecture three hours, laboratory four hours a week.
301. *Cellular Physiology, Cell and Molecular Biology:* Mr. Conner, Miss Koroly, Mr. Rogerson.
A course devoted to a study of the activities of cells in terms of physical and chemical processes. The relationship of structure to function at the molecular, organellar and cellular levels is stressed. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 201 and Chemistry 202, which may be taken concurrently.
- 314b. *History of Science:* Miss Oppenheimer. (See History).
- 351b. *Problems in Genetics:* Mr. Kaney.
A seminar on somatic cell genetics of humans and other vertebrates. Presentations from current literature will be given and discussed. Two hours a week. No laboratory. Prerequisites: Biology 201a and Biology 301, or permission of instructor.

- 352a. *Problems in Molecular Biology*: Mr. Rogerson.
A seminar course dealing with a limited number of current topics of interest in the fields of cellular and molecular biology. Class meeting two hours a week. No laboratory. Prerequisite: Biology 301b.
353. *Biochemistry*: Mr. Conner, Mr. Prescott.
(INT.) The chemistry of living organisms with special emphasis on the chemical principles in physiological phenomena. Lecture three hours, laboratory six hours a week. Prerequisites: Chemistry 202 and Biology 301, or permission of the Department. Physics 101 and Mathematics 101 are recommended.
- [354b. *Aspects of Immunology*: Mr. Rogerson.]
- 355a. *Problems in Developmental Biology*: Mrs. Olds-Clarke.
A small number of recent studies, illustrating basic mechanisms, will be discussed in depth. Two hours a week. No laboratory. Prerequisites: Biology 201a and 201b or their equivalent and Biology 301a (the latter may be taken concurrently.)
- [356. *Biophysics*: Miss Hoyt.]
- 357a. *Computer Usage in the Life Sciences*: Mrs. Pruett.
(INT.) Experiments in the life sciences will be analyzed using computer techniques. The Fortran IV language will be developed and used throughout the course. Limited to advanced students with research experience; no previous training in the use of the computer required. Lecture two hours, laboratory two hours a week.
- [361b. *Recent Advances in Cell Biology*: Miss Koroly.]
399. *Senior Conference*: All seniors write a comprehensive paper in a prescribed area of Biology in conjunction with a faculty member. These papers serve as the basis for seminars intended to relate materials from various sub-disciplines of Biology to each other, to examine subjects of current biological interest, and to relate the field to the larger aspects of society. The method of evaluating the work will be determined in consultation between the seniors and the Department.
- Honors Work*: All qualified students are encouraged to do Honors work in one of the advanced fields. This entails one unit of laboratory work on an independent experimental research problem.
- Teaching Certification*: A sequence of work offered by the Department of Biology and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

COURSES AT HAVERFORD

- 355a. *Fundamentals of Immunology*: Mr. Finger.

Chemistry

Professors: Jay Martin Anderson, PH.D.

Ernst Berliner, PH.D., *Chairman*

Frank B. Mallory, PH.D.

George L. Zimmerman, PH.D.

Associate Professor: Joseph Varimbi, PH.D.

Assistant Professor: J. Maitland Young, PH.D.¹

Lecturer: Frances Bondhus Berliner, PH.D.

Assistants: Elena C. Antonelli, B.A.

Susan J. Ehrlich, A.M.

Sandra J. G. Linkletter, B.S.

George J. Morrow, B.S.

Cynthia H. Sarnoski, B.S.

Anne M. Thompson, M.A.

Assistant Professor of Biology: David J. Prescott, PH.D.

The major in Chemistry is designed to give the student a sound background in the four major fields of Chemistry: Inorganic, Analytical, Organic and Physical Chemistry. The courses are arranged in such a sequence as to convey an insight into the development of chemical theories from basic scientific principles. In the advanced courses the student begins to be acquainted with current problems in special fields and with modern approaches to their solutions. The emphasis throughout is on the fundamental principles on which chemistry is based and which are exemplified and further clarified by laboratory work taken in conjunction with each course.

Requirements in the Major Subject: Chemistry 101, the three 200-level courses, one unit of advanced work and the Senior Conference. The required unit of advanced work shall consist of two semesters of courses selected from among 301b, 302a, 302b, 303a, 303b, 311a, 353, and 356b, with the provision that at least one of the semesters shall include laboratory work (i.e., 302a, 302b, 303b, or 353). Physics 101 and Mathematics 101 are also required. Students are encouraged to take additional

1. On leave for the year, 1975-76.

mathematics. A reading knowledge of German is valuable for work in chemistry beyond the undergraduate level.

Allied Subjects: Biology, Geology, Mathematics, Physics.

- 101a. *General Chemistry:* Mr. Anderson, Mrs. Berliner and assistants.

An introduction to the theories of chemistry and the study of the non-metals. Introductory quantitative techniques. No knowledge of chemistry is presupposed. Three lectures, three hours of laboratory a week.

- 101b. *General Chemistry:* Mr. Berliner, Mrs. Berliner and assistants.

Ionic equilibria and the systematic qualitative analysis of inorganic substances. A study of the metallic elements. Three lectures, three hours of laboratory a week.

201. *Inorganic Chemistry:* Mr. Varimbi.

Correlations of chemical and physical properties based on the periodic table; structures of inorganic compounds; equilibria in acid-base and complex-ion systems. Laboratory work includes analytical techniques, synthesis, purification, and characterization of a variety of compounds by chemical and instrumental methods. Three lectures, five hours of laboratory a week.

202. *Organic Chemistry:* Mr. Berliner, Mr. Mallory.

First semester: aliphatic chemistry; second semester: aromatic chemistry and natural products. Three lectures, five hours of laboratory a week.

203. *Physical Chemistry:* Mr. Zimmerman.

Structure and kinetic-molecular theory of matter, elementary thermodynamics and chemical kinetics. Two lectures and one conference, laboratory five hours a week. Prerequisites: Mathematics 101, Physics 101. (The latter may be taken concurrently with Chemistry 203.)

- 301b. *Advanced Inorganic Chemistry:* Mr. Varimbi.

Group theory and some of its applications to structural and spectroscopic problems of ligand field theory. Elements of solid state chemistry: metals, semiconductors, and surface reactions. Two lectures a week.

- 302a. *Advanced Organic Chemistry:* Mr. Mallory, Mr. Berliner.

& b. Lectures: theories and fundamental principles of organic chemistry. Laboratory: (first semester) organic qualitative analysis; (second semester) advanced synthesis and laboratory techniques. Two lectures, six hours of laboratory a week.

- {303a. *Quantum Mechanics of Atoms and Molecules:* Mr. Anderson.]

Prerequisites: Chemistry 203, and Mathematics 201 or its equivalent.

03b. *Atomic and Molecular Spectroscopy* : Mr. Zimmerman.

Topics include absorption and emission spectroscopy in the vacuum ultraviolet, the ultraviolet-visible, and the infrared regions, nuclear magnetic resonance spectroscopy, raman spectroscopy. Two lecture-discussions, five hours of laboratory per week, and regular use of a computer. Prerequisites: Chemistry 303a or Chemistry 311a (Haverford) and some elementary knowledge of Fortran programming.

304a. *The Dynamics of Environmental Systems*: Mr. Anderson.

(INT.) Principles of the structure and function of ecosystems; techniques for the simulation of complex systems; the impact of man on the environment and man's management of resources. Three hours lecture-discussion weekly. Prerequisites: one year each of a natural and of a social science, and some familiarity with digital computation.

311a. *Quantum Chemistry*: Mr. Chesick (at Haverford).

353. *Biochemistry*: Mr. Conner, Miss Koroly, Mr. Prescott.

(INT.) (See Biology 353.)

356b. *Biochemical Mechanisms*: Miss Newirth (at Haverford).

Prerequisite: Chemistry 202.

399. *Senior Conference*:

The Senior Conference consists of four half-semester special topic seminars. In each year, eight such seminars will be offered. Four of these will be given at Bryn Mawr and four at Haverford, and students are free to select the seminars at either institution according to their own interests and preparation. These special seminars will be in the broad areas of chemistry, for instance, biochemistry, inorganic, organic, and physical chemistry, and will cover subject matter not usually taken up, or only briefly treated, in the regular courses. They will be on a level which has at least one semester of a 200-level course as a prerequisite. The topics will vary from year to year, and a list of topics will be made available to students towards the end of their junior year.

Honors Work: Honors work, consisting of individual research under the supervision of a member of the Department, may be undertaken in conjunction with any of the advanced courses by qualified students who are invited by the Department to participate in this program.

Teaching Certification: A sequence of work offered by the Department of Chemistry and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Classical and Near Eastern Archaeology

Professors: Machteld J. Mellink, PH.D., *Chairman*¹

Kyle M. Phillips, Jr., PH.D.

Brunilde S. Ridgway, PH.D., *Acting Chairman*

Associate Professors: Richard S. Ellis, PH.D.

Carl Nylander, PH.D.

Assistants: Sarah Peirce, B.A.

Ann Steiner, A.B.

The major courses provide an extensive survey of the ancient Mediterranean and Near Eastern civilizations, with emphasis on Greek art and archaeology.

Requirements in the Major Subject: Archaeology 101, 201b or 204b or 208a; 203a & b, 205b, 301a & b and the Senior Conferences. All majors are urged to take Greek and Ancient History, and to acquire a reading knowledge of French and German.

Allied Subjects: Ancient History, Anthropology, History of Art, Greek, Latin, Akkadian, Hebrew.

101. *An Introduction to Ancient Art:* Mrs. Ridgway.

An historical survey of the art of the Ancient Near East, Greece and Rome. Three hours of classes, one hour of informal discussion.

[201b. *The Archaeology of Mesopotamia before 1600 B.C.:* Mr. Ellis.]

202b. *Ancient Greek Cities and Sanctuaries:* Mr. Nylander.

A study of the form and cultural importance of three major Greek centers: the Athenian acropolis and the sanctuaries of Delphi and Olympia.

[203a. *Etruscan and Roman Sculpture:* Mr. Phillips.]

203b. *Greek Sculpture:* Mrs. Ridgway.

The development of Greek sculpture to the Hellenistic period.

204b. *Egypt and Mesopotamia from 1600-500 B.C.:* Mr. Ellis.

The archaeology of the Kassites, Mitanni, Assyria and Babylonia.

205b. *Aegean Archaeology:* Mr. Nylander.

The pre-Greek and early Greek cultures of the Aegean area: Minoan Crete, Troy, the Aegean Islands, Mycenaean Greece and their overseas connections.

1. On leave for the year, 1975-76.

- 206a. *Ancient Near Eastern Cities*: Mr. Ellis.
(INT.) The development of the earliest cities in Western Asia. Architectural form and function, reconstruction of historical cities on the basis of excavation and texts.
- 208a. *Medes and Persians*: Mr. Nylander.
The history and archaeology of Iran under the Medes and Persians, and their contacts with Mesopotamia, Egypt and Greece.
- 301a. *Greek Vase-Painting*: Mr. Phillips.
Greek vase-painting as an original form of art, its relation to other arts, and its place in archaeological research.
- 301b. *Greek Architecture*: Mr. Nylander.]
(INT.)
- 302b. *Roman Architecture*: Mr. Phillips.
The architecture of the Republic and the early Roman Empire.
- 303a. *Etruscan Archaeology*: Mr. Phillips.
An introduction to the sites and monuments of Etruria. Knowledge of Greek art is required (203, 301).
- 304a. *Monumental Painting*: Mr. Phillips.]
- 305b. *The Bronze Age in Syria and Palestine*: Mr. Ellis.]
399. *Senior Conference*: Weekly two-hour seminars for which readings are assigned and reports are prepared. Semester I: Ancient Numismatics (Mr. Nylander), Greek Minor Arts (Mrs. Ridgway); semester II: Pompeii (Mr. Phillips), Ancient Technology (Mr. Ellis).

See also History 205a.: *The Ancient Near East*: Mr. Ellis.

Honors Work: A long written paper is submitted on a topic selected by the student and approved by the Department. In preparation, the student confers throughout the year with the member of the Department under whose direction the paper is prepared.

Interdepartmental Work: The Department of Classical and Near Eastern Archaeology participates in the interdepartmental majors: *Classical Studies* and *The Growth and Structure of Cities*. See pages 144 and 147.

Excavation: The Department has two excavation projects. The excavation of Karatash-Semayük in Lycia (Turkey) is conducted as a field seminar in the fall, with full credit for graduate students and seniors by invitation. The second project, the excavation of an Etruscan archaic site at Murlo near Siena, takes place during the summer on a non-credit basis for graduate and undergraduate students of archaeology.

Economics

Associate Professors: Richard B. Du Boff, PH.D.

Noel J. J. Farley, PH.D., *Chairman*

Helen Manning Hunter, PH.D.

Assistant Professor: Barbara Wolfe, PH.D.

Instructor: Appointment to be announced.

At Haverford

President: John R. Coleman, PH.D.

Assistant Vice-President: Samuel Gubins, PH.D.

Professor: Holland Hunter, PH.D.¹

Associate Professor: Vernon J. Dixon, PH.D.

Instructors: John Gibson, B.A.

Michael Weinstein, B.A.

The major in Economics consists of courses given at Bryn Mawr and Haverford. It is designed to provide an understanding of economic processes and institutions and the interactions among the economic, political and social structures; to train students in the methods used to analyze those processes and institutions; and to enable them to make policy judgments.

Requirements in the Major Subject: Economics 111 and 112, three units of intermediate and advanced work (including at least one unit of 300-level courses) and the Senior Conference. Courses 111 and 112 are designed to give the kind of informed perspective on economic principles and problems that is an integral part of a liberal education, as well as to provide a foundation for students to do further work in Economics. The group of intermediate courses offers a full range of material on major topics in the discipline and is designed to meet a wide variety of student interests. The group of advanced courses supplies a methodological and theoretical foundation for those planning to make use of economics in their professional careers. In the selection of courses the student is urged to take three of the following courses: 203a or b, 303a, 304b, 310a. Students intending to do graduate work in Economics should take 302b, and Mathematics 101 and 201 and they should consult with members of the Department about their plans before selecting their courses.

1. On leave for the year, 1975-76.

Prospective majors in Economics are advised to take Economics 111a,b and 112a,b by the end of the first semester of the sophomore year. As a general rule, the prerequisites for intermediate and advanced level work are Economics 111a,b, Economics 112a,b or permission of instructor.

Allied Subjects: Mathematics, Political Science, History, Philosophy, Psychology, Sociology, Anthropology.

111a. *Introduction to Macroeconomics:* Members of the Department.

& b. The analysis of national economic behavior including prosperity and depression. Theories of inflation and unemployment. The role of government in managing and mismanaging the economy by influencing total national expenditure and by regulating financial institutions. The international role of the United States. Focus is on Western mixed-capitalist economies.

112a. *Introduction to Microeconomics:* Members of the Department.

& b. Techniques of analysis which apply to all economic systems in general and modern mixed-capitalism in particular. Topics include: determination of costs and prices for goods and services; the functioning of the marketplace; causes of wealth, poverty, and income inequality; environmental protection; discrimination. The course is intended to provide a method of examining economic behavior which will continue to be useful in a changing economic world.

115a. *Economic Accounting:* Mr. Dixon (at Haverford).

201a. *American Economic Development:* Mr. Du Boff.

Long-term trends in output, resources, and technology; structure of consumption, production, and distribution; foreign trade and investment; and the role of the state. Quantitative findings provide the points of departure, and the framework is one of imbalances and disequilibria in an expanding capitalist economy. Prerequisite: Economics 111a or b and Economics 112a or b.

202b. *Latin American Economic Development:* Instructor to be announced.

A theoretical and empirical analysis in an historical setting of the factors which have led to the under development of Latin America. The interrelationship between political and social change and economic growth. Prerequisites: Economics 111a or b, Economics 112a or b.

203a. *Statistical Methods in Economics:* Members of the Department.

& b. Frequency distributions, probability and sampling theory, simple correlation and multiple regression and an introduction to econometric ter-

minology and reasoning. The computer programming and other techniques required are developed as part of the course. Prerequisites: Economics 111a or b, Economics 112a or b.

204a. *Mathematics for Economists*: Mr. Weinstein (at Haverford).

[205b. *The Corporation and Public Policy*: Mrs. Wolfe.]

206b. *International Economic Theory and Policy*: Mr. Farley.

Current problems in international trade. The theory of trade. The balance of payments and theory of disturbances and adjustment in the international economy. Economic integration. The impact of growth in rich and poor countries on the development of the world economy. Prerequisite: Economics 111a or b, and Economics 112a or b, or permission of instructor.

207b. *Money and Banking*: Members of the Department.

The development and present organization of the money and banking system of the United States; domestic and international problems of monetary theory and policy. Prerequisites: Economics 111a or b, Economics 112a or b.

208a. *Economics of the Public Sector*: Mrs. Wolfe.

The concept of public goods. Expenditure and financing decisions within the frameworks of efficiency and the distribution of benefits and costs. Case studies of particular government decisions with emphasis on education and housing. Prerequisites: Economics 111a or b, Economics 112a or b.

209a. *Urban Economics*: Mr. Dixon (at Haverford).

[210a. *Developing Economies*: Mr. Farley, Mr. Hunter (at Haverford).]

[211a. *The Soviet System*: Mr. Hunter (at Haverford).]

(INT.)

214b. *The Modern Corporation*: Mr. Coleman (at Haverford).

[215a. *Women in Demographic and Economic Perspective*: Mrs. Wolfe.]

216b. *Economic History and Growth, 1750-1970*: Mr. Du Boff.

The development of the international market economy, from the British Industrial Revolution to World War II and its aftermath. Related topics may include the underlying causes of economic growth and underdevelopment, the spread of industrialization and technological modernization to Western Europe and North America, resource allocation and political

power, and "Is Economic Growth Worth It?" Prerequisites: Economics 111a or b and 112a or b, or permission of instructor.

[218b. *Seminar in Labor Resources*: Mr. Coleman (at Haverford).]

222b. *History of Economic Thought*: Mr. Du Boff.

Examination of the Mercantilists, the Physiocrats, Smith, Malthus, Ricardo, Marx, Mill, Marshall, and Keynes. Particular emphasis on theories concerning economic growth and the stationary state, value and distribution, and the role of the state. Prerequisites: Economics 111a or b and 112a or b.

225a. *Topics in Economics*: Members of the Department (at Haverford).
& b.

302b. *Introduction to Econometrics*: Mrs. Hunter.

The econometric theory presented in Economics 203a & b is further developed and its most important empirical economic applications are considered. Each student will do a six-week empirical research project using multiple regression and other statistical techniques. Prerequisites: Economics 203a or b and permission of instructor.

303a. *Macroeconomic Analysis*: Mrs. Hunter.

Rigorous review of the theoretical foundations of income determination, monetary phenomena, and economic fluctuations. Introduction to dynamic processes. Prerequisites: Economics 111a or b, Economics 112a or b, or permission of instructor.

304b. *Microeconomic Analysis*: Mrs. Wolfe.

Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, and ideal pricing. Introduction to operations research. Prerequisite: Economics 112a or b, or permission of instructor.

310a. *Interindustry Economics*: Mr. Gibson (at Haverford).

312a. *Economic Integration: Theory and Policy*: Mr. Farley.

Models of economic integration in the world economy. Static and dynamic benefits and costs of increased trade in a customs union arrangement. Analysis of international factor mobility. The role of the multinationals. The Eurodollar market. Prerequisite: Economics 206b.

315b. *Advanced Economic Theory*: Members of the Department (at Haverford).

321b. *Quantitative Analysis of Economic Change*: Mrs. Hunter.

Measuring national income and national welfare. Input-output analysis.

Indexes of price and production. Econometric models of growth. Evaluation of the effects of long run change, growth and inflation on the distribution of income and living standards. Measuring business cycles. Short run forecasting with (and without) econometric models. Prerequisite: Economics 203a or b.

399. *Senior Conference:* Weekly two-hour seminars for which readings are assigned and reports are prepared. Semester I: economic theory; semester II: topic to be chosen by the students. Each student will have the option of writing a paper or taking an examination.

Honors Work: One unit of Honors work may be taken by students recommended by the Department.

Interdepartmental Work: The Department of Economics participates in the interdepartmental concentration in *Hispanic and Hispanic-American Studies* and in the interdepartmental major *The Growth and Structure of Cities*. See pages 147, 149.

Teaching Certification: A sequence of work offered by the Department of Economics and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Education and Child Development

Professors: Janet L. Hoopes, PH.D., *Director, Child Study Institute*
Ethel W. Maw, PH.D., *Chairman*

Associate Professors: Susan E. Maxfield, M.S., *Director, Thorne School*
Emmy A. Pepitone, PH.D.¹
Faye P. Soffen, ED.D.

Assistant Professor: Samuel S. Snyder, M.S.

Lecturers: Katharine E. McBride, PH.D., *President Emeritus*
Beth M. Riser, M.A.
Carol G. Tucker, M.A.

Assistants: Anita Grinnell, M.S.
Isabel Westfried, M.A.

1. On leave, semester II.

The work in Education is designed for students preparing for teaching or for work with children in a variety of fields. The curriculum treats the nature and development of the child, the psychology of teaching and learning, and principles of measurement. It deals with the history, philosophy and objectives of the school as a social institution.

Although there is no major in Education, a sequence of courses in the Department enables the student to prepare for teaching in the secondary school. Students expecting to teach are urged to confer with the Department during the freshman year.

A program of work in elementary education is being developed experimentally by Swarthmore and Bryn Mawr Colleges together. After evaluation by the Colleges the programs may be submitted to the Pennsylvania Department of Education for approval as a route to certification for elementary-school teaching. At present this work does not lead to certification, and enrollment in it is limited.

The Thorne School is maintained by the Department as a laboratory for child study where undergraduates have experience with young children. The pre-kindergarten program, in which advanced students assist, provides training for those planning to teach.

The Department also operates the Child Study Institute. This is a mental health service supported by the College, by the Lower Merion Township Schools and by fees. Problems of learning and behavior are studied; psychological testing, psychiatric treatment, remedial teaching and a program of counseling for children and parents are carried on. Advanced students participate in the work, and undergraduate and graduate students observe in the schools and at the Institute.

101b. *The Social Foundations of Education*: Miss McBride.

Elementary and secondary schools are examined within the context of urban society, dealing with such issues as quality of education, equality of educational opportunity, community control, desegregation, and alternate schools, each with special reference to social policy.

[102b. *History and Philosophy of Education*: Mrs. Pepitone.]

201a. *Educational Psychology*: Instructor to be announced.

Psychology and measurement related to educational objectives particularly from the point of view of what is currently known about human social, affective, cognitive and learning behavior. Laboratory work is required. Prerequisite: Psychology 101.

[206a. *Developmental Psychology*: Mr. Snyder. (In alternate years, Psychology 206a: Miss Wannemacher.)]

301a. *Principles of Teaching in the Secondary School*: Mrs. Maw.
The objectives, curriculum and organization of the secondary school. The nature of the learner and his relation to the school program and aims. Two-hour seminar a week; student teaching in the junior or senior high school.

[302a. *Principles of Teaching in the Elementary School*: Mrs. Maw.]

303b. *Developmental and Remedial Reading*: Instructor to be announced.

Basic principles and approaches to teaching reading. Developmental reading progress of children will be studied, as well as how to recognize and evaluate deviation from the norm. Weekly tutoring experience required.

306b. *Adolescent Development*: Mr. Snyder.

Patterns and problems of development—physical, cognitive, emotional, and social—as they relate to the adolescent period. Theory and research focusing on adolescents in home, school, and society. Three hours a week with laboratory or other independent work required. Prerequisite: Education 306a or permission of instructor.

Mathematics 9a. *Foundations in Mathematics*: Mr. Rosen (at Swarthmore).

Education 16. *Practice Teaching*: Members of the Department (at Swarthmore).

Psychology 63b. *Perception, Psycholinguistics and Reading*: Mr. Travers (at Swarthmore).

Selected Graduate Seminars: For certain undergraduates who have taken Developmental Psychology or Educational Psychology the following graduate seminars are open upon the consent of the instructor with the permission of the student's Class Dean and the Dean of The Graduate School of Arts and Sciences:

Critical Issues in Child Development: Mr. Snyder.

Adolescent Development: Mr. Snyder.

Psychology of Exceptional Children.

Diagnosis and Remediation of Learning Deficit.

Teaching Certification: Requirements for the state certificate to teach in the public secondary schools can be met by the appropriate selection of courses in this Department and in the major field or fields. Though each state has its own requirements, most follow the same pattern, namely the Bachelor of Arts degree with emphasis upon a content area offered in the secondary school plus eighteen semester hours of professional preparation for teaching. At Bryn Mawr the suggested sequence includes Psychology 101 followed by Education 101b, 201a, and 102b or 206a or 306b. Required of all is Education 301a.

English

Professors: Robert B. Burlin, PH.D.

K. Laurence Stapleton, A.B.

Professor of English and Performing Arts: Robert H. Butman, M.A.

Associate Professors: Thomas H. Jackson, PH.D.¹

Joseph E. Kramer, PH.D., *Chairman*

Assistant Professors: Louise K. Barnett, PH.D.

Sandra M. Berwind, PH.D.

Peter M. Briggs, PH.D.

Stephen Goodwin, M.A.

Anne Kaier, PH.D.

Sandra I. Kohler, PH.D.

Lecturers: Carol L. Bernstein, PH.D.

Katrin Ristkok Burlin, M.A.

Susan Dean, PH.D.

E. Jane Hedley, PH.D., *Class Dean*

Eileen T. Johnston, M.A.

Ramona T. Livingston, A.B.

Elizabeth R. McKinsey, B.A.

Instructor: Christina Gillis, M.A.

The Department offers an opportunity to explore all periods of English literature. Through comprehensive reading as well as close analysis, the major in English seeks to develop an historical perspective, critical and writing abilities, and an understanding of the imaginative process.

Requirements in the Major Subject: Prerequisite: English 101 (Bryn Mawr or Haverford) or its equivalent. Four second-year or advanced units in English literature. At least one full unit must be at an advanced (300) level. At least one half-unit must be in the literature of the Middle Ages. Students may in consultation with their departmental advisors take a portion of their work at Haverford. The Senior Conference.

Allied Subjects: Majors are urged to build a strong ally in classical or modern literature, History, Philosophy, or History of Art. Other courses

1. On leave for the year, 1975-76.

in Music, History of Religion, Political Science, Sociology and Linguistics may also be counted. A second-year writing course may be substituted for one unit of allied work.

Students contemplating graduate work in English are reminded that most graduate schools require a reading knowledge of French and German, and frequently Latin as well, for the Ph.D.

- 15. *English Composition and Reading*: Members of the Department.

Training in writing discursive prose, with emphasis on the critical analysis of a few works by selected authors. There will be weekly papers, two class meetings a week, and regular conferences. Brief descriptions of the topics and reading lists for 1975-76 will be sent to each student in May, to allow her to indicate her preference. (Note: there is one division of this course, called "Readings in English Literature," which may be substituted for the prerequisite to the English major. In this division there will be three class meetings a week, as well as more reading. The paper requirements are the same as for the other divisions.)

WRITING COURSES

Weekly papers are required in the following courses. Students who cannot meet this requirement should not elect any of these courses.

- 183a. *Art of Poetry*: Mr. Ransom (at Haverford).
- 190a. *Creative Writing*: Mrs. Walker (at Haverford).
& b.
- 191a. *Prose Writing*: Mr. Goodwin.
& b. Class discussion, reading, and writing assignments are designed to introduce students to a range of prose techniques. Texts of several different kinds (journals, fiction, essays) will be assigned, and weekly papers are required.
- 192a.* *Fiction Writing*: Mr. Goodwin.
The writing of at least three pieces of short fiction. Student writing and some assigned texts will be discussed in class. Prerequisite: permission of instructor.
- 195a.* *Verse Composition*: Miss Stapleton.
& b. Original verse composition, with a study of form. Prerequisite: permission of instructor.
- 198a.* *Playwriting and Production*: Mr. Butman.
Writing of two original one-act plays.

198b.* *Advanced Playwriting and Production*: Mr. Butman.

Writing of a full-length play and preparation of its production-book.
Prerequisite: permission of instructor.

[199c. *Projects in Writing*: Mr. Goodwin.]

LITERATURE

101a. *Major Works in English Literature*: Members of the Bryn Mawr and Haverford Departments.

This prerequisite to the English major, taught jointly at Haverford and Bryn Mawr, is the critical study, in chronological sequence, of major works by major authors, including Chaucer, Spenser, Shakespeare, Milton, Pope and Wordsworth, plus a major novel. The emphasis will be on close reading, and the continuity of traditions and modes in English and American literature.

201a. *Chaucer and His Contemporaries*: Miss Malard (at Haverford), Mr. Burlin.

& b. The first term will be devoted to a close reading of the *Canterbury Tales*. The second term will concentrate upon Chaucer's early poems and the *Troilus*, with supplementary readings from the Middle English period.

[209b. *Medieval Narrative: From Beowulf to Malory*: Mr. Burlin.]

210a. *English Renaissance*: Mr. Satterthwaite (at Haverford).

& b.

212a. *Renaissance Lyric Poetry*: Mrs. Hedley.

Close reading of individual poems and sonnet sequences will illuminate the development of lyric poetry through the Renaissance. Wyatt, Sidney, Shakespeare, and Donne will receive primary emphasis.

225a. *Shakespeare*: Mrs. Kohler.

& b. a. From *Titus Andronicus* to *Hamlet* (circa 1589-1600).

b. From *Troilus and Cressida* to *Henry VIII*.

[228a. *Modern Drama*: Mr. Kramer.]

& b.

233a. *Age of Milton*: Mr. Rose (at Haverford).

240b. *Restoration and Early Eighteenth Century Literature*: Mr. Briggs.

Developments to be examined include the rise of new literary genres and the contemporary effort to find new definitions of heroism and wit, good taste and good manners, sin and salvation. Principal readings will be drawn from Dryden, the Restoration dramatists, Swift, and Pope.

- [247b. *Eighteenth Century English Novel*: Mrs. Burlin.]
- 252a. *The Romantic Movement*: Miss Kaier.
& b. Studies in the poetry and prose of the English Romantics:
a. Blake, Wordsworth, Coleridge, Charles Lamb, DeQuincey.
b. Byron, Shelley, Hazlitt, Keats.
- 253a. *The Lyric from 1750 to the Present*: Mrs. Johnston.
Close textual analysis of short poems from the later eighteenth century to the present: prosody, diction, syntax, figures, and rhetorical strategies characterizing individual poems selected as examples of various lyric forms.
- 258a. *Nineteenth Century English Novel*: Mrs. Burlin.
A study of selected novels in the context of relevant nineteenth century intellectual trends and critical approaches: Austen, Dickens, Thackeray, Charlotte and Emily Brontë, Trollope, Eliot.
- 259b. *Nineteenth Century English Novel*: Mrs. Johnston.
The study of major works of several novelists in an age of cultural transition and of formal and technical experimentation in the art of fiction. The course will proceed chronologically, beginning with George Eliot and ending with Joyce's *Portrait of the Artist as a Young Man*.
- 260a. *American Literature to 1915*: Mr. Ashmead (at Haverford).
& b.
- 261a. *Black America Literature, to Ellison's Invisible Man*: Mr. Miller (at Haverford).
- 263a. *Modern Literature of the American South*: Miss McKinsey.
- 264b. *American Literature from 1915 to the Present*: (at Haverford).
- 266a. *Nineteenth Century American Novel*: Mrs. Barnett.
Representative novels of major figures from Hawthorne to Crane will be studied and the development of the novel during this period given special attention.
- 266b. *Twentieth Century American Novel*: Mrs. Barnett.
Identification of a mainstream tradition, thematic and technical; the diversity of the novel in this period will also be explored.
- 268b. *Modern Short Fiction*: Mr. Goodwin.
A study of the dominant traditions, conventions, and forms of modern short fiction. The course will emphasize the ways in which major writers have made short fiction accommodate their particular vision. Readings from Chekhov, Kafka, Babel, Lawrence, Hemingway, Welty, O'Connor, Singer, Borges, Barthelme, Paley.

270a. *Twentieth Century Literature*: Mrs. Berwind.

& b. Twentieth century literature in its relationship to earlier literary and intellectual traditions, principal themes, and technical achievements, seen through extensive study of selected major twentieth century writers.

280a. *Tragedy*: Miss Malard (at Haverford).

281a. *Comedy*: Mr. Ashmead and Mr. Paul (at Haverford).

284a. *Urban Fiction*: Mrs. Barnett.

An examination of nineteenth and twentieth century fiction in which the city plays a major role as both setting and symbol. The historical development of urban fiction as a genre with specific conventions will be considered, as well as the diversity of literary techniques found in the works read. Attention will be given to the effect of the urban environment on man and society.

287b. *Linguistics, Rhetoric and Literature*: Mr. Ashmead (at Haverford).

The following courses are open primarily to advanced students; enrollment will be restricted at the discretion of the instructor.

[300. *Old English Literature*: Mr. Burlin.]

[301a. *Readings in Middle English Literature*: Mr. Burlin.]

315b. *The Poetry of Spenser*: Mrs. Hedley.

The Shepherd's Calendar and *The Faerie Queene*. In connection with these poems, the ideals and conventions of heroic and pastoral poetry will be examined.

[321a. *English Drama to 1642*.]

& b.

[323b. *Renaissance English Tragedy*: Mr. Kramer.]

325a. *Shakespeare*: Mr. Satterthwaite (at Haverford).

326a. *Theatre of Ben Jonson*: Mr. Kramer.

The comedies, tragedies, and masques of Ben Jonson will be studied in detail. Theatrical contexts will be established through consideration of other specimen dramas of the seventeenth century and of the techniques of production then current.

[330a. *The Seventeenth Century*: Miss Stapleton.]

& b.

[346b. *Later Eighteenth Century English Literature*: Mr. Briggs.]

- 355b. *Major Victorian Poets*: Mrs. Johnston.
Studies of the major poetry of Tennyson, Browning, Swinburne and Hopkins, and of the major poetry and critical prose of Arnold.
- 358a. *Jane Austen*: Mrs. Burlin.
An examination of Jane Austen's development as a novelist and critic. Students will be expected to familiarize themselves with relevant earlier fiction. Some attention will be paid to Austen's influence on later fiction, particularly on that of women writers.
- 358b. *Women Writers: Novels of the Mind*: Mrs. Burlin.
A scrutiny of the nineteenth century novels by women suggesting that the compelling interest of women writers is the study of the mind, and exploring the forms of their fictions. Selected novels of Austen, the Brontës, and Eliot, with some attention to earlier and later female writers.
- 364b. *William Faulkner*: Mrs. Barnett.
A close reading of the major novels which create Faulkner's fictive world of Yoknapatawpha County. In addition, the course will study Faulkner's relationship to frontier humor and to the school of Southern fiction.
- 365a. *Gwendolyn Brooks and Her Circle*: Mr. Miller (at Haverford).
- 367a. *Contemporary American Poetry*: Mrs. Kohler.
A study of the major figures, beginning with the work of Robert Lowell.
- 367a. *American Poetry since 1945*: Mr. Ransom (at Haverford).
- {371a. *The Development of Modern Poetry*: Mr. Jackson.}
- 373a. *D. H. Lawrence*: Mr. Lester (at Haverford).
- 374a. *James Joyce*: Mr. Lester (at Haverford).
- {375a. *William Butler Yeats*: Mrs. Berwind.}
- 376a. *Virginia Woolf and E. M. Forster*: Miss Kaier.
A study of the novels and literary criticism of Woolf and Forster. The works will be considered with regard to cultural perspective, novelistic form and technique and the premises of informal, impressionistic literary criticism.
- {381a. *The Sonnet*: Mrs. Kohler.}
- 385a. *Problems in Satire*: Mr. Briggs.
A review of major developments in English satire since 1600, and simultaneously an exploration of traditional problem areas: the persona; social, moral, and literary decorum; the limits of satiric metaphor and satire

itself; form, mock-form, and the tendency of satire to invade prevailing literary types. Major readings from Donne, Swift, Pope, Sterne, Blake, Byron, and selected modern satirists.

387a. *Literary Theory and Criticism*: Mr. Rose (at Haverford).

[388a. *Modern Poetic Theory*: Mr. Jackson.]

[389b. *Studies in Twentieth Century Criticism*: Mr. Jackson.]

399. *Senior Conference*: a: Mrs. Bernstein, Mr. Burlin.

b: Mrs. Kohler, Mr. Kramer.

The Senior Conference will continue for the entire year and will focus upon a core of reading, determined in advance by the two instructors for each semester. The reading will consist of substantial and significant works drawn from all periods of English and American literature, ranging from the late medieval period to the modern.

Majors in English will be expected to know the works in advance—either through course work or summer reading. The conferences will consider kinds of critical approaches to these works and will demand further reading, as well as reports by the students. A work may be considered in its historical context (political, philosophical, occasional background); in the context of other works by the author (for both thematic and formal comparison); in the context of other works of the same period; and, for structural and generic studies, in the context of the entire spectrum of English and American literature. Concurrently the student will become acquainted with examples of practical and theoretical criticism which exemplify these various approaches.

At the end of the year the students will be examined by a committee of three members of the Department *not* involved in supervision of the conference. The examination will be written; questions will be of a broad sort that will allow for many kinds of exemplification as well as intelligent use of supplementary and secondary reading. The student will also be allowed two other options. With the approval of the instructors, she may present a paper of approximately twenty pages on a topic of her choosing related to the core reading. (Such an alternative will have to be decided upon early in the second semester and be contingent upon full participation in the seminar work.) Secondly, the student may present herself to the Examination Committee for a fifty-minute oral examination. The grade for the year will be determined by the Examination Committee in consultation with the conference instructors.

Honors Work: In the senior year, Honors work, consisting of independent reading, reports and conferences, is offered to students of marked ability. Honors papers are due on the Friday two weeks before the end of classes.

Teaching Certification: A sequence of work offered by the Department of English and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

French

Professors: Gérard Defaux, D. ès L. ¹

Michel Guggenheim, PH.D.

Pauline Jones, PH.D., *Chairman*

Mario Maurin, PH.D.

Associate Professor: Catherine Lafarge, PH.D. ²

Assistant Professor: Grace A. Savage, PH.D.

Lecturers: Jean Farley, M.A.T.

Frances Stokes Hoekstra, PH.D.

Margaret S. Maurin, PH.D.

Instructor: Jill N. Lundin, A.B.

Assistant: Gail Schwab, M.A.

The major in French includes work in both literature and language. In the first year students are introduced to the study of French literature, and special attention is given to the speaking and writing of French. Second-year courses treat French literature from the beginning to the present day. In these courses, students whose command of written French is inadequate will be expected to attend regular sessions devoted to special training in writing French. A second-year half-course is devoted to advanced language training, with practice in spoken as well as in written French.

Advanced courses offer detailed study of individual authors, genres and movements. Students are admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in French literature, or by placement test and permission of the instructor.

1. On leave for the year, 1975-76.

2. On leave, semester I.

Students in all courses are encouraged to make use of the Language Laboratory. In French 001, 002 and 205c, the use of the Laboratory and intensive oral practice in small groups directed by a Department assistant form an integral part of the course. French majors find it valuable to supplement the work done at Bryn Mawr by study abroad either during the summer at the *Institut* in Avignon or by study abroad during the sophomore or junior year. Residence in French House for at least one year is advisable.

Requirements in the Major Subject: French 101, French 205c, four semesters of 200-level literature courses, two semesters of advanced literature courses, and the Senior Conference. Students whose preparation for college has included advanced work in language and literature may, with consent of the Department, substitute a more advanced course for French 101. Occasionally, students may be admitted to seminars in the Graduate School. Such arrangements are made at the suggestion of the Department, with the approval of the Dean of The Graduate School of Arts and Sciences.

All French majors are expected to have acquired fluency in the French language (written and oral). Unless specifically exempted by the Department, they are required to take French 205c.

Allied Subjects: Any other language or literature, European History, History of Art, Music, Philosophy.

001. *Elementary French:* Members of the Department.

The speaking and understanding of French are emphasized, particularly during the first semester. The work includes regular use of the Language Laboratory and is supplemented by intensive oral practice sessions three or four times weekly. The course meets five times a week.

002. *Intermediate French:* Members of the Department.

The emphasis on speaking and understanding French is continued, texts from French literature are read, and short papers are written in French. Students are expected to use the Language Laboratory regularly and to attend supplementary oral practice sessions twice a week.

101. *Introduction to Literary Analysis:* Members of the Department.

Presentation of essential problems in literary analysis by close reading of works selected from various periods and genres (drama, poetry, novels, and short stories). Participation in discussion and practice in written and oral expression are emphasized.

201a. *French Literature of the Seventeenth Century:* Mr. Maurin.

Representative authors and literary movements. Special attention will be given to the concept of the Baroque, the development of Tragedy, and the Age of Classicism.

- 201b. *French Literature of the Eighteenth Century*: Mr. Guggenheim.
The course will include texts representative of the Enlightenment and the Preromantic movement, with emphasis upon the development of liberal thought as illustrated in the *Encyclopédie* and the works of Montesquieu, Voltaire, Diderot, and Rousseau.
- 202a. *French Literature of the Nineteenth Century*: Miss Jones, Mrs. Maurin.
The poetry, drama and prose of Romanticism. A study of representative novelists such as Stendhal, Balzac, and Flaubert. Poetry in the second half of the century: the aesthetics of the Parnasse, Baudelaire, the Symbolist movement.
- 202b. *French Literature of the Twentieth Century*: Mr. Guggenheim, Mr. Maurin.
A study of selected works illustrating the principal literary movements from the turn of the century to the present. Gide, Proust, Valéry, Claudel, Surrealism, Existentialism, the Theater of the Absurd, the New Novel.
- 203a. *French Literature of the Middle Ages*: Mrs. Savage.
A study, through selected works read in modern French versions, of the principal literary genres of medieval literature: saint's life, epic, *lai*, *roman courtois*, *fabliau*, lyric poetry, religious and secular drama, and historical chronicles.
- [204a. *French Literature of the Sixteenth Century*: Mr. Defaux.]
- 205c. *Stylistique et traduction*: Mr. Guggenheim, Miss Jones.
Intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics, translation of literary and non-literary texts, and original composition. With the addition of a third hour each week, the course may be taken as either 205a or 205b.
290. *The Civilization of France*: Mr. Silvera; Mr. McCarthy (at Haverford).
(INT.) See Interdepartmental course 290, *French Studies*, page 145.
- [293a. *Littérature, Histoire et Société de Montaigne à Madame de Roland*: Mr. (INT.) Guggenheim.]
- [295b. *La Ville de Paris aux XVIIe et XVIIIe siècles*: Miss Lafarge.]
(INT.)
- [301. *French Lyric Poetry*.]
- [303. *French Novel*.]
- [304. *French Essayists and Moralists*.]
- [305a. *Le Roman du XXe siècle*.]

- 305b. *La Vision de la femme dans la littérature française*: Miss Lafarge.
 The vision of woman in representative French authors from Christine de Pisan to Mme de Staël. Novels, plays, essays and poems written by both men and women will be studied to illustrate the many variations of that vision during four centuries.
- 306a. *Ecrivains engagés de Montaigne à Sartre*: Mr. Guggenheim.
 A study of the commitment to action of French authors spanning four centuries. Such crises as the Religious Wars, the persecution of Jansenism, absolute monarchy, the rise of the spirit of Enlightenment, the French Revolution, the industrial era, the Dreyfus Affair, pacificism and the *Résistance* in the 1930s and 1940s will be examined through selected texts.
- 306b. *Le Théâtre de 1880 à 1939*: Mr. Maurin.
 A study of representative plays from the naturalist and symbolist period of the late nineteenth century to the beginning of the Second World War. Special attention will be given to the precursors of the theater of the absurd, the influence of surrealism upon the concept and practice of drama, and the renaissance of the "théâtre de l'entre-deux-guerres."
- 311a. *Advanced Topics in French Literature*: Mr. Gutwirth (at Haverford).
 Topic for 1975-76: *Proust*.
- 311b. *Advanced Topics in French Literature*: Mr. McCarthy (at Haverford).
 Topic for 1975-76: *Céline, Beckett, et le nouveau roman*.
399. *Senior Conference*: Mr. Maurin, Miss Lafarge.
 A weekly seminar on representative works of French literature followed at the end of the year by an oral explication of a French literary text and a three-hour written examination.
- Honors Work*: On the recommendation of the Department, students in their senior year will be admitted to Honors work consisting of independent reading, conferences and a long paper.
- Interdepartmental Work*: The Department of French participates in the interdepartmental majors: *French Studies* and *The Growth and Structure of Cities*. See pages 145, 147.
- Junior Year Abroad*: Students majoring in French may, by a joint recommendation of the Dean of the College and the Department of French, be allowed to spend their junior year in France under one of the junior year plans, such as those organized by Barnard and Columbia, Hamilton, Hood, Sarah Lawrence, Smith, Swarthmore, Sweet Briar Colleges, New York University, Vanderbilt University, or L'Académie.

Summer Study: Students wishing to enroll in a summer program may apply for admission to the *Institut d'Etudes françaises d'Avignon*, held under the auspices of Bryn Mawr. The *Institut* is designed for selected men and women undergraduates and graduate students with a serious interest in French culture, most particularly for those who anticipate professional careers requiring a knowledge of the language and civilization of France. The curriculum includes general and advanced courses in French language, literature, social sciences, history and art. The program is open to students of high academic achievement who have completed a course in French at the third-year college level, or the equivalent.

Teaching Certification: A sequence of work offered by the Department of French and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Geology

Associate Professors: Maria Luisa B. Crawford, PH.D.

William A. Crawford, PH.D.

Lucian B. Platt, PH.D., *Chairman*

Assistant Professors: W. Bruce Saunders, PH.D.

George C. Stephens, PH.D.

Assistants: John R. Huntsman, M.A.

Lawrence Mark, B.A.

William Thomann, B.S.

Cynthia Wood, B.A.

The Department seeks to make students more aware of the physical world around them. The subject includes a study of the materials of which the world is made, of the physical processes which have formed the earth, especially near the surface, of the history of the earth and its organisms, and of the various techniques necessary to investigate earth processes and history. Geology borrows widely from its sister sciences, combining many disciplines into an attack on the problem of the earth itself. An essential part of any geologic training lies outside the classroom, in field work.

Requirements in the Major Subject: Geology 101a & b, 201a & b, 202a, 204b, one advanced unit, and the Senior Conference. In addition, two of the

following first-year courses are normally required: Biology, Chemistry, Physics or Mathematics. Students may meet some of the major and allied requirements by advanced standing or placement examinations.

Allied Subjects: Biology, Chemistry, Physics, Mathematics; Astronomy, Anthropology, Archaeology, Economics or Statistics are accepted in special cases.

101a. *Physical Geology:* Mr. Crawford, Mr. Stephens.

A study of materials and structures of the earth; surface and near-surface processes such as the action of streams, glaciers, and volcanoes; and of the features to which they give rise. Three lectures, three hours laboratory or field work a week, plus a one-day field trip on a Saturday.

101b. *Historical Geology:* Mr. Platt, Mr. Saunders.

The history of the earth from its beginning, and the evolution of the living forms which have populated it. Three lectures, four hours of laboratory or field work a week. A three-day field trip is taken in the spring. Prerequisite: Geology 101a or equivalent.

201a. *Crystallography:* Mrs. Crawford.

The study of crystal systems and space groups, optical crystallography and crystal chemistry. The emphasis is on the relation between the physical properties of crystalline substances and their structures and chemical constitution. Three lectures, four hours of laboratory a week. Prerequisite: Geology 101a & b, or permission of instructor.

201b. *Mineralogy:* Mrs. Crawford.

Descriptive and determinative mineralogy and mineral paragenesis. Three lectures, four hours of laboratory a week. Prerequisite: Geology 201a.

202a. *Invertebrate Paleontology:* Mr. Saunders.

A systematic survey of animal groups in geologic time, with emphasis on their morphology, ecology and evolution. Three lectures, three hours of laboratory a week. Prerequisite: Geology 101, or permission of instructor.

[203b. *Physiography:* Mr. Crawford.]

204b. *Structural Geology:* Mr. Platt.

Recognition and description of deformed rocks; introduction to mechanics and patterns of deformation. Three lectures and three hours of laboratory or field work a week. Prerequisite: Geology 101, or permission of instructor.

[205b. *Introduction to Geochemistry:* Mr. Crawford.]

302b. *Advanced Paleontology*: Mr. Saunders.

Principles, theory and application of various aspects of paleontology such as evolution, biostratigraphy. Laboratory project-oriented, to include practical applications dependent on students' and instructor's particular areas of interest. Three lectures, three hours of laboratory each week (with occasional augmentation by field work). Prerequisite: Geology 202a, or permission of instructor.

303a. *Thermodynamics for Geologists*: Mr. Crawford.

An elementary treatment of thermodynamics and phase diagrams as applied to geological systems. The laboratory consists of determination of thermodynamic properties, phase equilibria experiments, and familiarization with basic electronics as applied to laboratory apparatus. Three lectures and three hours of laboratory a week. Prerequisites: Geology 101a & b, Geology 201a & b, Chemistry 101, or permission of instructor.

303b. *Geochemistry*: Mr. Crawford.

A review of selected topics in geochemistry. Three lectures and four hours of laboratory a week. Prerequisite: Geology 303a, or permission of instructor.

304a. *Igneous and Metamorphic Petrology*: Mr. Crawford, Mrs. Crawford.

Introduction to the formation of igneous and metamorphic rocks, their chemistry, structure and occurrence. The laboratory emphasizes hand-specimen and microscopic petrography.

304b. *Sedimentary Petrology and Stratigraphy*: Mr. Platt, Mr. Saunders.

The origin, mode of occurrence, and distribution of sedimentary rocks. Environments of deposition, basic stratigraphic relations, and criteria for recognition of the processes of their formation. The laboratory will include field trips, hand specimen and microscopic study of various rock types.

305b. *X-ray Crystallography*: Mrs. Crawford.

An introduction to the elements of x-ray crystallography including the geometry of crystals, the physics of x-rays and how x-rays interact with crystals. The laboratory will cover experimental study of powder and single-crystal x-ray diffraction. Two lectures, four hours of laboratory a week. Prerequisite: any 101 science.

399. *Senior Conference* shall consist of:

1. "Topics in Geology," led by members of the Department.
2. A written report on an independent project in the field, laboratory or library.

Honors Work: Honors work in any of the advanced fields is offered to any student who has completed the first two years in Geology with distinction.

Selected Graduate Courses: Certain graduate courses are open to properly trained undergraduates with the approval of the student's Class Dean and the Dean of The Graduate School of Arts and Sciences.

German

Professor: Hans Bänziger, PH.D.

Associate Professors: Nancy C. Dorian, PH.D.

Gloria Flaherty, PH.D., *Chairman*

Assistant Professor: James W. Scott, PH.D.

Lecturer: Anne P. Addicks, M.A.

Instructor: Linda J. Stine, M.A.

Assistant: Leslie Forberger, B.S.

The purpose of the major in German is to lay the foundation for an understanding and appreciation of German culture through its literature and language. Students may elect to concentrate on the German language during their major program, or on German literature. The former program includes an introduction to applied German linguistics, Middle High German, and Germanic philology. The latter program concentrates on important epochs and genres of literature in the German-speaking lands. A broad base for students in both options is attained through a common core of courses. All German majors are expected to acquire fluency in the German language (written and oral). They are encouraged to gain supplementary exposure to the German language through residence in the German House and/or by study abroad during the summer or the junior year.

The German Departments of Bryn Mawr College and Haverford College cooperate to offer the widest possible range of courses to students in both colleges. Haverford German courses conducted in German are applicable to the Bryn Mawr German major.

Requirements in the Major Subject: The normal course sequence for the major is German 101, 201a or b, 202, and at least two other units at the

300-level. The Senior Conference is also required. Special consideration is given to students who have supplemented their linguistic training as outlined above.

Allied Subjects: Any language or literature, History, Political Science, Philosophy, Music, History of Art, History of Science.

001. *Elementary German:* Members of the Department.

The course offers the foundation of the language with emphasis on the four basic skills: reading, writing, listening and speaking. Increased importance is given to reading as the course progresses.

002. *Intermediate German:* Members of the Department.

Thorough review of grammar, exercises in composition, oral practice, and specially selected readings for students who have had the equivalent of two years of high school German and for those who are not adequately prepared to take German 101.

101. *Readings in German Literature:* Members of the Department.

Thorough review of grammar with continued practice in speaking and writing. Reading and discussion of selected works of German literature, including poetry, novellae, and drama.

201a. *Advanced Training in the German Language:* Mr. Cary (at Haverford) and & b. Mr. Bänziger.

First semester at Haverford. Advanced training in grammar, speaking, writing; stylistic exercises; reading of non-fictional material; oral reports and discussions; compositions.

202a. *Goethe and Schiller:* Miss Flaherty.

Representative works will be read and examined closely. Special attention will be given to their historical and aesthetic backgrounds as well as their position in the history of German literature.

202b. *Romanticism:* Miss Flaherty.

A study of works by Novalis, Tieck, Kleist, Hoffman, Brentano and Eichendorff with emphasis on their relationship to the major artistic, intellectual and social trends of the time.

301b. *History of the German Language:* Miss Dorian.

History of the German language from its Indo-European origin to its modern dialects.

[302a. *Vernacular Literature in Medieval Germany:* Mr. Scott.]

[303a. *Modern German Prose:* Mr. Bänziger.]

- 304b. *The German "Novelle":* Mr. Scott.
A study of the tradition in Austria, Germany, and Switzerland.
- 305a. *Modern German Drama:* Mr. Bänziger.
Major Austrian, German, and Swiss dramatic works of the nineteenth and twentieth centuries will be considered.
- {306a. *German Poetry:* Mr. Bänziger.}
- {307b. *The Literature of Reformation:* Mr. Scott.}
- {310b. *Lessing and the Enlightenment:* Miss Flaherty.}
399. *Senior Conference:* All senior majors are to participate in weekly conferences on selected works, topics and problems directly related to the study of German literature, language and culture. They will be required to submit papers or problem-sets to each of the instructors conducting each of the mini-mesters into which the two semesters will be divided. They will also be required to take a comprehensive examination on the material covered in the conferences.

Honors Work: On recommendation of the Department, students in the senior year will be admitted to Honors work consisting of independent reading, conferences and a substantial paper.

Teaching Certification: A sequence of work offered by the Department of German and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Greek

Professor: Mabel Louise Lang, PH.D., *Chairman*

Assistant Professors: Gregory W. Dickerson, PH.D.

Richard Hamilton, PH.D.¹

Lecturer: Peter M. Smith, PH.D.

The courses in language and literature are designed to acquaint the students with the various aspects of ancient Greek culture through a mastery of the Greek language and a comprehension of Greek mythology, religion and the

1. On leave for the year, 1975-76.

other basic forms of expression through which that culture developed. The works of poets, philosophers and historians are studied both in their historical context and in relation to subsequent Western thought.

Requirements in the Major Subject: 001, 101a, 201, 301, one other half-unit course and the Senior Conference. Prospective majors in Greek are advised to take Greek 001 in the freshman year.

Allied Subjects: Ancient History, Classical Archaeology, History of Art, History of Religion, any language, Philosophy.

001. *Elementary Greek:* Miss Lang.

Semester I: elements of grammar, prose composition, reading, readings from ancient authors and the *New Testament*. Semester II: Plato's *Apology* and *Crito*; sight readings in class from Euripides' *Alcestis*.

101a. *Herodotus:* Mr. Dickerson.

After a review of Attic Greek with Lysias the reading is Book VI of Herodotus; prose composition is required.

101b. *Tragedy I:* Mr. Dickerson.

Sophocles' *Antigone* and Euripides' *Medea*; a critical literary paper is required.

201a. *Plato and Thucydides:* Mr. Dickerson.

The *Symposium* and an abridged version of the Sicilian Expedition, with required prose composition.

201b. *Tragedy II:* Mr. Smith.

Euripides' *Bacchae* and Sophocles' *Philoctetes*; a critical literary essay is required.

202a. *Homer:* Mr. Smith.

Several books of the *Odyssey* are read, and verse composition is attempted. A short essay is required.

203a.* *Greek Literature in Translation:* Miss Lang.

Greek epic from Homer to Apollonius Rhodius, and Herodotus' epic history, to be studied as expressions of Greek thought as it changed and developed.

203b.* *Greek Literature in Translation:* Mr. Dickerson.

Dramatic poetry from Aeschylus to Menander: studies in the background and interpretation of Greek tragedy and comedy.

[213a. *Myth in Practice and Theory:* Miss Lang.]

(INT.)

- [214b. *Development of Greek Tragedy*: Mr. Hamilton.]
- 301a. *Hesiod and the Lyric Poets*: Mr. Smith.
The Works and Days, and early elegiac and lyric poetry, including the odes of Pindar.
- 301b. *Aeschylus and Aristophanes*: Mr. Dickerson.
Aeschylus' *Agamemnon* and Aristophanes' *Frogs*.
- 303a. *Advanced Prose Reading*: Mr. Smith.
A major dialogue of Plato introduced by a selection from earlier prose authors.

399. *Senior Conference*: Weekly meetings with the members of the Department to explore in depth one or two areas (such as Homer and Oral Poetry, the Lyric Age of Greece, Attic Tragedy, the Golden Age of Athens, Biography and Rhetoric in Early Greek History, Folklore and Mythology in Greece). Oral reports will be scheduled throughout the year, and at the end there will be a written examination in sight translation from Greek to English and whatever other evaluation of the conferences each group deems appropriate.

Students doing their major work in Greek only will be expected to elect two conference areas; those doing a double major or a minor in another field will elect only one. A student majoring in another field may be admitted to one of the conferences without being liable for the translation examination.

For work in Greek History see History 205b.

Honors Work: Honors may be taken by qualified seniors either in conjunction with the advanced course or after its completion.

Interdepartmental Work: The Department of Greek participates in the interdepartmental majors: *Classical Languages* and *Classical Studies*. See page 144.

History

Professors: Charles M. Brand, PH.D.

Arthur P. Dudden, PH.D., *Chairman*

Mary Maples Dunn, PH.D.

Elizabeth Read Foster, PH.D.

Barbara M. Lane, PH.D.

Jane M. Oppenheimer, PH.D., *History of Science*

J. H. M. Salmon, M.LITT., LIT.D.¹

Alain Silvera, PH.D.

James Tanis, TH.D., *Director of Libraries*

Assistant Professor: Stephen Poppel, PH.D.

Lecturers: Wendell P. Holbrook, A.B.

Phyllis S. Lachs, PH.D., *Associate Dean of The Graduate School of Arts and Sciences*

Professor of Greek: Mabel Lang, PH.D.

Professor of Social Work and Social Research: Milton D. Speizman, PH.D.

Associate Professor of Classical and Near Eastern Archaeology: Richard S. Ellis, PH.D.

Associate Professor of Latin: Russell T. Scott, PH.D.

The History major is designed to enable the student to acquire historical perspective and historical method. Courses stress the development of ideas, cultures and institutions—political, social and economic—rather than the accumulation of data about particular events. Students study some topics and periods intensively in order to learn the use of documentary material and the evaluation of sources. Extensive reading is assigned in all courses to familiarize majors with varied kinds of historical writing and, in most courses, critical or narrative essays are required.

Requirements in the Major Subject: Students are expected to complete four units of History and two units of allied work meaningfully related to the discipline of History. The basic selection of courses is planned in the spring of the sophomore year and depends upon the special interests of each student together with the availability of courses. History 111 will ordinarily

1. On leave, semester I.

ily be required of all History majors, but it will not satisfy the departmental distribution requirements. A suitable distribution of work in History to be undertaken by History majors should include at least: 1) one European course; 2) one non-European course; 3) one ancient, medieval, or early modern course concentrated before 1789; 4) one modern course concentrated after 1789; 5) one and one-half 300-level courses with one half-unit at least to be taken during the senior year. A particular course may very well satisfy more than one of the above qualifications. History majors will, in addition to the foregoing requirements, participate in the History Major Conference.

Allied Work: A wide choice is open to majors in History; in general those in modern fields will find courses in the Social Sciences most suitable, while those in earlier periods may select, with the permission of the department concerned, courses in classical studies, in Philosophy and History of Art. Intermediate or advanced courses in literature and in language may also serve to enrich the major offering.

Cooperation with Haverford College: The History Departments of Haverford College and Bryn Mawr College have coordinated their course offerings. History 111 is offered jointly by members of both Departments; several intermediate courses are given at one College or the other in alternate years. All courses offered by both Departments are open to students of both Colleges equally, subject only to the prerequisites stated by individual instructors. Both Departments encourage students to avail themselves of the breadth of offerings this arrangement makes possible at both Colleges.

111. *Western Civilization:* Members of the two Departments.

A Bryn Mawr-Haverford combined course surveying Western European civilization from the fall of Rome to the present. The course deals with both institutional and intellectual currents in the Western tradition. Conferences, discussions, and lectures deal with both primary materials and secondary historical accounts. The course is intended for freshmen and sophomores, but one section is designed for upperclassmen.

190. *The Form of the City:* Mrs. Lane.

(INT.) See *The Growth and Structure of Cities*, page 147.

[200a. *Urban Society:* Mrs. Lane, Mr. Ross.]

(INT.)

[201a. *Medieval England:* Mr. McKenna (at Haverford).]

202. *American History*: Mr. Dudden.
American history from colonial times to the present.
203. *Medieval European Civilization*: Mr. Brand.
Western European development from the fall of Rome to about 1350. Economic, institutional and intellectual developments in the major kingdoms of the West and the history of the Latin Church will be included.
- [204. *Europe, 1789-1848*: Mr. Silvera.]
- 205a. *The Ancient Near East*: Mr. Ellis.
An introduction to the history of the ancient Near East from the beginning of the third millennium B.C. to the rise of the Persian Empire. The sources and nature of the earliest history of Egypt and Mesopotamia; the international developments in Western Asia and Egypt during the second millennium B.C.; the Dark Ages and survival of traditions in the Near East at the beginning of Greek history.
- 205b. *Ancient Greece*: Miss Lang.
A study of Greece from the Trojan War to Alexander the Great, with particular attention to the constitutional changes from monarchy, through aristocracy and tyranny, to democracy in various parts of the Greek world. The stress will be on ancient sources, including historians, inscriptions, and archaeological and numismatic materials.
- 206a. *Roman History*: Mr. Scott.
The rise of Rome in Italy, contacts with the Hellenistic world, and the growth of the Roman Empire. Reading from source material and an essay will be required.
- 206b. *Roman History*: Mr. Scott.
The Roman Empire and the Hellenistic world to the reign of Constantine I.
- 207a. *Latin America: Colonies and Revolutions*: Mrs. Dunn.
(INT.) The conquest of South America, the transplanted and modification of European institutions, the colonial society, economy, and culture will be studied, followed by the revolutionary movements, and the establishments of new nations.
- [208. *Byzantine History*: Mr. Brand.]
- [209. *Early American History*: Mrs. Dunn.]
- [210. *The Near East*: Mr. Silvera.]

- 11b. *Medieval Mediterranean World*: Mr. Brand.]
12. *Renaissance and Reformation*: Mr. Salmon.]
- 19b. *Early Modern England*: Mrs. Foster.]
225. *Europe since 1848*: Mr. Poppel.
 The history of Europe from mid-nineteenth century to the present, with special attention to comparative aspects. Topics to be covered include socialism, economic and cultural development, revolution, responses to modernization, war and peace, and fascism. Either semester may be taken for credit, with the approval of the instructor.
227. *The Age of Absolutism*: Mr. Spielman (at Haverford).
230. *A History of the Afro-American People*: Mr. Holbrook.
 Concentration is on the experiences, concepts, organizations and struggles of the Black people in the United States, from the commencing of the modern slave trade in the fifteenth century to the present era; attention will be given to the intertwining of this history with United States and world history.
235. *West African History*: Mr. Holbrook.
 A survey of West African history from the Iron Age to the present. Themes to be covered include: State-building in the Sudan and forest belt, the growth of Islam, the impact of Europe and the trans-Atlantic slave trade, responses to European penetration and decolonization.
- 240b. *History and Principles of Quakerism*: Mr. Bronner (at Haverford).
- [244. *Russian History*: Mrs. Gerstein (at Haverford).]
245. *Russia in the Twentieth Century*: Mrs. Gerstein (at Haverford).
- [260. *Germany since 1815*: Mrs. Lane.]
- [261. *History of China*: Mrs. Borei (at Haverford).]
- 262b. *History of Japan*: Mrs. Borei (at Haverford).]
263. *The Modern Far East*: Mrs. Borei (at Haverford).
- 272b. *Modern Jewish History*: Mr. Poppel.
 The history of the Jews in Europe and America since the mid-eighteenth century. Topics to be covered include Hasidism, the Enlightenment, emancipation, assimilation, religious and intellectual modernization, anti-Semitism, migration, nationalism and Zionism.
290. *The Civilization of France*: Mr. Silvera, Mr. McCarthy.
 (INT.) See French Studies, page 145.

- 300b. *The American City in the Twentieth Century*: Mr. Speizman.
(INT.) See *The Growth and Structure of Cities*, page 147.
- [301a. *Europe in the Twentieth Century*: Mr. Poppel.]
- [302. *France, 1559-1661*: Mr. Salmon.]
- [303. *Topics in the Recent History of the United States*: Mr. Dudden.]
- [305b. *The Italian City-State in the Renaissance*: Mrs. Lane.]
(INT.)
- [307b. *Medieval Cities: Islamic, Byzantine, and Western*: Mr. Brand.]
(INT.)
- [308b. *The Jews in the Middle Ages*: Mr. Brand.]
- [311b. *Colonial Towns in North and South America*: Mrs. Dunn.]
(INT.)
- 312b. *History of Women in Colonial America*: Mrs. Dunn.
Study of the roles played by and assigned to American women during the colonial period. Prerequisite: some work in American history at the college level.
314. *History of Scientific Thought*: Miss Oppenheimer.
(INT.) Changing relationships among developing scientific ideas and other intellectual, cultural, and religious traditions.
Semester I: Classical and medieval natural history;
Semester II: The scientific renaissance and modern science.
- 315a. *Topics in Modern British History*: Mrs. Lachs.
Topics will be chosen from 1688 through the Edwardian Age, including the evolution of political and social institutions, intellectual history, and Ireland.
- [317a. *Mexico: Independence to the Present*: Mrs. Dunn.]
(INT.)
- [320a. *Holland's Golden Age*: Mr. Tanis.]
- [321b. *Revolution within the Church*: Mr. Tanis.]
- [322. *Religious Forces in Colonial America*: Mr. Tanis.]
- [330. *France since 1870*: Mr. Silvera.]
- 335a. *A History of Blacks in the American City*: Mr. Holbrook.
(INT.) The early nineteenth century experiences of slaves and freemen in American cities. A study of successive waves of black migrations which

have contributed much to the contemporary American urban demographic pattern. Students will have the opportunity for doing research and writing on the history of the black experience in Philadelphia.

- 335b. *West African Leadership*: Mr. Holbrook.]
- 340a. *Topics in American History: American Historiography*: Mr. Lane (at Haverford).
- 340b. *Topics in American History: To be announced*: Mr. Lane (at Haverford).
- 341b. *Violence in American History*: Mr. Lane (at Haverford).
- 347b. *Topics in Far Eastern History: Revolution in Twentieth Century China*: Mrs. Borei (at Haverford).
- 351a. *Topics in Regional History: The Westward Movement*: Mr. Bronner (at Haverford).
- 352b. *Religious Utopian Movements in the United States*: Mr. Bronner (at Haverford).]
- 355a. *Topics in Early Modern European History: The Golden Age of Spain, 1469-1700*: Mr. Spielman (at Haverford).
- 356b. *Topics in Modern European History*: Mrs. Gerstein (at Haverford).]
- 358b. *Topics in Medieval History*: Mr. McKenna (at Haverford).]
360. *England under the Tudors and Stuarts*: Mrs. Foster.
A study of the life and institutions of the English people, 1509-1714. Students will make extensive use of primary source materials.
- 361a. *Majors Conference for Juniors*: Mr. Dudden and members of the Department.
A required seminar in Historical Methods and Evidence for majors in their junior year. Part of this course will be conducted jointly with Haverford.
- 370a. *The Great Powers and the Near East*: Mr. Silvera.]
- 375b. *Topics in the Renaissance*: Mr. Salmon.
Topics chosen will be concerned mainly with literature and political thought, set in their historical context. Among authors to be considered will be Machiavelli, Guicciardini, Castiglione, Erasmus, More, Commines, Seyssel, Budé, Marguerite de Navarre, Hotman, Bodin and Montaigne.
- 380b. *Topics in the Enlightenment*: Miss Oppenheimer.
Scientific and philosophical ideas in the eighteenth century and their interplay with social and political thought. Each year a particular country

(chosen by the students enrolled) will be treated in detail in reading and discussion; one long paper will be required.

399b. *Senior Conference*: Mr. Dudden and Mrs. Foster.

A required seminar with alternative choices between Contemporary History or Portrait of an Age: Elizabethan Society. Part of this course will be conducted jointly with Haverford.

401. *Honors Work*: Honors work in any of the advanced fields is offered for the senior year to any History major who completes her third year with a record of distinction. An essay based on source material must be presented.

403. *Supervised Study*: Members of the Department.
Permission of instructor and Department chairman required.

Interdepartmental Work: The Department of History participates in the interdepartmental majors: *French Studies* and *The Growth and Structure of Cities* and the concentration in *Hispanic and Hispanic-American Studies*. See pages 145 and 147 and 149.

Teaching Certification: A sequence of work offered by the Department of History and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania. Current requirements call for two and one-half units of allied work in the social sciences.

History of Art

Professors: Charles Mitchell, M.A., B.LITT.

James E. Snyder, M.F.A., PH.D.

Associate Professor: Charles G. Dempsey, M.F.A., PH.D., *Chairman*

Assistant Professor: Steven Z. Levine, PH.D.

Lecturer: Dale Kinney, M.A.

Assistants: Anita Costello, M.A.

Elizabeth Higdon, B.A.

Professor of Fine Art: Fritz Janschka, *Akad. Maler*

The Department regularly offers an introductory course (involving some studio work), a series of general intermediate courses and more concen-

trated advanced half-courses, and instruction on special topics to majors in their senior year. The program is open also to undergraduates of Haverford College.

Requirements in the Major Subject: At least four units of course work in art history, normally including Art 101 and always one unit of advanced course work, together with the Senior Conference and two units of allied work. Intermediate courses with supplementary work may sometimes be counted as advanced at the discretion of the Department.

Students contemplating a major in History of Art are strongly advised to consult the Department as early as possible in their College careers, especially with regard to language preparation.

Allied Subjects: History, Latin, Greek, modern languages, Archaeology; others in consultation with the Department.

101. *Introduction to Art History:* The Department.

The course is designed as an introduction to the methods and scope of art history in the field of Western art from medieval to modern times. Studio work, two hours weekly.

210. *Early Medieval and Byzantine Art:* Mrs. Kinney.

211. *Art of the Later Middle Ages:* Mr. Snyder.

212. *Renaissance Art:* Mr. Mitchell.

213. *Baroque Art:* Mr. Dempsey.

214. *Modern Art:* Mr. Levine.

310a. *Early Christian Centralized Buildings:* Mrs. Kinney.

311a. *Traditions in Dutch Painting of the Sixteenth and Seventeenth Centuries:* Mr. Snyder.

312b. *Assisi:* Mr. Mitchell.

313b. *Baroque Allegory:* Mr. Dempsey.

314b. *Art Historical Readings, Diderot to Baudelaire:* Mr. Levine.

399. *Senior Conference:* Members of the Department hold regular conferences with senior majors on their special subjects. The evaluation is in three parts, each of three hours:

1. An examination to test knowledge of works of art.
2. A general examination on the history of art.
3. An examination on a special topic.

Honors Work: Offered to students on invitation of the Department.

FINE ART MAJOR PROGRAM

Professor: Fritz Janschka, *Akad. Maler* (Vienna)

At Haverford:

Professor of Fine Arts: Charles Stegeman, *Académie Royale des Beaux-Arts* (Brussels)

Assistant Professors of Fine Arts: R. Christopher Cairns, A.B., M.F.A.
Dru Shipman, B.A., M.F.A.

The major program in Fine Art is coordinated with, and complementary to, the Fine Arts major program at Haverford College, courses on either campus being offered to students of either College with the approval of the respective instructors.

The program is under the direction of the Bryn Mawr Professor of Fine Art, with whom intending Fine Art majors should plan their major curricula.

Requirements in the Major Subject: At least four units in Fine Art, which must include Haverford 101, one 300-level course (or an approved Haverford equivalent) and the Senior Conference. Fine Art majors must also successfully take two units of allied work, of which a course in History of Art must be one.

Allied Subjects: History of Art, History, Classical and Modern Languages, Mathematics, Chemistry, Physics; others, exceptionally, in consultation with the Professor of Fine Art.

(For Haverford Fine Arts courses see the Haverford College Catalogue.)

225. *Graphic Arts:* Mr. Janschka.

Intaglio and relief printing. Etching of liftground, aquatint, soft-ground. Drypoint. Woodcutting, and combined use of various methods. Prerequisite: Haverford Fine Arts 101 or proof of adequate previous training in drawing.

335. *Color-Lithography:* Mr. Janschka.

An advanced graphic arts course with emphasis on color printing by lithographic processes. Making of editions. Prerequisites: Fine Art 225 or Haverford Fine Arts 231 or 241.

345. *Advanced Drawing:* Mr. Janschka.

Drawing as an independent art-form. Line as a dominant composition

factor over color. All drawing media and watercolor, tempera and acrylic paints. Prerequisite: Haverford Fine Arts 231 or 241 or Fine Art 225.

399. *Senior Conference*: Individual or joint approved projects pursued through the year under the direction of the Professor of Fine Art at Bryn Mawr.

Final Examination in the Major Subject: This is in three parts—

- a) The presentation of one portfolio of work arising from courses taken in advanced drawing, and a second portfolio resulting from work in advanced courses in painting, or sculpture, or graphics;
- b) The formal exhibition of a small selection of advanced works;
- c) The presentation of work done in the Senior Conference.

Work presented in the final examination will be judged and graded by a jury consisting of the Professor of Fine Art, a member of the Haverford Fine Arts faculty, and a member of the Department of the History of Art.

Honors Work: Suitable Fine Art majors may be invited by the Professor of Fine Art to present an Honors Project. Honors work requires (a) a major project in Fine Art approved by the Professor of Fine Art, and (b) an extended paper discussing the theoretical, technical and other relevant problems involved in the achievement of the major project. Both the project and the paper will be evaluated by the Professor of Fine Art and a member of the History of Art Department, who may be joined, where it is judged appropriate, by a member of the Fine Arts faculty of Haverford College.

403. *Supervised Project*: Members of the Department.
Permission of instructor and Department chairman required.

History of Religion

Professor: Howard C. Kee, PH.D., *Chairman*

Associate Professor: Samuel T. Lachs, PH.D.

Assistant Professor: David Rabi, PH.D.

Visiting Lecturers: C. Conrad Cherry, PH.D.

Sandra Robinson, A.B.

P. Linwood Urban, PH.D.

Roian Fleck Resident in Religion: William A. Johnson, TH.D, PH.D.

Director of Libraries and Professor of History: James Tanis, TH.D.

Professor of Philosophy: Jean Potter, PH.D.

Associate Professor of Sociology: Judith Porter, PH.D.

Assistant Professor of History: Stephen M. Poppel, PH.D.

The History of Religion major concentrates on the historical study of the religious traditions which have contributed most to shaping the culture of the West: the religion of Israel, Rabbinic Judaism and Christianity. The student is expected to achieve facility in critical analysis of the primary sources of these traditions and in tracing their development against the background of the cultural situations in which they arose and matured.

Requirements in the Major Subject: Four full courses in History of Religion, of which at least one must be in a tradition other than that of the student's concentration. The Senior Conference is also required.

The normal pattern for the major consists of one introductory course (100 level), two intermediate courses (200 level) and two advanced half-courses or a full-year course (300 level). Students in advanced courses who are majoring in History of Religion are required to demonstrate a working knowledge of the language appropriate to their field of concentration: Hebrew for the Religion of Israel or Rabbinic Judaism, Greek for New Testament or Early Christianity, Latin for Medieval Christianity, German for the Reformed Period.

Allied Subjects: Latin and Greek, Philosophy, History, Archaeology, Anthropology.

LANGUAGE COURSES

001. *Elementary Hebrew*: Mr. Rabi.
Grammar, composition and conversation with primary emphasis on fluency in reading. Course designed for preparation in reading classical religious texts.
101. *Readings in the Hebrew Bible*: Mr. Rabi.
Readings in prose of Genesis. Course will include Hebrew composition, grammar, and conversation based on the Hebrew text.
- [202b. *Readings in Rabbinic Literature*: Mr. Lachs.]
203. *Readings in Biblical Poetry*: Mr. Rabi.
Selections from the Pentateuch, Prophets, and Psalms.
- [212a. *Readings in the Greek New Testament*: Mr. Kee.]
403. *Tutorial in Semitic Languages*: Mr. Rabi.

HISTORY OF RELIGION COURSES

- 103a. *History and Literature of the Bible*: Mr. Kee.
& b. a. A study of the history of Israel and its sacred literature against the background of the ancient Near East, the development of the legal, prophetic and wisdom traditions. b. The beginnings of Christianity, tracing the influences of Judaism and of Hellenistic culture and religion on the life and thought of the New Testament community.
- 104a. *History and Literature of Judaism*: Mr. Lachs.
& b. a. Historical study of Judaism from the Exile through the Geonic period, with major focus on the literature. b. Modern movements from the French Revolution to the present.
- [105b. *Introduction to Asian Religions*: Mr. Swearer.]
- 106b. *Hinduism and Indian Culture*: Miss Robinson.
An inquiry into the relationship between religion and culture through a study of Hindu practices, codes, and symbols.
- 201b. *Topics in Biblical Literature*: Mr. Lachs.
1975-1976: Prophecy.
- 207a. *Jesus and the Gospel Tradition*: Mr. Kee.
The social, cultural, and conceptual background of the Gospel of Mark, its literary structure and genre.
- 208b. *Paul and the Rise of Gentile Christianity*: Mr. Kee.
A study of the life and letters of Paul, of the cultural shift of Christianity

into the Roman world, and of the impact of Paul on the Early Church.

- Sociology 209b. *Sociology of Religion*: Mrs. Porter.
- [211b. *Mahayana Buddhism*: Mr. Song.]
- 222b. *Nietzsche and Kierkegaard*: Mr. Johnson.
An examination of some of the major works of these philosophers as forerunners of the contemporary religious and philosophical problems.
- 224a. *Religion and the Development of American Nationality*: Mr. Cherry.
Analysis and interpretation in historical perspective of American religious movements, patterns of thought, and their relation to the emergence and development of American nationality.
- History 272b. *Modern Jewish History*: Mr. Poppel.
See History 272b.
- 300a. *Studies in Early Rabbinic and Medieval Judaism*: Mr. Lachs.
& b. Topics for 1975-76: a. Jewish thought in the medieval world: traditionalism, rationalism, mysticism. b. Sects and institutions of the Second Commonwealth.
- 301a. *Studies in the Origins of Christianity*: Mr. Kee.
Topic for 1975-76: Ethics: A study of such ethical issues as wealth, marriage, divorce, sex roles, relation to state. The links between early Christian ethics, Jewish ethics, and Hellenistic ethical systems.
- [305b. *Myth and History in the Gospel of John*: Mr. Kee.]
- 312a. *Studies in Early Christianity*: Mr. Urban.
Major trends in patristic thought: A study of the origin and development of the doctrines of the Trinity, Incarnation, Atonement, and Original Sin, as found in the writings of the Church Fathers.
- 326a. *Nature and the Religious Imagination in American Thought*: Mr. Cherry.
An examination of views of physical nature, descriptions of symbolic imagination, and the imaginative appropriation of nature in such representative American thinkers as Jonathan Edwards, Thomas Jefferson, Ralph Waldo Emerson, Horace Bushnell, H. Richard Niebuhr, Paul Tillich.
- COURSES AT SWARTHMORE
- Religion 28a. *Mysticism East and West*: Mr. Swearer.
- [Religion 41. *Religion and Ethics*: Mr. Urban.]
399. *Senior Conference*: Consists of a year-long seminar in which the students will be introduced to the major literary materials, secondary sources, reference

works and critical issues in the literature of Judaism and Early Christianity during the period approximately 200 B.C. to 200 A.D. In the second semester the students will present to the seminar a report of some theme or problem on which they will have conducted research, based on their ability to handle one or many primary sources in the original language.

Honors Work: Qualified students are admitted to Honors work on the recommendation of the Department.

Italian

Assistant Professors: Nancy Dersofi, PH.D., *Acting Director*
Nicholas Patruno, PH.D.¹

Lecturer: Aldo Nemesio, *Dott. in Lett.*

The aims of the major are to acquire a knowledge of the Italian language and literature and an understanding of Italian culture and its contribution to Western civilization. Majors in Italian are urged to spend the junior year in Italy or to study in approved summer schools in Italy or in the United States, and they are also encouraged to take advantage of the facilities offered by Italian House.

Requirements in the Major Subject: Italian 102a, 201a, 301, 303a,b and at least one other advanced course. For students who enter the College with Italian, proper substitutions will be made. In all courses students are urged to use tapes available in the Language Laboratory.

Allied Subjects: Any other language or literature, History, History of Art, Philosophy, Music, Political Science; with departmental approval, any other field allied to the student's special interests.

001. *Italian Language:* Miss Dersofi, Mr. Nemesio.

A practical knowledge of the language is acquired through hearing, speaking, writing, and reading, going from concrete situations to the expression of abstract ideas and with a gradual introduction to the reading of Italian literature.

101. *Intermediate Course in the Italian Language:* Miss Dersofi, Mr. Nemesio.

Intensive grammar review, readings from selected Italian authors and topics assigned for composition and discussion. Conducted entirely in Italian.

1. On leave for the year, 1975-76.

- 102a. *Advanced Course in the Italian Language*: Mr. Nemesio.
Advanced work in composition and critical examination of literary texts. Prerequisite: Permission of the Department, sometimes determined by a brief written examination. This course is recommended for students who wish to continue work in Italian literature.
- 201a. *Novel and Poetry of Modern Italy*: Mr. Nemesio.
A study of the artistic and cultural developments of pre-Fascist, Fascist, and post-Fascist Italy seen through the works of poets such as Ungaretti, Montale and Quasimodo and through the novels of Pirandello, Moravia, Silone, Vittorini, Pavese and others.
- [204a. *Foscolo, Leopardi and Manzoni*.]
- 204b. *Literature of the Nineteenth Century*: Mr. Nemesio.
A study of the literary currents following the Romantic movement. Special attention given to *Decadentismo* and *Verismo*.
- [301. *Dante*.]
- 303a. *Petrarca, Boccaccio and the Early Humanists*: Miss Dersofi.
- 303b. *Literature of the Italian Renaissance*: Miss Dersofi.
Selected readings from the works of Poliziano, Lorenzo de'Medici, Castiglione, Machiavelli and Tasso. Special attention will be given to comedy and Ariosto's *Orlando furioso*.
- [305a. *Arcadia and Enlightenment*: Miss Dersofi.]
- 305b. *History of the Italian Theatre*: Miss Dersofi.
A study of the Italian theatre from the Renaissance to modern times.
399. *Senior Conference*: In the first semester weekly meetings devoted to the study of special topics in Italian literature chosen by the students, evaluated by an oral examination in January. In the second semester each senior will prepare under the direction of the instructor a paper on an author or a theme which she has chosen. At the end of the year students must demonstrate knowledge of the development of Italian literature by either an oral or written examination, according to their preference.
- Honors Work*: On the recommendation of the Department a student may undertake Honors work in Italian. Students work in a special field adapted to their interest under the direction of the Department.

Latin

Professor: Myra L. Uhlfelder, PH.D.¹

Associate Professor: Russell T. Scott, PH.D., *Chairman*

Lecturers: Julia H. Gaisser, PH.D.

James J. O'Donnell, PH.D.

The major in Latin is planned to acquaint the student with the world of the Romans, and their contribution to the modern world.

Requirements in the Major Subject: Latin 101, 201, 301 or 302 and the Senior Conference. 203b is a prerequisite for Honors work, and required for those who plan to teach.

Courses taken at the Intercollegiate Center for Classical Studies in Rome (see page 53) are accepted as part of the major. For non-majors, Latin 201a and b are prerequisites for 300-level courses.

Allied Subjects: Greek, Hebrew, History, Classical and Near Eastern Archaeology, History of Art, History of Religion, Linguistics, Philosophy, Anthropology, any modern language or literature.

001. *Elementary Latin:* Mrs. Gaisser, Mr. Scott.

Basic grammar and composition, reading from prose authors and Vergil's *Aeneid*.

002. *Intermediate Latin:* Mrs. Gaisser, Mr. Scott.

Review of grammar with reading in prose and poetry for students who have had two years of Latin in school, or do not feel adequately prepared to take Latin 101.

101a. *Latin Literature:* Mr. O'Donnell.

Selections from Catullus' poems, Vergil's *Eclogues*, and readings in prose. Prerequisites: more than two years of Latin in school, Latin 001 or Latin 002.

101b. *Latin Literature:* Mr. Scott.

Selections from Livy, Book 1, and from Horace's *Odes*.

201a. *Horace and Ovid:* Mrs. Gaisser.

Selections from Horace's *Satires* and *Epistles*, and from the works of Ovid.

1. On leave for the year, 1975-76.

- 201b. *Latin Literature of the Silver Age*: Mr. O'Donnell.
Readings from major authors of the first and second centuries A.D.
- 202a. *Medieval Latin Literature*: Mr. O'Donnell.
& b.
- 203b. *Latin Style*: Members of the Department.
A study of Latin prose style, based on reading of prose authors and exercises in composition, and of Latin metrics with practice in reading aloud.
- [204b. *The Ancient City*: Mr. Scott.]
(INT.)
- [205a. *Medieval Latin Literature*: Miss Uhlfelder.]
& b.
- [207a. *Latin Authors and English Literature*: Members of the Department.]
- [301a. *Livy and Tacitus*: Mr. Scott.]
- [301b. *Vergil's Aeneid*: Miss Uhlfelder.]
- 302a. *Cicero and Caesar*: Mr. Scott.
- 302b. *Lucretius*: Mrs. Gaiser.

For Roman history, see History 206a & b.

399. *Senior Conference*: Regular meetings with members of the Department to discuss reading in Latin literature intended to supplement and synthesize work done in courses. The method of evaluating the work of the conference is determined each year. Majors must pass an examination in Latin sight translation which will be offered in September, February and May.

Honors Work: Honors work is offered to qualified students in classical or medieval Latin literature, or in Roman history. The results will be presented in a paper directed by a member of the Department.

Interdepartmental Work: The Department of Latin participates in the Interdepartmental majors: *Classical Languages* and *Classical Studies* and *The Growth and Structure of Cities*. See pages 144 and 147.

Teaching Certification: A sequence of work offered by the Department of Latin and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Mathematics

Professors: Frederic Cunningham, Jr., PH.D.

John C. Oxtoby, M.A., *Chairman*

Assistant Professors: Kenneth N. Krigelman, PH.D.

Françoise Schremmer, PH.D.

Assistant: Vidhu Prasad, M.S.

The major is designed to provide a balanced introduction to the subject, emphasizing its nature both as a deductive and as an applied science, at the same time providing the technical foundation for more advanced study.

Requirements in the Major Subject: at least four and one-half units including Mathematics 101, 201, 301, 303a, or equivalent. The Senior Conference is also required.

Allied Subjects: Chemistry, Economics, Philosophy, Physics, Psychology.

100a. *Introduction to Automatic Computation:* Mr. Krigelman.

An introduction to numerical calculations with, and methods of treatment of, experimental data. A complete introduction to Fortran programming will be included. The applications and their order of treatment are chosen to illustrate the various major programming constructions as they arise. Two lectures and one recitation hour a week plus two hours of laboratory with the computer. Prerequisite: Math 101a or the equivalent.

101. *Calculus, with Analytic Geometry:* Mr. Oxtoby, Mr. Cunningham, Mrs. Schremmer.

Differentiation and integration of algebraic and elementary transcendental functions, with the necessary elements of analytic geometry and trigonometry; the fundamental theorem, its role in theory and applications.

103b. *Methods and Models:* Mrs. Schremmer.

Mathematical concepts, notations, and methods commonly used in the social, behavioral, and biological sciences, with emphasis on manipulative skills and real problem solving.

201. *Intermediate Calculus and Linear Algebra:* Mr. Krigelman.

Vectors, linear transformations, functions of several variables, partial derivatives, multiple integrals, line integrals, infinite series, Taylor's formula, differential equations.

301. *Advanced Calculus*: Mr. Oxtoby.

The classical theory of real functions, based on a construction of the real number system; elements of set theory and topology; analysis of Riemann integral, power series, Fourier series and other limit processes. Prerequisite: Mathematics 201.

303a. *Introduction to Abstract Algebra*: Mr. Cunningham.

Groups, rings and fields and their morphisms. Prerequisite: Mathematics 201.

303b. *Topics in Algebra*: Mr. Cunningham.

[304b. *Theory of Probability with Applications*.]

[308. *Introduction to Applied Mathematics*: Mrs. Schremmer.]

[309b. *Dynamical Systems*: Mrs. Schremmer.]

[310. *Theory of Functions of a Complex Variable*: Mr. Oxtoby.]

[311. *Differential Equations*: Mrs. Schremmer.]

312a. *Topology*: Mr. Krigelman.

[320. *Real Analysis*: Mr. Oxtoby.]

399. *Senior Conference*: Selected topics from various branches of Mathematics are studied by means of oral presentations and the solution and discussion of problems.

Honors Work: Qualified students are admitted to Honors work on recommendation of the Department.

Teaching Certification: A sequence of work offered by the Department of Mathematics and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Music

Professors: Isabelle Cazeaux, PH.D.

Robert L. Goodale, A.B., B.MUS., A.A.G.O., *Chairman*

Agi Jambor, M.A.

Assistant Professor: Carl B. Schmidt, PH.D.

Assistant: John B. Howard, B.A.

Director of Chorus and Orchestra: Tamara Brooks, M.S.

The purpose of the Music major is to enable the student to appreciate the significance of music from an historical and sociological as well as from an aesthetic point of view and to develop a technique of intelligent listening, a faculty of critical judgment and the ability to use the materials of music as a means of expression for creative talent.

Students in the courses in History and Appreciation of Music must devote two hours or more a week to listening to recordings.

Students who are sufficiently advanced and who have completed at least one year of voice or music lessons while at the College may with the approval of the Department offer for one unit of academic credit a year of voice or instrument lessons. The unit of credit will include the lessons and also a recital or proficiency test arranged by the Department. The unit of credit will count as elective work and will not be counted toward the major.

Requirements in the Major Subject: Music 101, 102, and at least two and one-half units of additional work, at least one of which must be advanced, the selection of courses depending upon the student's desire to specialize in the history and literature of music or the technique of composition. The Senior Conference is also required. A student intending to major in Music must have sufficient knowledge of pianoforte or organ playing to enable her to play music of the technical difficulty of a Bach figured chorale. She is strongly urged to be a member of the Chorus or the Orchestra or an Ensemble Group. Equivalent courses at Haverford will not be accepted for the major.

Allied Subjects: History, History of Art, modern languages, English, Greek, Latin, Philosophy, History of Religion.

101. *An Introduction to the History and Appreciation of Music*: The Department.
A comprehensive survey, with special emphasis on the technique of intelligent listening.
102. *Music Materials*: Mr. Goodale.
A course in the elements of theory. The study of harmony and counterpoint, simple formal analysis and an introduction to orchestration.
201. *Romantic Music*: Miss Cazeaux.
An historical treatment of the music of the age with particular attention to certain representative composers.
202. *Advanced Theory and Analysis*: Mr. Goodale.
A continuation of Music 102, with emphasis on analysis (harmonic, contrapuntal and formal) of larger forms. Prerequisite: Music 102 or its equivalent.
- 203a. *Bach*: Mme. Jambor.
Prerequisite: Music 101 or its equivalent.
- 203b. *The Classical Period*: Mme. Jambor.
Prerequisite: Music 101 or its equivalent.
- 205a. *Musical Criticism*: Miss Cazeaux.
Prerequisite: Music 101 or its equivalent.
- 207b. *Studies in Vocal Music of the Nineteenth Century*: Mr. Schmidt.
Lieder and other vocal chamber music will be contrasted with large-scale choral works including Requiems, Masses and choral symphonies. Composers will include Schubert, Schumann, Berlioz, Brahms, Bruckner, Verdi and others.
- 209a. *The Symphonic Music of Bruckner, Mahler and R. Strauss*: Mr. Schmidt.
An examination of the large-scale symphonic works of three leading post-romantic German and Austrian composers. Emphasis will be placed on style, form, and orchestration. Prerequisite: Music 101, or permission of the instructor.
301. *Music of the Twentieth Century*: Mr. Goodale.
A survey of the music of the period and concentrated analysis of key works. Prerequisites: Music 101, 102, and 202 or their equivalents. Music 202 may be taken concurrently.
- 302a. *Medieval and Early Renaissance Music*: Miss Cazeaux.
A study of monody and polyphony, both sacred and secular, to the time

of Josquin. Prerequisites: Music 101, 102 or their equivalents.

302b. *Late Renaissance and Baroque Music*: Miss Cazeaux.

Vocal and instrumental music from the sixteenth century to the time of Bach. Prerequisites: Music 101, 102 or their equivalents.

303b. *Orchestration*: Mr. Goodale.

Prerequisites: Music 101, 102 and 202 or their equivalents. Music 202 may be taken concurrently with this course.

304b. *Interpretation of Music*: Mme. Jambor.

Interpretation of instrumental music of various ages. Members of the class will be invited to participate by performing. Prerequisites: Music 101 and 102 or their equivalents.

305. *Free Composition*: Mr. Goodale.

This course is designed for those students whose chief interest lies in the field of composition. It may be taken only with the permission of the instructor.

[306b. *Opera and Music Drama*: Miss Cazeaux.]

399. *Senior Conference*: Three conferences dealing with some aspects of the theory and history of music. Students may substitute for one of these a conference in an allied subject. Candidates' understanding of the material may be tested by written assignments, oral reports or other appropriate means.

Honors Work: Honors work is offered for students recommended by the Department.

Interdepartmental Work: The Department of Music participates in the interdepartmental concentration in *Hispanic and Hispanic-American Studies*. See page 149.

Sight-Singing and Dictation: Mr. Schmidt.

This course receives no academic credit. It meets twice a week and is required of music majors. It is open to other interested students.

The following organizations, carrying no academic credit, are sponsored by the Department:

The Bryn Mawr-Haverford Chorus. Director is Tamara Brooks. Several major choral works from different periods are offered in concerts during the course of the year.

The Renaissance Choir. Students (and faculty) who are confident sight-

readers have the opportunity to perform a cappella music with one or two singers per voice part.

The Orchestra, whose Director is Tamara Brooks, is organized jointly with Haverford College. It plays concerts of its own, and frequently joins the Chorus in the presentation of major works.

The Ensemble Groups are also organized jointly with Haverford College. Students in these groups are afforded the opportunity of studying chamber-music literature at first hand, as well as the experience of playing in public at student recitals.

Lessons in pianoforte, organ and voice may be taken at the student's expense. Lessons in other instruments may be arranged. The Department will be glad to assist in these arrangements.

Philosophy

Professors: José María Ferrater Mora, *Lic. F.L., Chairman*

George L. Kline, PH.D.

Jean A. Potter, PH.D.

Isabel Scribner Stearns, PH.D.

Associate Professor: Mary Patterson McPherson, PH.D., *Dean of the College*

Assistant Professors: Michael Krausz, PH.D.

George E. Weaver, Jr., PH.D.¹

Lecturers: Richard Gaskins, PH.D., J.D.

Thomas Song, M.A., M.A.L.S., *Associate Director of Libraries*

Tracy M. Taft, M.A.

Instructors: Michael J. Duffy, B.A.

Michael J. Logan, A.B.

Assistant: Stephen A. Biddle, B.A.

The philosophy curriculum is organized into four divisions: Core, Metaphysics-Epistemology, Value Theory, and Persons-Periods. Courses in the Core Division are intended to provide students with a common background in philosophical problems, concepts, and argumentation.

1. On leave for the year, 1975-76.

Broadly, the Metaphysics-Epistemology Division is concerned with questions as to what there is and the basis for our knowledge; the Value Theory Division is concerned with the nature of evaluative concepts such as Goodness and Beauty and the justification for claims involving these concepts; the Persons-Period Division is concerned with significant individual thinkers and traditions in the history of philosophy.

Intermediate level courses in these Divisions are intended (a) to acquaint the student with the major areas of philosophical study both past and present; and (b) to provide a foundation for more advanced study. Advanced level courses in these Divisions are intended to provide the student with (a) the means to integrate philosophy with her other studies; and (b) the opportunity for more intensive study in those areas of particular interest.

Both the Division and level of a course can be determined from its three-digit course number. The first digit indicates level. 1 designates introductory; 2, intermediate; and 3 advanced. The second digit indicates the division: 0 designates the Core Division; 1, the Metaphysics-Epistemology Division; 2, the Value Theory Division; and 3 the Persons-Periods Division.

Division 0: (Core): Greek Philosophy; Problems in Philosophy; Logic; Modern Philosophy.

Division 1: (Epistemology-Metaphysics): Epistemology, Metaphysics, Intermediate Logic, Philosophy of Science, Philosophy of Religion, Philosophy of History, Analytic Philosophy, Existentialism, Philosophy of Time, History and Philosophy of Mathematics, The Mind-Body Problem; Philosophy of Language; Philosophy of Social Science.

Division 2: (Value Theory): Ethics, Aesthetics, Western Political Philosophy.

Division 3: (Persons-Periods): Plato, Aristotle, Medieval Philosophy, Kant, Hegel, Texts in Medieval Philosophy, Russian Philosophy, Marx and Russian Marxism, British Idealism.

Prerequisites: No introductory level course carries a prerequisite. However, all courses on both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate level course and any intermediate course satisfies the prerequisite for an advanced level course.

Requirements in the Major Subject: Each student majoring in Philosophy must

take a minimum of four units of course work and the Senior Conference. Among the courses, the student should take: (1) Either Greek Philosophy (101) and Modern Philosophy (201) or History of Western Thought (100) and Logic (103); (2) one half-unit of course work from each of Divisions 1, 2 and 3; and (3) one unit of advanced level work. However, any advanced level course (or courses) may be applied toward satisfying both requirements (2) and (3) above.

Courses in Philosophy at Haverford College: In any academic year, students may take for credit toward the major any course taught by members of the Haverford Philosophy Department not taught at Bryn Mawr in that year.

Allied Subjects: Biology, Chemistry, Economics, English, History, History of Art, Mathematics, Music, Physics, Political Science, Psychology, classical and modern literatures and certain courses in Anthropology, History of Religion and Sociology.

- 100a. *Introduction to Philosophy: History of Western Thought:* Mr. Ferrater Mora.
The continuity of the philosophical tradition from Ancient Greece to the Middle Ages, with emphasis on the relation between philosophy and its religious, political, and artistic backgrounds.
- 100b. *Introduction to Philosophy: History of Western Thought:* Mr. Ferrater Mora.
The continuity of the philosophical tradition from the end of the Middle Ages to the present time, with emphasis on the relation between philosophy and its scientific, religious, and political backgrounds.
- 101a. *Introduction to Philosophy: Greek Philosophy:* Members of the Department.
The origins and development of Greek Philosophy, including the pre-Socratics, Plato, and Aristotle (this course is repeated in the second semester as 101b).
- 102b. *Introduction to Problems in Philosophy:* Mr. Kline.
A critical examination of such problems as the nature of knowledge; fact and value; freedom and determinism; and the existence of God.
- 103a. *Logic:* Mr. Duffy.
An introduction to the fundamentals of deductive reasoning.
- 201b. *Introduction to Philosophy: Modern Philosophy:* Miss Potter.
The development of philosophic thought from Descartes to Kant.
- 211a. *Epistemology:* Mr. Krausz.
Representative theories of knowledge will be considered. Of primary

concern will be whether the object of knowledge is affected by the act of knowing.

[212b. *Metaphysics.*]

213b. *Intermediate Logic:* Mr. Logan.

The systematization of the semantic and combinatorial presuppositions of deductive reasoning and their interrelationships. Prerequisite: Philosophy 103a.

221a. *Ethics:* Miss Taft.

An examination and evaluation of general perspectives on freedom and other major ethical themes.

222b. *Aesthetics:* Mr. Krausz.

An examination of the creativity, the aesthetic experience, and its range of application.

[231a. *Plato.*]

232b. *Aristotle:* Miss Taft.

A comprehensive study of Aristotle's philosophy.

234b. *History of Chinese Philosophy:* Mr. Song.

A survey of the origin and development of Chinese philosophical thought as represented by major philosophers.

235a. *Medieval Philosophy:* Miss Potter.

The history and development of Medieval Philosophy from its origins in classical and patristic thought through the fourteenth century.

310b. *Philosophy of Science:* Mr. Krausz.

An examination of problems of explanation, objectivity, and rationality in scientific theory. Readings will be drawn from works of Ayer, Burtt, Hanson, Kuhn, Lakatos, Popper, and Toulmin.

[311a. *Philosophy of Religion.*]

312a. *Philosophy of History:* Mr. Krausz.

An examination of representative and speculative philosophies of history. The relativist/objectivist controversy will be considered.

[313b. *Analytic Philosophy.*]

314b. *Existentialism:* Mr. Ferrater Mora.

(INT.) A detailed analysis of the philosophies of Ortega y Gasset and Jean-Paul Sartre.

- 315a. *Concepts of Time*: Mr. Kline.
Questions to be discussed include: Is the temporal series a "past-present-future" or an "earlier-later"? Is the future knowable? Is the past irrevocable? Is "time-travel" possible?
- [316b. *History and Philosophy of Mathematics*.]
- [317a. *The Mind-Body Problem*.]
- [318b. *Philosophy of Language*.]
- [319a. *Philosophy of Social Sciences*.]
- 321b. *Philosophy of Anarchism*: Mr. Kline.
A close examination of the anarchist critique of existing states, churches, economies, and academies, and a consideration of the main theoretical objections to anarchism.
- 322b. *The Nature of Legal Reasoning*: Mr. Gaskins.
The nature of the reasoning process in the field of law. No prerequisites.
- 330a. *Kant*: Mr. Ferrater Mora.
An examination of the central themes of the *Critique of Pure Reason*.
- [331b. *Hegel*.]
- [332b. *Texts in Medieval Philosophy*.]
- [333a. *Russian Philosophy*.]
- [334b. *Marx and Russian Marxism*.]
- [335b. *British Idealism*.]
399. *Senior Conference*: The Senior Conference is designed as a seminar combined with tutorial sessions. The Conference emphasizes critical thinking on a central philosophic issue. The work of the year is tested in part by a written examination of three hours in the spring.
- Honors Work*: Honors work consists of independent reading and conferences with the instructor, directed to the preparation of a paper on a subject dealing with the technical problems of Philosophy or emphasizing the connection of Philosophy with general literature, history, politics and science, or with some special field in which the student is working.

Physics

Professors: Rosalie C. Hoyt, PH.D., *Chairman*
John R. Pruett, PH.D.

Assistant Professors: Alfonso M. Albano, PH.D.
Stephen R. Smith, PH.D.¹

Assistants: Neal B. Abraham, B.S.
Eugene DiSalvatore, B.A.
David H. Schwamb, B.S.

The plan for the physics major is based on the belief that an acquaintance with the methods used by professional workers in a field of intellectual activity is a necessary part of the general education of any student. The courses in Physics emphasize the concepts and techniques that have led to our present state of understanding of the material universe; they are designed to relate the individual parts of physics to the whole rather than treat them as separate disciplines. In the advanced courses the student applies these concepts and techniques to increasingly independent studies of physical phenomena. Students are encouraged to supplement their courses in physics and mathematics with work in related sciences, and by units of independent study or experimental work. Opportunities exist for interdisciplinary work; for participation by qualified majors in the research programs of the faculty; and for training in machine shop, glass blowing, computer, and electronic techniques. Special arrangements make advanced courses available to majors in other sciences.

Requirements in the Major Subject: Physics 101 and 201a and 202b, and at least one and one-half units of 300-level courses (with permission of the Department, some 300-level work in Physics or Astronomy at Haverford may be substituted). Two semesters of Senior Conferences; Chemistry 101; Mathematics 101 and 201; a third unit of mathematics is strongly recommended. Students are encouraged to meet some of the major and allied requirements by advanced standing or placement examinations.

Allied Subjects: Astronomy (at Haverford), Biology, Chemistry, Geology, Mathematics, Philosophy, Psychology.

1. On leave for the year, 1975-76.

101. *Introduction to Modern Physics*: Mr. Pruett, Miss Hoyt.

A study of the principal phenomena of classical and modern physics in the light of the developments of the past seventy years. Any mathematical methods needed beyond those of high school mathematics will be developed in the course. Three lectures and three hours of laboratory a week.

- 201a. *Electricity and Magnetism*: Miss Hoyt.

Direct and alternating current circuit theory, conduction in metals and semiconductors, semiconducting devices, magnetic effects of currents, electrostatics, Maxwell's equations, applications to atomic phenomena. Three lectures and four hours of laboratory a week. Prerequisites: Physics 101, Mathematics 201 (may be taken concurrently). For Haverford students, Physics 111, 112 and Mathematics 114b or 220b may be substituted.

- 202b. *Optics and Waves*: Mr. Pruett.

Application of Maxwell's equations and electromagnetic wave phenomena; superposition, interference and diffraction. Geometrical optics. Polarization. Dispersion and scattering of electromagnetic radiation. Atomic spectra and the Bohr atom. Introduction to matter waves and to the quantum nature of light. Black-body radiation. Selected topics in laser physics and modern optics. Three lectures and four hours of laboratory a week. Prerequisites: Physics 201a, Mathematics 201, which may be taken concurrently. For Haverford students, Mathematics 114b or 220b may be substituted.

- [207. *Physical Basis of Computer Science*: Mr. Pruett.]

- 305c. *Electronics*: Members of the Department.

Principles of solid state electronic devices and their applications to digital and analog computers and to other instruments. Four hours of laboratory a week. Prerequisite: Physics 201a, which may be taken concurrently.

- 306a. *Classical and Quantum Mechanics I*: Miss Hoyt.

A unified treatment of the classical and quantum descriptions of physical phenomena. Intermediate classical mechanics through the Hamiltonian formulation. Coupled oscillations, normal modes, and extension to continuous wave systems. Einstein and de Broglie relations, uncertainty and complementarity. Schrodinger's equation and elementary wave mechanics. Three lectures and four hours of laboratory a week. (With permission of the Department, Haverford physics majors and majors in

mathematics or chemistry may replace the laboratory by extra supervised work.) Prerequisites: Physics 202b and Mathematics 201. For Haverford students, two years of physics and mathematics may be substituted.

307b. *Classical and Quantum Mechanics II*: Mr. Albano.

Quantum-Mechanical measurement theory, state functions and transition probabilities. Classical and quantum descriptions of angular momentum. Central-force motion. The harmonic oscillator and the structure of the hydrogen and helium atoms. Three lectures and four hours of laboratory a week. (With permission of the Department, Haverford physics majors and majors in mathematics or chemistry may replace the laboratory by extra supervised work.) Prerequisite: Physics 306a.

308b. *Advanced Mechanics of Discrete and Continuous Systems* : Mr. Pruett.

Kinematics and dynamics of macroscopic systems, including the use of configuration and phase space, normal mode analysis of oscillations, descriptions of the motions of rigid and elastic bodies, and hydrodynamics. Mathematical methods, including aspects of the calculus of variations, linear algebra, elementary group theory and differential equations, will be developed as needed. Three hours a week. Pre- or co-requisite: a 300-level physics course. (With permission of the instructor, advanced work in chemistry, astronomy, or mathematics may be substituted.)

309a. *Advanced Electromagnetic Theory*: Mr. Davidon (at Haverford).

[351b. *Applications of Physics to Biology*: Miss Hoyt.]

399. *Senior Conferences*: The Senior Conferences consist of weekly discussion meetings based on assigned readings and problem work. The students are examined at the end of each semester.

- a. *Thermodynamics and Statistical Mechanics*: Mr. Albano.
- b. *Contemporary Physics* (solids, nuclei, particles, and other current research topics): Miss Hoyt.

403a. *Supervised Units in Special Topics*: Members of the Department.

- & b. Open to qualified juniors or seniors who wish to supplement their work with independent study or laboratory work in a special area of physics, subject to faculty time and interest. A written paper will be required at the end of the semester or year.

Honors Work: Honors work may be taken by seniors recommended by the Department. It consists of reading and experimental work on some problem of physics.

Teaching Certification: A sequence of work offered by the Department of Physics and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Political Science

The Caroline McCormick Slade Department of Political Science

President of the College: Harris L. Wofford, Jr., A.B., J.D.

Professors: Melville T. Kennedy, Jr. PH.D., *Chairman*¹

Gertrude C.K. Leighton, A.B., J.D.²

Associate Professors: Charles E. Frye, PH.D.

Marc H. Ross, PH.D.

Stephen Salkever, PH.D.

The major in Political Science is concerned with study of normative and empirical theories of government and with analysis of the structures and processes of modern political communities.

Requirements in the Major Subject: Students majoring in Political Science must take a minimum of four units of course work and the Senior Conference in the major and two units in allied work. At least one unit of major work must be taken in advanced courses. *As a prerequisite to all other courses offered, majors must complete one unit of work chosen from among the following: 200a (INT.), 201a, 200, 203a, 204b, 205a, 206a, 207b, 208, 209.* Students who are not majors in the Department may meet this prerequisite in the same way, or alternatively by completing one half-unit of allied work and one half-unit in Political Science chosen from the list of courses above.

The fields of the major, from which two must be selected for special concentration, are: Political Philosophy and Theory; Politics and Law in American Society; Comparative Politics; International Politics and Law. At least three courses (one and one-half units of work), including a minimum of one advanced course, must be taken in each of the fields selected. For

1. On leave, semester II.

2. On leave, semester I.

courses arranged according to fields, see page 129. With the permission of the Department one of the fields may be taken in an allied subject.

Non-majors wishing to take a special field in Political Science must consult the chairman for approval of course plans in order to qualify for required senior conference program. See page 128.

With the permission of the Department, courses at Haverford, other than those listed below, may be taken for major or allied credit.

Allied Subjects: Anthropology, Economics, Education, History, Philosophy, Psychology and Sociology. With the permission of the Department, certain courses offered by the modern language departments may be accepted as allied subjects.

[200a. *Urban Society:* Mrs. Lane, Mr. Ross.]

(INT.) See *The Growth and Structure of Cities*, page 147.

201a. *American Politics:* Mr. Ross.

An examination of the forces shaping political behavior and values in the United States, paying particular attention to the processes of political socialization, public opinion formation, agenda building, decision making, and policy implementation.

202a. *American Political Institutions and Their Dynamics:* Mr. Waldman (at Haverford).

203a. *Government and Politics in East Asia:* Mr. Kennedy.

An approach to modern Asian politics through a study of the major philosophic and institutional features of dynastic China and areas under Chinese cultural influence. India and Japan are considered for comparative purposes.

[204b. *Twentieth Century China and India:* Mr. Kennedy.]

205a. *Government and Politics in Western Europe:* Mr. Frye.

A comparative analysis of the contemporary political systems of Great Britain, France and Scandinavia, with special reference to factors making for stable and effective democracy.

206a. *Comparative Government and Politics:* Mr. Glickman (at Haverford).

207b. *Government and Politics in Western Europe:* Mr. Frye.

A comparative analysis of the contemporary political systems of Germany, Italy, and the Soviet Union.

208a. *International Politics:* Mr. Mortimer (at Haverford).
or b.

209a. *Western Political Theory (Ancient and Early Modern):*

or b. (a) Miss Shumer (at Haverford), (b) Mr. Salkever.

A study of fundamental problems of Western political thought. The course is designed to introduce the student both to the careful and critical reading of philosophic texts and to some of the important ways of formulating and answering central questions in political theory. Readings will be drawn from both ancient and early modern sources such as Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. (Limit 20 at Haverford).

210a. *Western Political Theory (Modern):*

or b. (a) Mr. Salkever, (b) Miss Shumer (at Haverford).

This course will focus on the same themes as Political Science 209, drawing on readings from a few of the following modern theorists: Rousseau, Burke, Kant, Hegel, Marx, Mill, Weber, Durkheim, Arendt, Marcuse. Prerequisite: Political Science 209a or b, or permission of instructor. (Limit 20 at Haverford).

[211a. *The Soviet System:* Mr. Hunter.]

(INT.)

[212a. *Western Political Thought: Ancient and Medieval.*]

[213b. *Law and Civil Disobedience:* Mr. Wofford.]

218b. *Community Politics:* Mr. Ross (at Swarthmore).

(INT.) Examines local-level political life in a cross-cultural context. Topics considered include authority and authority processes, socialization, legitimacy, decision-making, community conflict, conflict resolution, law and political aggression and violence. Prerequisite: an introductory course in either political science, anthropology, or sociology, or permission of instructor.

[219a. *American Constitutional Law:* Mr. Salkever.]

221b. *International Law:* Miss Leighton.

An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.

230a. *Political Behavior:* Mr. Ross.

This course considers various social-psychological approaches to the study of political behavior considering such concepts as political socialization, role theory, perception, belief dynamics, personality, and non-conformity and change.

- [232b. *Law and Education*: Mr. Wofford.]
- 301b. *Law and Society*: Miss Leighton.
An introduction to the nature of legal obligation and its relation to selected social institutions. Typical legal problems pertaining to the family, property and government are discussed.
- 302b. *Law, Policy and Personality*: Miss Leighton.
Selected topics in the study of the relation between the legal process and personality development and structure. Attention is given, in the light of this perspective, to the policy implications of various legal doctrines pertaining to such subjects as divorce, child-rearing, criminal responsibility. Prerequisites: Political Science 219a, 301a, or 313b, or permission of instructor.
- 303a. *Problems in International Politics*: Mr. Kennedy.
A rapid review of major approaches to the field, both analytic and substantive, followed by intensive consideration of particular operational concepts in international politics and of related concrete problems selected by the seminar.
- 305b. *European Fascism*: Mr. Frye.
Analysis of the nature and origins of fascism, particularly in France, Germany, and Italy.
- [307b. *Modern Germany*: Mr. Frye.]
- [308a. *American Political Theory*.]
- [309b. *Topics in Modern Political Thought*: Mr. Frye.]
- [310a. *Problems in Comparative Politics*: Mr. Frye.]
- 311b. *Theory and Practice in Political Philosophy*: Mr. Salkever.
A consideration of one of the central processes of political philosophy—the transition from Fact to Value. Typical alternative modes of linking theoretical and practical assertions will be studied through the works of ancient and modern philosophers. Prerequisites: Political Science 209b, or either Philosophy 101 or 201.
- [312b. *China, Japan, India: Problems in Modernization*: Mr. Kennedy.]
- [313b. *Problems in Constitutional Law*.]
- [315b. *American Bureaucracy*.]

- 316b. *Ethnic Group Politics*: Mr. Ross.
(INT.) An analysis of the factors influencing ethnic group conflict and cooperation in a variety of cultural contexts, with particular emphasis on urban settings. Each student will engage in a field project in the Philadelphia area. Prerequisites: Political Science 201, 218, 230, or permission of instructor.
- 317a. *Political Culture and Political Leadership*: Mr. Frye.
A study of relations between political cultures and styles of political leadership in different Western countries.
- 319a. *Problems in Legal Theory*: Mr. Salkever.
A consideration of some fundamental questions concerning the meaning of law. Focus will be on disputes concerning the nature and limits of law (the relationship between law and justice and morality), the logic of judicial decision, and the justification of legal punishment. Prerequisites: a beginning course in philosophy or political theory and a course in an area of the law, or permission of instructor.
- 322b. *The Nature of Legal Reasoning*: Mr. Gaskins.
See Philosophy 322b, page 120.
399. *Senior Conference*: The required senior conference program, for which one unit of credit is given, is designed to synthesize and deepen understanding of the work in the major and in allied subjects. It consists of (1) two colloquia, one offered in each semester, or (2) one colloquium and a senior paper. Generally, the entire staff participates in the course of a given year although the form of participation changes from year to year.
A senior who elects the second alternative will normally write the senior paper in the semester other than that in which the colloquium she selects is given. The topic of the paper must be in one of the two fields of concentration (see below) and is supervised by a member of the Department whose specialty is in the same or related fields.
The topics of the colloquia are usually determined in consultation with senior majors. When appropriate, the colloquia are concluded by examinations designed to relate the special interests of topics studied to the broad field of political science.
Seniors who have taken a field in an allied subject may offer work in the senior conference. If this alternative is chosen, *one* colloquium in political science is required. Each program must be individually planned and approved by the chairman and by the allied department.

COURSES AT HAVERFORD

- 219b. *Constitutional Law*: Mr. Williams.
- 224b. *The American Presidency and the Bureaucracy*: Mr. Waldman.
- 227a. *American Political Theory*: Miss Shumer.
- 235a. *Comparative Politics: Political Development*: Mr. Glickman.
- 245a. *International Relations*: Mr. Mortimer.
- 246b. *International Organization*: Mr. Mortimer.
- 256a. *Political Theory: The Citizen and the State*: Miss Shumer.
- 323a. *Congress*: Mr. Waldman.
- 338a. *Africa: The Politics of Modernization*: Mr. Glickman.
- 356b. *Topics in Modern Political Theory*: Miss Shumer.
- 391a. *Research Seminar: Congress and the President*: Mr. Waldman.
- 396a. *Research Seminar: Political Theory*: Miss Shumer.

FIELDS OF CONCENTRATION

1. *Political Philosophy and Theory*: Political Analysis; Western Political Philosophy; Recent Political Philosophy: Sources and Varieties; Western Political Thought: Ancient and Medieval; Political Behavior; Theory and Practice in Political Philosophy; Selected Topics in Modern Political Thought; American Political Theory (Haverford); Problems in Contemporary American Political Theory (Haverford).
2. *Politics and Law in American Society*: American National Politics; Community Politics; Ethnic Group Politics; Political Behavior; Constitutional Law; Law and Education; Law and Society; Law, Policy and Personality; The American Political Process: Parties and the Congress (Haverford); Problems in Contemporary American Political Theory (Haverford); Public Opinion, Private Interests and Political System (Haverford).
3. *Comparative Politics*: Government and Politics in East Asia; Twentieth-century China and India; Government and Politics in Western Europe; Western European Integration; European Fascism; Problems in Comparative Politics; China, Japan, and India; Problems in Modernization; The Soviet System (Haverford); African Civilization:

Tradition and Transformations (Haverford); Comparative Politics: Political Development (Haverford); Comparative Political Sociology (Haverford); Racial, Ethnic and Class Politics (Haverford).

4. *International Politics and Law*: International Law; Problems in International Politics; Courses on Asia and Europe; International Relations (Haverford); International Organization (Haverford); Politics and International Relations in the Middle East and North Africa (Haverford); International Politics of Communism (Haverford).

Honors Work: Seniors admitted to Honors work prepare an independent research paper (one unit of credit) under the supervision of a member of the Department. Field work is encouraged.

Interdepartmental Work: The Department of Political Science participates in the interdepartmental concentration in *Hispanic and Hispanic-American Studies* and in the interdepartmental major in *The Growth and Structure of Cities*. See pages 147 and 149.

Teaching Certification: A sequence of work offered by the Department of Political Science and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

Psychology

Professors: Richard C. Gonzalez, PH.D., *Chairman*
Howard S. Hoffman, PH.D.
Matthew Yarczower, PH.D.

Associate Professor: Earl Thomas, PH.D.

Assistant Professors: Clark McCauley Jr., PH.D.
Jill T. Wannemacher, PH.D.

Lecturers: Erika R. Behrend, PH.D.
Alice S. Powers, PH.D.
Larry Stein, PH.D.

Assistants: AnnaRose Childress, B.S.
Peter DePaulo, M.A.
Louise DeWald, B.A.
Marion Goldwater, M.A.
Howard Waxman, M.A.

The Department offers to the major student a representative account of methods, theory and findings in Comparative, Developmental, Experimental, Physiological, and Social Psychology. The program of work is coordinated with that at Haverford College (which offers training in Experimental, Personality, and Social Psychology). It is planned to encourage the student, in the first two years of study, to sample widely from among the course offerings in these areas, and to permit her, in the final two years, to focus attention (by course work and research) on the one or two areas of her principal interest.

Requirements in the Major Subject: 101 and two courses from each of the following groupings of courses: (a) Psychology 201a, 202b, 203a, 204b, Haverford course 240b; (b) Psychology 206a, 207b, 208b, (or Haverford course 208a), Haverford courses 200a, 209a (or 210b); (c) Psychology 301b, 302b, 305a, Haverford courses 306b, 309a; one unit of allied work in either Biology, Chemistry, Physics, or Mathematics. The Senior Conference is also required. Psychology 205a is strongly recommended to students preparing for graduate work. Psychology 101 is prerequisite to all other courses offered by the Department with the exception of Psychology 205a. Some second semester courses at the 200 level, *with departmental permission*, may be taken concurrently with Psychology 101.

Allied Subjects: Anthropology, Biology, Chemistry, Education, History of Science, Linguistics, Mathematics, Philosophy, Physics, Sociology. At least one unit must be taken from among Biology, Chemistry, Physics and Mathematics.

- I. *Experimental Psychology:* Mr. Gonzalez, Mrs. Powers, Mr. Thomas, Miss Wannemacher.

A survey of methods, facts, and principles relating to basic psychological processes, their evolution, development and neurophysiology. Three hours of lecture and four hours of laboratory each week.

The following courses include individual laboratory research projects:

- a. *Learning Theory and Behavior:* Mr. Gonzalez.
Comparative studies of conditioning and instrumental learning; theories of learning; the evolution of intelligence.
- b. *Comparative Psychology:* Mr. Yarczower.
Evolution and behavior. The phylogeny of learning, perception, language, aggression and social behavior. Prerequisite: Psychology 201a.

- [203a. *Motivation*: Mr. Thomas.]
- 204b. *Sensory Processes*: Mr. Hoffman.
Peripheral and central mechanisms of sensory experience, with particular emphasis on analysis in the visual and auditory modalities. Classical psychophysics and modern signal detection theory.
- 205a. *Experimental Methods and Statistics*: Mr. Hoffman.
Measurement, descriptive statistics, probability, association, testing of hypotheses, the design of experiments and associated problems.
- 206a. *Developmental Psychology*: Miss Wannemacher. (In alternate years, Education 206a: Mr. Snyder.)
Development and behavior. The ontogeny of attention, perception, learning, language, intelligence and social interaction.
- 207b. *Language and Cognition*: Miss Wannemacher.
Cognitive development and its relation to the development of language.
- 208b. *Social Psychology*: Mr. McCauley.
Social influence and persuasion: audience and coaction effects; group dynamics; leadership, attitude change in relation to behavior change; stereotypes; social comparison theory; helping behavior.
- 301b. *Contemporary Issues in Behavior Theory*: Mr. Yarczower.
Analysis of contemporary theory and research on: classical conditioning; attention, generalization and discrimination; punishment and avoidance; inhibition; biological constraints on learning. Prerequisite: Psychology 201a.
- 302b. *Physiological Psychology*: Mr. Thomas.
The physiological and anatomical bases of experience and behavior: sensory processes and perception, emotion, motivation, learning and cognition. Prerequisite: Psychology 201a.
- 305a. *Psychological Measurement*: Mr. McCauley.
Theory of testing and evaluation of representative psychological tests: reliability and validity; decisions using tests; IQ tests and the structure and inheritance of intelligence; selected aptitude and personality tests: SAT, GRE, MMPI, Rorschach.
- 311a. *Selected Problems in Comparative Psychology*: Members of the De- & b. department.
- 312a. *Selected Problems in Physiological Psychology*: Members of the De- & b. department.

- 313a. *Selected Problems in Experimental Psychology*: Members of the Department.
& b.
- 314a. *Selected Problems in Social Psychology*: Members of the Department.
& b. Effects of mass media communications: pornography; television violence; commercial advertising; political advertising, including the psychology of voting; the agenda of public issues.
- 315b. *Selected Problems in Developmental Psychology*: Mr. Hoffman.
Social Attachment: experiment and theory on the factors that mediate attachment behavior in the immature organism.
- 357a. *Computer Usage in the Life Sciences*: Mrs. Pruett.
(INT.) Experiments in the life sciences will be analyzed using computer techniques. The Fortran IV language will be developed and used throughout the course. Limited to advanced students with research experience; no previous training in the use of the computer required. Lecture two hours, laboratory two hours.
399. *Senior Conference*: Seniors meet throughout the year as a group with individual members of the Department to discuss brief papers on topics assigned at the beginning of the year.
403. *Supervised Research in Psychology*: Members of the Department.
Laboratory or field research under the supervision of a member of the Department.
Honors Work: One unit of Honors work may be taken by students nominated by the Department.

COURSES AT HAVERFORD

- 200a. *Human Learning and Memory*: Miss Naus.
- 208a. *Social Psychology*: Mr. Perloe.
- 209a. *Theories of Personality*: Mr. Heath.
- 210b. *Theory and Research in Personality*: Mr. Davis.
- [238a. *Psychology of Language*: Mr. D'Andrea.]
- 240b. *Perception*: Miss Naus.
- 306a. *Individual Differences*: Mr. Davis and Miss Naus.
- 309a. *Psychology of the Abnormal Personality*: Mr. Davis.
- 344b. *Development Through the Life Span*: Mr. Heath.

Russian

Associate Professor: Ruth L. Pearce, PH.D., *Chairman*

Assistant Professors: Gary Browning, PH.D.

George Pahomov, PH.D.

Katharine E. McBride Visiting Lecturer: Nina N. Berberova

Professor of Philosophy: George L. Kline, PH.D.

At Haverford

Professor of Economics: Holland Hunter, PH.D.¹

Associate Professor of Economics: Vernon J. Dixon, PH.D.

Associate Professor of History: Linda G. Gerstein, PH.D.

The Russian major is designed to offer the student the opportunity to learn to both read and speak Russian and to achieve an understanding of the literature, thought and culture of both pre-revolutionary and contemporary Russia.

The major in Russian Studies gives the student the opportunity to combine the study of the Russian language with a study in depth in one of the following areas of concentration: Russian Economics, Russian History, or Russian Philosophy.

Students in all courses are encouraged to make use of tapes available in the Language Laboratory. Majors are encouraged to take advantage of various Russian language summer programs offered both here and in the Soviet Union and to compete for a place in the semester language program (senior year) at Leningrad State University. Residence in the Russian House for at least one year is advisable.

Requirements in the Major Subjects: Literature: Three units of language work or its equivalent (Russian 001 and 101, or 100, and 200 or 201), one advanced literature course and Russian 203 or Russian 204a and b or any other literature course, and a Senior Conference. Also one unit of work in History 244 or 245, or Economics 211a and 206b or 210a or 398a, or Philosophy 333a and 333b.

Russian Studies: Three units of language work or its equivalent (Russian 001

1. On leave for the year, 1975-76.

and 101, or 100, and 200 or 201), two units of work in the area of concentration of which one unit must be at the advanced level (Economics 206b or 210a, 211a, 398a and 480; History 244 or 245, 356b and 480; Philosophy 333a, 333b and one unit of advanced Russian literature or Russian 203, or Russian 204a and b, or independent work), and a Senior Conference. A student specializing in Russian Studies will take in addition one unit of work in a field outside her area of concentration.

Allied Subjects: Any language or literature, Economics, History, History of Art, Music, and Philosophy.

001. *Elementary Russian:* Mr. Browning, Mrs. Pearce.

The basic grammar is learned with enough vocabulary to enable the student to speak and understand simple Russian and to read simple texts. Meets five times a week.

[100. *Intensive Russian.*]

101. *Intermediate Russian:* Mr. Pahomov, Mrs. Pearce.

Continuing grammar study, conversation, and vocabulary building. Readings in Russian classics and contemporary materials. Meets five times a week.

200. *Advanced Training in the Russian Language:* Mr. Pahomov.

Intensive practice in oral and written expression based on literary and non-literary texts of Modern Standard Russian. Conducted in Russian.

201. *Readings in Russian:* Mr. Browning.

Literary and non-literary texts are selected in accordance with the needs and interests of the students. Emphasis is placed on vocabulary building and exposure to varying styles to enable the student to read advanced texts in her own or related fields.

[203. *Russian Literature in Translation.*]

204a. *Tolstoy:* Mr. Pahomov.

Representative works will be read in English translation and examined closely. Attention will be given to their historical and aesthetic place as well as their place in Russian literature.

204b. *Dostoevsky:* Mr. Browning.

A critical reading in English translation of Dostoevsky's major novels and a few short stories. Emphasis is on the works themselves and on the place of Dostoevsky in the Russian realistic tradition.

[302. *Pushkin and His Time.*]

- 303a. *Twentieth Century Russian Literature*: Mr. Kline.
Close critical reading of works of Chekhov (short stories), Gorky, Akhmatova, Pasternak, Mandelshtam, Babel, Zoshchenko and Platonov.
- 303b. *Twentieth Century Russian Literature*: Mme. Berberova.
Close critical reading of Chekhov (plays), Sologub, Blok, Bely, Tsvetayeva, Mayokovsky, Olesha, and Nabokov.
- {305. *Advanced Russian Grammar*.}
- {306a. *Russian Prose and Poetry from Classicism to the Rise of Realism*.}
- {306b. *Russian Literature of the Second Half of the Nineteenth Century*.}

SEE ALSO

- Economics 206b. *International Economic Theory and Policy*: Mr. Farley.
- {Economics 210a. *Developing Economies*.}
- {Philosophy 333a. *Russian Philosophy*.}
- {Philosophy 333b. *Marxism and Russian Marxism*.}
399. *Senior Conference*: Members of the Department.

The Senior Conference is intended to supplement course work in one field of concentration. Format and topic vary from year to year according to the needs and interests of the students. The work of the conference will be evaluated by examination.

Honors Work: Honors work is offered to students recommended by the Department.

COURSES AT HAVERFORD

- {Economics 211a. *The Soviet System*.}
- Economics 398a. *Research Seminar*: Mr. Dixon.
- {History 244. *Russian History*.}
- History 245. *Russia in the Twentieth Century*: Mrs. Gerstein.
- {History 356b. *Topics in Russian and Modern European History*.}
480. *Independent Study*.

Sociology

Professor: Eugene V. Schneider, PH.D., *Chairman*

Associate Professor: Judith R. Porter, PH.D.

Assistant Professors: William R. F. Phillips, PH.D.

Robert E. Washington, PH.D.¹

Lecturer: Susan E. Blackman, M.A.

Visiting Lecturer: Stanley S. Clawar, A.B.

Instructor: Alexa Albert, M.A.

Assistants: Edith Gross, A.B.

Appointment to be announced.

Associate Professor of Social Work and Social Research:

Dolores G. Norton, PH.D.¹

The aim of the major in Sociology is to provide the student with a general understanding of the structure and functioning of modern society, its major institutions, groups, values, and of the interrelations of these with personality. Stress is also placed on the major strains and problems of modern society. Free elective work is offered to those who may be interested in applying their knowledge to the field of social work.

The work of this program is closely integrated with the work in Sociology offered at Haverford College.

Requirements for the Major Subject: 102a and b, 302a and 305b and additional work to be chosen from courses offered at Bryn Mawr or courses above the introductory level at Haverford. A total of three and one-half units of course work is required in addition to the Senior Conference.

Allied Subjects: Anthropology, Economics, Social Psychology, Political Science, American and African History, American Literature, Mathematics.

102a. *Introduction to Sociology:* Mrs. Porter.

Analysis of the basic sociological perspectives, methods and concepts used in studying society. Emphasis is placed on culture, social system, personality, and their interrelationships. Concrete applications of sociological analysis are examined.

1. On leave for the year, 1975-76.

- 102b. *American Social Structure*: Mr. Schneider.
Analysis of the structure and dynamics of complex, industrial societies. Examples will be drawn from several societies, but major emphasis is on the United States.
- {202a. *Social Welfare and the Individual and His Environment*: Mrs. Norton.]
- {202b. *Social Problems and Social Work Practice*.]
- {205b. *Social Stratification*: Mr. Schneider.]
- 207a. *Intergroup Relations*: Mrs. Porter.
An examination of cultural, structural, and personality change with a focus on minority groups. Emphasis is on black-white and minority relationships in the U.S.; there will be a cross-cultural comparison with race relationships in South Africa.
- 209b. *Sociology of Religion*: Mrs. Porter.
Analysis of the interrelationship between religion and society, drawing upon the works of major social theorists. Emphasis is placed on the connection between religious systems and secular culture, social structure, social change, secular values and personality systems.
- 210a. *Sociology of Medicine*: Miss Blackman.
Among the topics to be examined will be distribution of disease in society, social and cultural factors affecting cause and treatment of illness, role relationships in the therapeutic encounter, social structure of the hospital, ethics of medical research.
- 212b. *Sociology of Poverty*: Mrs. Porter.
An analysis of the causes and effects of poverty in the United States. Issues covered will include the culture of poverty, the effects of poverty on institutions like the family, and the government poverty programs.
- 214b. *Sociology of Child and Adolescent Behavior*: Miss Blackman.
An examination of the socialization of children and adolescents. Topics will include selected theoretical perspectives, the life cycle from infancy through adolescence, family, peers, school, media as agents of socialization. Focus throughout will be on child's social development.
- 215a.* *Field Work in Urban Studies*: Mr. Clawar.
& b. An approach to the urban situation in the public school system. Field work and weekly seminars will be integrated. Topics to be covered, semester I: the tutorial relationship, social aspects of student development, the crisis literature, communications problems, ethnicity and educational

values. Semester II: intellectualism in America, family influences on education, bureaucracy, desegregation and decentralization, schools and juvenile delinquency.

[218a. *Modernization*: Mr. Washington.]

220a. *Political Sociology*: Mr. Phillips.

An analysis of historic and contemporary power structures, the role of elites and masses in political systems, and the relationship between the polity and other institutions.

[235b. *Marginal Communities: the Sociology of the Outsider*: Mr. Washington.]

238a. *Women, Sex Roles and Socialization*: Miss Albert.

A critical analysis of the cultural, social, structural and personality theories of sex-role socialization. Students will have the opportunity to test the various theories in recent empirical data. Readings for the course will be selected from the areas of anthropology, sociology, and child development, and an attempt will be made to construct a comprehensive interdisciplinary approach to sex-role socialization. The dynamics of social change with regard to the Women's Movement will also be investigated.

238b. *Women and the Social Structure*: Miss Albert.

The position of women in the economic, political, and social systems of the United States. Emphasis will be placed on the economic system and the factors affecting women in the labor force. The aspirations and goals of various social categories of women will be investigated in depth in relation to the Women's Movement.

240a. *Urban Sociology*: Mr. Phillips.

(INT.) An analysis of urban social structures. Topics considered are: the urban polity, the psychology of urban life, the economic function of cities, and contemporary urban problems.

[245b. *Social Problems*: Mr. Washington.]

250b. *Social Psychiatry*: Miss Blackman.

An examination of mental illness as a form of deviant behavior, epidemiology of mental illness including cross-cultural definitions, the mental hospital as an agent of social control, the patient career, community mental health, relationship of psychiatry and law.

[255b. *The Sociology of Alienation*: Mr. Washington.]

[280b. *Industrial Sociology*: Mr. Schneider.]

302a. *Social Theory*: Mr. Schneider.

An examination of the extent to which the writings of classical and modern theorists throw light on wide-ranging social, cultural, and historical processes.

305b. *Sociological Methods*: Mr. Phillips.

An examination of various techniques for conducting empirical enquiry in research design, collection of data, methods of interviewing, and analysis.

399. *Senior Conference*: The form and evaluation of the conference will be determined in consultation with the senior majors.

Honors Work: Honors work is offered to students who have demonstrated proficiency in their studies in the Department of Sociology, and will consist of independent reading and research, conferences and the preparation of a written report.

Interdepartmental Work: The Department of Sociology participates in the interdepartmental concentration in *Hispanic and Hispanic American Studies* and in the interdepartmental major, *The Growth and Structure of Cities*. See pages 147, 149.

COURSES AT HAVERFORD

In general students may enroll for major credit in any course above the introductory level in the Department of Sociology at Haverford. However, the student should first consult the Department of Sociology at Bryn Mawr.

Spanish

Professors: Joaquín González-Muela, D. en F.L.

Willard Fahrenkamp King, PH.D., *Chairman*

Associate Professor: Eleanor Krane Paucker, PH.D.

Assistant Professor: John F. Deredita, PH.D.

Lecturer: Fernando A. Soler, B. Arch., M.R.P.

Professor of Philosophy: José María Ferrater Mora, Lic. F.L.

The major in Spanish offers work in both language and the literature of all centuries, with emphasis on those periods when Spain and Spanish America have made their maximum contributions to Western culture.

The introductory course treats a selection of the outstanding works of Spanish and Spanish American literature in various periods and genres. Advanced courses deal more intensively with individual authors or periods of special interest. Students are admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in Spanish literature, or by placement test and permission of the instructor. Students may take an advanced course at Haverford if it contributes significantly to their special program. In certain cases, with the approval of the Department and the Dean of The Graduate School of Arts and Sciences, advanced students may also take one graduate course.

One course is devoted to training in written and spoken Spanish. It is recommended that students supplement their course work by spending the junior year in Spain or Spanish America, studying in the summer at the *Centro* in Madrid, or living in the Spanish House. It is strongly advised that all students make use of the tapes available in the Language Laboratory. In Spanish 001 the use of the Laboratory forms an integral part of the course.

Requirements in the Major Subject: The normal course sequence in the major is 101A and b, 201A or b, 202a or b, at least four semesters of advanced work and the Senior Conference. Students who spend the junior year in Spain may substitute an advanced literature course for Spanish 202a or 202b, and students whose precollege training includes advanced work in literature may, with permission of the Department, substitute a unit of more advanced work for 101A and b.

Allied Subjects: Any other language or literature, Anthropology, Economics, Hispanic Studies, History, History of Art, History of Religion, Linguistics, Music, Philosophy, Political Science, and Sociology.

001. *Elementary Spanish:* Mr. Deredita, Mrs. Paucker.

Grammar, composition, oral and aural training, readings on the Spanish and Spanish American background.

003. *Intermediate Spanish:* Mr. González-Muela.

Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish texts.

101A. *Readings in Hispanic Literature:* Mrs. Paucker, Mrs. Rooney (at Haverford).

& b. A general view of Spanish history and culture as revealed in outstanding

literary works of various periods and genres. Oral expression and practice in writing emphasized.

- [201a. *Hispanic Literature of the Nineteenth Century*: Mrs. Paucker.]
- [201b. *The Generation of 1898 and Modernismo*: Mrs. Paucker.]
- 202a. *Advanced Language Training and Composition*: Mr. González-Muela.
& b. Training in phonetics, practice in conversation. Interpretation of texts, translation, and original composition in Spanish. Assignments adapted to needs and level of achievement of the individual student.
- 203b. *Spanish American Literature*: Mr. Deredita.
A survey of Spanish American literature from the colonial period to modern times. Lectures, written and oral reports.
- 204a. *Contemporary Spanish American Poetry*: Mr. Deredita.
The revolution in poetic language since 1920. Major international and regional movements. Special attention to key figures: César Vallejo, Pablo Neruda, Octavio Paz.
- [206b. *Narrative Structure*: Mr. Deredita.]
- 210a. *Hispanic Culture and Civilization*: Mrs. King.
(INT.) See Interdepartmental course 210a, Hispanic and Hispanic American Studies, page 149.
- 302a. *Medieval Spanish Literature*: Mrs. Paucker.
The Castilian epic, lyric poetry, and narrative prose from the *Poema del Cid* to Jorge Manrique, with special attention to the intermingling of Arabic, Jewish and Christian cultures.
- 303a. *The Modern Novel in Spain*: Mrs. King.
Twentieth-century experiments in the form and language of fiction. Emphasis on the contemporary period. Texts by Unamuno, Valle Inclán, Cela, Delibes, J. Goytisolo, and others.
- 303b. *Modern Poetry in Spain*: Mr. González-Muela.
Emphasis on the contemporary period. Texts by García Lorca, Hierro, Blas de Otero, and others.
- [304a. *Cervantes*: Mrs. King.]
- [304b. *Spanish Poetry and Drama of the Golden Age*: Mrs. King.]
399. *Senior Conference*:
a. In the first semester a senior seminar devoted to study of a special topic

in Spanish literature chosen by the students, to be evaluated by a written examination in January.

- b. In the second semester individual conferences between each student and her instructor designed to aid the student in the preparation of a paper on an author or theme as seen in the context of a whole period in Spanish literature and history. At the end of the semester each student has a brief oral examination in Spanish consisting of the explanation and interpretation of a Spanish text and serving, along with the papers, as the method of evaluation of this conference. (With the approval of the Department, the student may substitute the Hispanic Studies seminar for the second-semester Senior Conference, see page 150.)

COURSES AT HAVERFORD

- 313a. *Literature of the Caribbean*: Mr. García-Castro.

A selection of essays, novels, plays, and poetry from Columbus to the present, including Darío, Martí, Henríquez Ureña, Carpentier, Nicolás Guillén, and others.

- 384b. *Essay in Spanish America*: Mrs. Rooney.

Honors Work: Honors work is offered to students recommended by the Department. This work consists of independent reading, conferences and a long paper.

Interdepartmental Work: The Spanish Department participates in the interdepartmental concentration in *Hispanic and Hispanic-American Studies*. See page 149.

Interdepartmental Work

As new fields of study open up and as old fields change, it becomes necessary for those interested in them to acquire the information and to learn the methods needed to understand them and to work in them, and these may sometimes be quite diverse. In order to provide opportunity for students to work in these new areas, the Faculty has approved the establishment of the following interdepartmental majors and interdepartmental area of concentration.

I Interdepartmental Majors

Classical Languages

Major Advisors: Professor Lang (Greek)
Professor Scott (Latin)

This major is designed for the student who wishes to divide her time equally between the two languages and literatures.

Requirements: Six units of course work in Greek and Latin, normally three of each. At least one unit of advanced course work, but no allied units. A special Senior Conference will be made up from the offerings of the two departments. See pages 91 and 109 for descriptions of courses and conferences.

Classical Studies

Major Advisors: Professor Lang (Greek)
Professor Scott (Latin)
Professor Ridgway (Classical and Near Eastern Archaeology)

This major will provide a broad yet individually structured background for students whose interest in the ancient classical world is general, and who wish to lay the foundation for more specialized work in one particular area.

Requirements: Eight units of course work, at least one in each of the following: Ancient History (History 205a & b, 206a & b), Ancient Philosophy (Philosophy 101a or b), Classical Archaeology (Classical and

Near Eastern Archaeology 101, 202b, 203a, 203b, 205b, 301a, 301b, 302b, 304a), Greek (all courses except 203, 213a, 214b), Latin (all courses except 204b, 205a & b). At least one unit of advanced work is required, but no allied work. The Senior Conference will be in two parts: one in the field of the advanced unit and a special Classical Studies Conference on some topic to which all fields may contribute. (Two of the required eight units may be taken at Haverford College with the approval of the major advisors.)

French Studies

Major Advisors: Professor Guggenheim (French)
Professor Silvera (History)

The major in French Studies, offered jointly by the French and History Departments, is designed to acquaint students with French life and culture in the broadest sense. The major concentrates on a sequence of French and history courses planned according to literary themes, genres, and topics studied in their historical setting, with the possibility of modifying the pattern of concentration to include courses in such allied fields as political science or sociology, philosophy, history of art, or music, to be taken either at Bryn Mawr or at Haverford. A junior year in France under one of the plans recommended by the French Department or summer study at the *Institut d'Etudes françaises d'Avignon*, held under the auspices of Bryn Mawr, forms an integral part of the program. A good command of French, both written and spoken, is required. At least a year of residence in the French House in Haffner is advisable. On the recommendation of the major advisors and with the special approval of the Dean of The Graduate School of Arts and Sciences, students may in certain cases be admitted to some seminars in the Graduate School.

Requirements: Students whose interests are literary will normally elect three units of French and two units of history, while students whose bent is historical will elect three units of history and two of French. (See course descriptions in the Departments of French and History, pages 82 and 94). At least one of these units from either department will be at the advanced level. History/French 290 serves as the introductory course. French 205c (Advanced Training in the French Language), or the equivalent, is a required course.

Allied Subjects: Political Science, Sociology, Economics, History of Art, Philosophy, Music, The Growth and Structure of Cities.

290. *La Civilisation de France:* Mr. Silvera; Mr. McCarthy (at Haverford).
(INT.) Conducted in French, this course studies the development of modern French life and culture in its historical context, and explores the values and attitudes of French society as manifested in literature and the arts, politics, education and religion. Prerequisite: a good command of French. Serves as the introductory course for French Studies majors but open to other qualified students.
- [293a. *Littérature, histoire et société de Montaigne à Madame Roland:* Mr. Guggenheim.]
- [295b. *La Ville de Paris aux XVIIe et XVIIIe siècles:* Miss Lafarge.]
- 314b. *Existentialism:* Mr. Ferrater Mora.
See Philosophy 314b.
- 375b. *Topics in the Renaissance:* Mr. Salmon.
See History 375b.

COURSES AT HAVERFORD

- [241a. *The Impressionist Era:* Mr. McCarthy.]
- [355a. *The French Revolution:* Mr. Spielman.]

COURSES AT THE INSTITUT D'ETUDES FRANÇAISES D'AVIGNON

The following courses are given during the summer session:

Political Science S201. *La France d'aujourd'hui.*

Sociology S202. *La Vie quotidienne en France.*

399. *Senior Conference:* Mr. McCarthy, Mr. Silvera.

In the first semester senior majors will study selected aspects of the historical, social and institutional features of French civilization. They will give oral reports on specific topics investigated under the supervision of a member of the faculty. In the second semester they will work on an independent project embodying substantial research. The student's work will be evaluated on the basis of her oral reports, her research paper, and a written or oral examination to be taken either in January, or early in the spring.

Honors Work: On the recommendation of the Major Advisors, students in their senior year will be admitted to Honors work consisting of independent reading, conferences and a long paper.

The Growth and Structure of Cities

Major Advisor and Director of the Program: Professor Lane (History)

In this interdisciplinary major, the student will study the city from more than one point of view. City planning, art and architecture, history, political science, anthropology, archaeology, economics and sociology will contribute toward her understanding of the growth and structure of cities.

Requirements: All students must take Interdepartmental 190 and Interdepartmental 200a (one and one-half units). Each student should select, *in addition* to these courses, three units from among the other major courses listed below. Two additional units, above the introductory level, must be chosen from *one* of the departments listed under Allied Subjects. Each senior will prepare a paper or project embodying substantial research. The paper or project will be presented in written form to the Committee on The Growth and Structure of Cities, and in oral or visual form to all seniors in the major meeting as a group. These oral presentations and the resulting discussions will serve as the Senior Conference.

Allied Subjects: Political Science, History, History of Art, Sociology, Economics, Fine Art, Greek, Latin, Classical and Near Eastern Archaeology, Anthropology. Occasionally, with permission of the Graduate Dean of the School, courses in Social Work and Social Research.

The Form of the City: Mrs. Lane.

The physical character of historic and contemporary cities. A variety of factors—geography, economic and population structures, planning and aesthetics—will be considered as determinants of urban form.

Urban Society: Mrs. Lane, Mr. Ross.]

Ancient Greek Cities and Sanctuaries: Mr. Nylander.

See Archaeology 202b.

The Ancient City: Mr. Scott.]

- 206a. *Ancient Near Eastern Cities*: Mr. Ellis.
(INT.) See Archaeology 207a.
- 207a. *Latin America: Colonies and Revolutions*: Mrs. Dunn.
(INT.) See History 207a.
- 209a. *Urban Economics*: Mr. Dixon (at Haverford).
See Economics 209a.
- 218b. *Community Politics*: Mr. Ross (at Swarthmore).
(INT.) See Political Science 218b.
- 240a. *Urban Sociology*: Mr. William Phillips.
(INT.) See Sociology 240a.
- [270b. *Medieval Cities*: Mr. Brand.]
(INT.)
- [295b. *La Ville de Paris aux XVIIe et XVIIIe siècles*: Miss Lafarge.]
(INT.)
- 300b. *The American City in the Twentieth Century*: Mr. Speizman.
(INT.) (Graduate School of Social Work and Social Research).
Social transformations under the impact of rapid urbanization. Includes some comparative study of urbanization in other societies.
- [301b. *Greek Architecture*: Mr. Nylander.]
- 304a. *The Dynamics of Environmental Systems*: Mr. Anderson.
(INT.) See Chemistry 304a.
- [305b. *The Italian City State in the Renaissance*: Mrs. Lane.]
(INT.)
- [311b. *Colonial Towns in North and South America*: Mrs. Dunn.]
(INT.)
- 316b. *Ethnic Group Politics*: Mr. Ross.
(INT.) See Political Science 316b.
- 335a. *A History of Blacks in the American City*: Mr. Holbrook.
(INT.) The early nineteenth century experiences of slaves and freemen in American cities. The course includes the study of successive waves of black migrations which have contributed much to the contemporary American urban demographic pattern. As a special focus the course offers students the opportunity for doing research and writing on the history of the black experience in Philadelphia.
- [350b. *Topics in the History of Modern Architecture*: Mrs. Lane.]
(INT.)

- 363a. *The Architecture of the Recent Past*: Mr. Collins.
(INT.) Architecture, city planning and transformations in urban forms, ca. 1963-1973. Seminar format: paper and reports.
399. *Senior Conference*: Mrs. Lane and members of the Committee on The
(INT.) Growth and Structure of Cities.

II. Interdepartmental Area of Concentration Hispanic and Hispanic-American Studies

Major Advisors: Professor Dunn (History)
Professor King (Spanish)

The program is designed for students interested in a comprehensive study of the society and culture of Spanish America and/or Spain. Its aims are (1) to provide the student, through a formal major in Anthropology, History, History of Art, History of Religion, Economics, Music, Political Science, Sociology, or Spanish, with a valid means for thorough study of one aspect of Hispanic or Hispanic-American culture, (2) to afford an introduction, through the study of allied courses dealing with Spain or Spanish America, to other aspects of the cultural complex, (3) to effect a synthesis of the student's studies through a Senior Conference, in which all students in the program participate, on a broad topic that cuts across all the major areas involved.

Requirements: Competence in Spanish; a major chosen from those listed above; Hispanic Studies 210a; at least two units of work chosen from courses listed below (or from approved courses taken in Spain or Spanish America); in the junior or senior year, a long paper or project dealing with Spain or Spanish America; the Senior Conference in Hispanic Studies. (In effect, the student supplements a major in one of the departments listed above with a concentration in Hispanic or Hispanic-American Studies.)

- 210a. *Hispanic Culture and Civilization*: Mrs. King.

A brief survey of the political, social, and cultural history of Spain and Spanish America, concentrating on the emergence of specifically Hispanic values and modes of life. Major topics: Spread of the Spanish Empire, Spanish American Independence, racial and ethnic conflict, current social and economic problems, Spanish America's recent attempts to define its own identity.

399b. *Senior Conference: Major Advisors.*

Courses: Anthropology 101, 204a, 305a, Economics 202b, History 207a, [211b], [212], [317a], [H355a], History of Art 213b, History of Religion 104a, 300b, 28 (at Swarthmore), Interdepartmental 308, [310], Philosophy 314b, Political Science [321a], Sociology 102a, Spanish: any course including those given at the Centro de Estudios Hispánicos in Madrid except 001, 003 and 202.

III. Interdepartmental Courses

Each year, certain courses are offered which cut across well-defined areas of knowledge and emphasize relationships among them. Such courses may be taught by two or more members of the faculty working in close cooperation. Since the material considered requires some background in at least two disciplines, the interdepartmental courses are usually offered at the advanced level. For students who have progressed to the more complex aspects of their major subjects, the interdepartmental courses provide an opportunity to apply their training to new and broader problems and to benefit from the experience of seeing their own subject from the points of view of several specialists. To facilitate free discussion, registration is generally restricted to a limited number of well-qualified students.

[200a. *Urban Society:* Mrs. Lane, Mr. Ross.]

210a. *Hispanic Culture and Civilization:* Mrs. King.
See Hispanic and Hispanic-American Studies.

[211a. *The Soviet System:* Mr. Hunter (at Haverford).]
See Economics 211a, page 70.

[213a. *Myth in Practice and Theory:* Miss Lang.]

[295b. *La Ville-de Paris aux XVIIe et XVIIIe siècles:* Miss Lafarge.]
See French Studies.

304a. *The Dynamics of Environmental Systems:* Mr. Anderson.
See Chemistry 304a.

307a. *Introduction to Celtic Civilization:* Miss Dorian.

The course will trace the thread of Celtic civilization from the emergence of the Celts in pre-history to their marginal survival in modern times, concentrating on the contributions of mythology, the bardic tradition and

the legal system to the uniqueness of Celtic society, and on the ancient continuities to be found in surviving Celtic folk custom and tradition.

- 308a. *Language in the Social Context*: Miss Dorian.
- & b. Language in the social context: human versus animal communications; childhood language acquisition; bilingualism; regional dialects; usage and the issue of "correctness"; social dialects; speech behavior in other cultures.
- [310a. *Introduction to Linguistic Techniques*: Miss Dorian.]
- 311b. *Diachronic Linguistics*: Miss Dorian.
An introduction to historical linguistics: the reconstruction of prehistoric linguistic stages, the establishment of language families and their interrelationships, and the examination of processes of linguistic change. Pertinent materials will be drawn from a variety of languages, but the history of the English language, as the language common to all participants, will be central.
- [312b. *Field Methods in Linguistics*: Miss Dorian.]
314. *History of Scientific Thought*: Miss Oppenheimer.
See History 314.
- [317a. *Mexico: Independence to the Present*: Mrs. Dunn.]
See History 317a.
- [350b. *Topics in the History of Modern Architecture*: Mrs. Lane.]
See Growth and Structure of Cities.
353. *Biochemistry*: Members of the Department.
See Biology 353.
- 357a. *Computer Usage in the Life Sciences*: Mrs. Pruett.
See Biology 357a.

Performing Arts

- 101a. *Dance Composition*: Mrs. Mason,
& b. Mrs. Lember.

Designed to teach modern dance technique in conjunction with choreographic theory. Assignments in composition are given to aid artistic awareness and the development of performing skills.

- [201a. *Modern Dance: Advanced Techniques and Choreography*: Mrs. Mason, Mrs. Lember.]

403. *Voice or Instrument*

Students who are sufficiently advanced and who have completed at least one year of voice or music lessons while at the College may with the approval of the Department of Music offer for one unit of academic credit a year of voice or instrument lessons. The unit will include the lessons and also a recital or proficiency test arranged by the Music Department.

Physical Education

Director: Anne Lee Delano, M.A.

Instructors: Linda Fritsche Castner, M.S.

Naomi L. Kocean, M.S.

Barbara Lember, B.F.A.

Ann Carter Mason, B.S.

Mary L. O'Toole, M.S.

Janet A. Yeager

The Department of Physical Education has developed a program to:

1. Recognize the student with a high degree of neuromuscular coordination and physical stamina, and encourage her to maintain this status.
2. Provide incentive for all students to find some form of activity in which they may find pleasure and show improvement.
3. Contribute to the total well-being of the student.

The program provides a Physical Education Profile Test optional for freshman and sophomores. Above-average performance releases the student from physical education for the year.

There is a two-year requirement to be completed preferably by the end of the sophomore year. In the freshman year each student will take three hours a week during the first semester; two hours in an activity of her choice and one hour a week in a specialized unit. The units are Dance Orientation, Relaxation, Sports Orientation. In the second semester and during the sophomore year each student will participate two hours a week in an activity of her choice. Each semester is divided into two terms in order that every student may participate in a variety of activities should she wish to do so.

All students must complete the freshman and sophomore requirements satisfactorily. Upperclassmen are invited to elect any of the activities offered. Transfer students will have their physical education requirement reviewed by the Director of Physical Education.

The Optional Test For Release

Areas contributing to a physical education profile to be determined by testing, using batteries of standardized tests and procedures, adapted to college women:

1. Aptitude and Achievement Battery (performance skill)
 - a. Standing broad jump
 - b. Sand bag throw
 - c. Obstacle course
2. Fitness Battery (strength and endurance)
 - a. Standing broad jump
 - c. Push-ups—modified
 - b. Sit-ups
 - d. 12-minute run
3. Body weight control

The Swimming Test (for survival)

1. Jump into deep end of pool (feet first entry), demonstrate two strokes while swimming lengths of pool for ten minutes without stopping, resting or touching bottom or sides of pool, backfloat motionless for two minutes, tread water one minute.
2. The swimming test is administered to every new student at the beginning of the year unless she is excused by the College Physician.
3. Students *unable* to pass the test *must* register for beginning swimming.

Seasonal Offerings

Fall: archery, golf, hockey, modern dance, riding, * swimming, tennis, volleyball and American Red Cross Senior Life Saving Course. *Winter:* badminton, basketball, exercise therapy, fencing, folk dance, gymnastics, modern dance, riding, * squash, swimming, trampoline, volleyball, and American Red Cross Water Safety Instructor Training Course. *Spring:* archery, golf, gymnastics, lacrosse, riding, swimming, tennis, modern dance, ballroom dance, and American Red Cross Senior Life Saving.

A Modern Dance Club and Varsity teams are open to students with special interests in those areas.

Financial Aid

The scholarships listed on the following pages have been made available to able and deserving students through the generosity of alumnae and friends of the College. Many of them represent the income on endowed funds which in some cases is supplemented by an additional grant, usually taken from expendable gifts from alumnae and parents. A student requesting aid does not apply to a particular fund but is considered for all awards administered by the College for which she is qualified.

The Alumnae Regional Scholarship Program is the largest single contributor to Bryn Mawr's Scholarship awards. Bryn Mawr is the only college with an alumnae-based scholarship program independent, yet coordinate, with the College's own financial aid program. The Alumnae raise funds, interview candidates requesting and needing aid, and choose their scholars. An Alumnae Regional Scholarship carries with it special significance as an award for excellence, academic and personal.

An outstanding scholarship program has been established by the National Merit Scholarship Corporation, and several large corporations sponsor scholarship programs for children of employees. In addition to the generous awards made by these companies there are many others made by foundations and by individual and professional groups. Some of these are regional in designation. Students are urged to consult their schools and community agencies for information in regard to such opportunities.

Bryn Mawr College participates as a sponsor in the National Merit Scholarship Program and in the National Achievement Scholarship Program. As sponsors, the College awards several scholarships through the National Merit Corporation. National Merit Finalists who have indicated that Bryn Mawr is their first choice institution will be referred to the College for consideration for this award.

Financial aid is held each year by approximately forty percent of the undergraduate students. The value of the scholarships ranges widely, but the average grant is approximately \$1800. Requests for financial aid are reviewed by the Scholarship Committee and judged on the basis of the student's academic promise and achievement on the one hand, and, on the other, her financial situation and that of her family. Bryn Mawr College, as a member of the College Scholarship Service of the College Entrance Examination Board, subscribes to the principle that the amount of aid granted a student should be based upon financial need. The Service as-

sists colleges and other agencies in determining the student's need for financial assistance. All applicants must submit in support of application for financial aid the form entitled Parents' Confidential Statement which is prepared by the Service. When the total amount of aid needed has been determined, awards are made in the form of grants, loans and jobs.

Bryn Mawr College administers two kinds of loan programs. The first consists of funds established through the generosity of alumnae and friends of the College and the second is based on government funds made available through the National Direct Student Loan Program. Full descriptions can be found on page 178.

Another federally funded program, the College Work-Study Program, enables the College to expand job opportunities for qualified students with on- and off-campus jobs, summer and winter, with eligible employers, either locally or near the student's home.

Applications for Financial Aid at Entrance

Application forms for Financial Aid are included in application materials sent to applicants who have submitted the preliminary application for admission. Each candidate for aid must also file with the College Scholarship Service a form entitled Parents' Confidential Statement in Support of Application for Financial Aid. These two forms must be filed with the College and with the College Scholarship Service *no later than January 1* of the student's final year in high school in the case of regular applicants, and *no later than October 1* in the case of applicants under the Early Decision Plan. Applications for financial aid for transfer students are due *no later than March 1*.

The fact that a student has applied for financial assistance is not taken into consideration in evaluating the candidate's application for admission to the College.

Since scholarship funds of the College are not sufficient to cover the needs of the many well-qualified applicants, students are urged to consult with their school counselors about national and local scholarships which may be available and to submit appropriate applications. Specific questions regarding aid at Bryn Mawr should be directed to the Financial Aid Officer.

Renewal of Undergraduate Financial Aid

Application for the renewal of financial aid must be made annually. The renewal of the award depends on the student's maintaining a good record and her continued need for assistance. Adjustments are made to

reflect changes in the financial situation of the family. Marriage or reaching the age of 21, however, are not considered valid reasons for the withdrawal of parental support or for an increase in financial aid.

The necessary forms for renewal may be obtained in the Financial Aid Office and should be filed with the College Scholarship Service no later than January 31.

Scholarship Funds

The Mary L. Jobe Akeley Scholarship Fund was established by bequest of Mary L. Jobe Akeley. The income from this fund of \$147,553 is to be used for undergraduate scholarships with preference being given to students from Ohio. (1968)

The Alumnae Bequest Scholarship Fund, now totaling \$8,196, was established by bequests received for scholarships from alumnae of the College. (1965)

Alumnae Regional Scholarships are available to students in all parts of the United States and Canada. These scholarships, raised by alumnae, vary in amount but may cover full fees for four years. The awards are made by local alumnae committees and are announced to the candidates immediately after their notification of admission to the College. Holders of these scholarships who maintain a high standard of academic work and conduct, and who continue to need financial aid after the freshman year, are assured assistance either from alumnae committees in their districts or from the College. (1922)

The Marion Louise Ament Scholarship Fund, now totaling \$73,414, was established by bequest of Berkley Neustadt in honor of his daughter Marion Louise Ament of the Class of 1944. The income is to be used for scholarships. (1967)

The Evangeline Walker Andrews May Day Scholarship was established by bequest of Evangeline Walker Andrews of the Class of 1893. The income from this fund of \$10,000 is to be used for undergraduate scholarships in the Department of English. Mrs. Andrews originated the Bryn Mawr May Day which was first held in 1900. (1963)

The Edith Heyward Ashley and Mabel Pierce Ashley Scholarship Fund was founded by bequest of Mabel Pierce Ashley of the Class of 1910. In 1969, the fund was increased by \$25,000 by bequest of Edith Heyward Ashley of

Note: The dates in parentheses in the listings on this and the following pages indicate the year the scholarship was established.

the Class of 1905. The fund now totals \$50,000 and the income is to be awarded as a scholarship or scholarships to undergraduate students majoring in History or English. (1963)

The Elizabeth Congdon Barron Scholarship Fund. In 1960, by Mrs. Barron's bequest of \$2,500, the Elizabeth Congdon Barron Fund was established "for the general purposes of the College." Through gifts from her husband Alexander J. Barron the fund was increased to \$25,000 and the Elizabeth Congdon Barron Scholarship Fund was established. Through further gifts from Mr. Barron, the endowment has been raised to \$55,000. (1964)

The Elizabeth P. Bigelow Memorial Scholarship Fund was established by gifts now amounting to \$50,209 from Mrs. Henry B. Bigelow in memory of her daughter Elizabeth P. Bigelow, who was graduated *cum laude* in 1930. (1960)

The Book Shop Scholarships are awarded annually from the income from the Book Shop Fund, which now amounts to \$30,855. (1947)

The Bertha Norris Bowen and Mary Rachel Norris Memorial Scholarship Fund was established by bequest under the will of Mary Rachel Norris '05 in memory of Bertha Norris Bowen, who was for many years a teacher in Philadelphia. (1973)

The James W. Broughton and Emma Hendricks Broughton Scholarship Fund was established by a bequest from the estate of Mildred Hendricks Broughton. The income from this fund shall be used for the purpose of paying tuition and other necessary expenses of students attending Bryn Mawr College. The students selected for such financial aid shall be from the midwestern part of the United States. (1972)

The Mariam Coffin Canaday Scholarship Fund was established by a gift of \$18,866 from the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The income from this fund was capitalized until in 1969 the fund reached the amount of \$25,000. The income henceforth is to provide scholarships with preference given to students from Toledo, Ohio, or from District VI of the Alumnae Association. (1962)

The Antoinette Cannon Memorial Scholarship Fund was established by a gift of \$30,400 by Janet Thornton of the Class of 1905 in memory of her friend Antoinette Cannon of the Class of 1907. (1963)

The Jeannette Peabody Cannon Memorial Scholarship Fund, now totalling \$13,441, was established in memory of Jeannette Peabody Cannon, Class

of 1919, through the efforts of the New England Alumnae Regional Scholarship Committee, of which she was a member for twenty years. The scholarship is awarded every three years on the nomination of the Alumnae Scholarship Committee to a promising member of the freshman class, residing in New England, who needs financial assistance. The scholarship may be held during the remaining three years of her college course provided a high standard is maintained. In 1962, the fund was increased from \$7,405 to \$13,441 by a generous gift from Mrs. Donald Wing of New Haven. (1949)

The Susan Shober Carey Award was founded in memory of Susan Shober Carey by gifts now totalling \$3,300 from the Class of 1925 and is awarded annually by the President. (1931)

The Florence and Dorothy Child Memorial Scholarship of Bryn Mawr College was founded by bequest of Florence C. Child of the Class of 1905. The income from this fund of \$115,494 is to be used for the residence fees of students who without such assistance would be unable to live in the halls. Preference is to be given to graduates of the Agnes Irwin School and to members of the Society of Friends. If no suitable applicants are available in these two groups, the scholarship aid will then be assigned by the College to students who could not live in residence halls without such assistance and who are not holding other scholarships. (1957)

The Augusta D. Childs Scholarship Fund was established by bequest of \$45,000 from the estate of Augusta D. Childs. The income is to be used for undergraduate scholarships. (1970)

The Jacob Orie and Elizabeth S. M. Clarke Memorial Scholarship was established by bequest of \$5,000 from the estate of Elizabeth Clarke and is awarded annually to a student born in the United States or any of its territories. (1948)

The Class of 1903 Scholarship Fund was established by gift of \$12,295 on the occasion of the fiftieth reunion of the Class. The income from this fund is to be awarded annually to a member of the freshman, sophomore or junior class for use in the sophomore, junior or senior years. (1953)

The Class of 1922 Memorial Scholarship Fund was established at the suggestion of members of the Class of 1922 as a perpetual class fund to which members of the class can contribute during the Tenth Decade Campaign and beyond. (1973)

The Class of 1943 Scholarship Fund was established by gifts of \$34,937 from the James H. and Alice I. Goulder Foundation Inc. of which Alice Ireman Goulder '43 and her husband are officers. It is hoped that members of the Class of 1943 and others will add to the fund so that eventually the yearly income will provide full scholarship aid for one or more students at Bryn Mawr. (1974)

The 1967 College Bowl Scholarship Fund of \$16,000 was established by the Bryn Mawr College team from its winnings on the General Electric College Bowl Television Program. The scholarship grants were donated by the General Electric Company and by Seventeen Magazine and supplemented by gifts from the Directors of the College. The members of the team were Ashley Doherty (1971), Ruth Gais (1968), Robin Johnson (1969) and Diane Ostheim (1969). Income from this fund will be awarded to an entering freshman in need of assistance. (1967)

The Julia Cope Collins Scholarship was established by bequest of \$10,000 from the estate of Julia Cope Collins, Class of 1889. (1959)

The Alice Perkins Coville Scholarship Fund, now totalling \$76,587, was established by Agnes Frances Perkins of the Class of 1898 in honor of her sister Alice Perkins Coville. The income from this scholarship fund is used to aid a deserving student in need of financial assistance. (1948)

The Regina Katharine Crandall Scholarship was established by a group of her students as a tribute to Regina Katharine Crandall, Margaret Kingsland Haskell Professor of English Composition from 1918 to 1933. The income from this fund, which now amounts to \$10,225, is awarded to a sophomore, junior or senior who in her written English has shown ability and promise and who needs assistance to continue her college work. (1950)

The Annie Lawrie Fabens Crozier Scholarship Fund was established by a gift of \$31,656 from Mr. and Mrs. Abbott P. Usher in memory of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier of the Class of 1951. The scholarship, in varying amounts up to full tuition, is to be awarded to a junior or senior of distinction who is majoring in English. (1960)

The Rebecca Taylor Mattson Darlington Memorial Scholarship Fund was established by members of her family in memory of Rebecca Taylor Mattson Darlington, Class of 1896. The income is to be used for undergraduate scholarships. (1967)

The E. Merrick Dodd and Winifred H. Dodd Scholarship Fund of \$2,000 was established by bequest of Dr. and Mrs. Dodd. (1953)

The Abby Slade Brayton Durfee Scholarship Fund, which now amounts to \$12,713, was founded in honor of his wife by bequest of Randall N. Durfee, Jr. and Mrs. Charles Bennett Brown of the Class of 1930. Preference is given to candidates of English or American descent and to descendants of the Class of 1894. (1924)

The Anne Long Flanagan Scholarship was established by a gift of \$29,687 from Anne Long Flanagan of the Class of 1906 on the occasion of the 55th reunion of the class. The income is to be used to provide scholarships for Protestant students. (1961)

The Cora B. Fobs and F. Julius Fobs Perpetual Scholarship Fund was established by a gift of \$75,000 from the Fobs Foundation. The income only is to be used. (1965)

The Folly Ranch Fund was established by an anonymous gift of \$100,000, the income from which is to be used for graduate and undergraduate scholarships in honor of Eleanor Donnelley Erdman, Class of 1921, Clarissa Donnelley Haffner, Class of 1921, Elizabeth P. Taylor, Class of 1921 and Jean T. Palmer, Class of 1924. (1974)

The Foundation Scholarships, varying in amount up to full tuition and tenable for four years, are made available by the Trustees of Bryn Mawr College. They are awarded to members of the Society of Friends who cannot meet the full expenses of tuition and residence. (1894)

The William Franklin Scholarship Fund was established by a bequest of \$35,985 from Susan B. Franklin of the Class of 1889. The income from this fund is to be used for scholarships for deserving girls, preference being given whenever possible to girls from the Rogers High School, Newport, Rhode Island. (1957)

The Edgar M. Funkhouser Memorial Scholarship Fund of \$30,000 was established from his estate by Anne Funkhouser Francis of the Class of 1933. Awards may vary in amount up to full tuition and be tenable for four years. Income from this fund may be awarded annually, first preference being given to residents of southwest Virginia; thereafter to students from District IV eligible for aid in any undergraduate year. (1964)

The Helen Hartman Gemmill Scholarship, value \$500, first given for the year 1970-71, is awarded annually to a student majoring in English from funds provided by the Warwick Foundation. (1967)

The Anna Hallowell Memorial Scholarship was founded in memory of Anna Hallowell by her family. The income on a fund of \$2,585 is awarded

annually to the junior in need of aid who has the highest academic record. (1912)

The Katharine Hepburn Scholarship, value \$1,000, first given for the year 1969-70, is awarded annually in honor of Katharine Hepburn to a student interested in the study of drama and motion picture, and in the cultivation of English diction and of literary appreciation. (1952)

The Katharine Houghton Hepburn Memorial Scholarship was given in memory of Katharine Houghton Hepburn of the Class of 1900. The income on this fund, now totalling \$41,010, is awarded for the junior or senior year to a student or students who have demonstrated both ability in her or their chosen field and independence of mind and spirit. (1957)

The Jeanne Crawford Hislop Memorial Scholarship Fund of \$5,000 was given in memory of Jeanne Crawford Hislop of the Class of 1940 by Mr. and Mrs. John H. Hislop and Mrs. Frederic W. Crawford. The income from this fund has been supplemented by gifts from Mrs. John H. Hislop. This scholarship, awarded to a junior, may be renewed for the senior year. (1939)

The George Bates Hopkins Memorial Scholarships were founded by a gift of \$10,056 from Mrs. Elizabeth Hopkins Johnson in memory of her father. Preference is given to students of Music and, in default of these, to students majoring in History, and thereafter to students in other departments. (1921)

The Maria Hopper Scholarships, two in number, were founded by bequest under the will of Maria Hopper of Philadelphia and are awarded annually. The income from this fund of \$10,224 is used for aid to a sophomore. (1901)

The Leila Houghteling Memorial Scholarship Fund in the amount of \$10,180 was founded in memory of Leila Houghteling of the Class of 1911 by members of her family and a group of her contemporaries. It is awarded every three years on the nomination of the Alumnae Scholarships and Loan Fund Committee to a member of the freshman class in need of financial assistance and is held during the remaining three years of her college course. (1929)

Huguenot Society of America Grant. On the recommendation of the College a student of Huguenot ancestry may be nominated for a grant up to \$1,000 to be used for college expenses. (1962)

The Shippen Huidekoper Scholarship Fund of \$5,000 was established by an anonymous gift. The income is awarded annually on the nomination of the President. (1936)

The Evelyn Hunt Scholarships, two in number, were founded in memory of Evelyn Hunt by bequest of \$10,000 under the will of Evelyn Ramsey Hunt of the Class of 1898. (1931)

The Lillia Babbitt Hyde Scholarship Fund was established by gifts of \$25,600 from the Lillia Babbitt Hyde Foundation to establish the Lillia Babbitt Hyde Scholarship for award in so far as possible to students whose major subject will lead to a medical education or a scientific education in chemistry. (1963)

The Jane Lilley Ireson Scholarship was established by a bequest of \$246,776 under the will of Jennie E. Ireson, her daughter. The income on each \$5,000 of this fund is to be awarded as a scholarship to a worthy student who may require financial assistance. (1959)

The Alice Day Jackson Scholarship Fund of \$10,195 was given by the late Percy Jackson in memory of his wife Alice Day Jackson. The income from this fund is awarded annually to an entering student. (1930)

The Elizabeth Bethune Higginson Jackson Scholarship Fund was established by gifts in memory of Elizabeth Bethune Higginson Jackson of the Class of 1897 by members of her family and friends. The income from the fund is to be used for scholarships for undergraduate students as determined by the College Scholarship Committee. (1974)

The Sue Mead Kaiser Scholarship Fund was established by the alumnae of the Bryn Mawr Club of Northern California and other individuals in memory of Sue Mead Kaiser of the Class of 1931. (1974)

The Kathryn M. Kalbfleisch and George C. Kalbfleisch Scholarship Fund was established under the will of Kathryn M. Kalbfleisch '24; the income from the fund of \$220,833 is to be used for scholarships. (1972)

The Alice Lovell Kellogg Fund was founded by a bequest of \$5,000 by Alice Lovell Kellogg of the Class of 1903. The income is to be used for undergraduate scholarships. (1967)

The Minnie Murdoch Kendrick Memorial Scholarship, tenable for four years, was founded by bequest under the will of George W. Kendrick, Jr., in memory of his wife. The income on this fund of \$5,362 is awarded every four years to a candidate nominated by the Alumnae Association of the Philadelphia High School for Girls. (1916)

The Misses Kirk Scholarship Fund, now amounting to \$1,401, was founded in honor of the Misses Kirk by the Alumnae Association of the Kirk School in Bryn Mawr. (1929)

The Elizabeth B. Kirkbride Scholarship Fund was established by a gift of \$1,150 from Elizabeth B. Kirkbride of the Class of 1896. The income is to be used for undergraduate scholarships. (1964)

The Clara Bertram Little Memorial Scholarship was founded by Eleanor Little Aldrich, in memory of her mother. The income from a fund now totalling \$11,000 is awarded to an entering student from New England on the basis of merit and financial need. (1947)

The Mary Anna Longstreth Memorial Scholarship, established by a gift of \$5,000 and carrying free tuition, was given in memory of Mary Anna Longstreth by alumnae and children of alumnae of the Mary Anna Longstreth School and by a few of her friends. (1913)

The Lorenz-Showers Scholarship Fund now amounting to \$5,000 was established by Justina Lorenz Showers of Dayton, Ohio, of the Class of 1907, in honor of her parents Edmund S. Lorenz and Florence K. Lorenz and of her husband John Balmer Showers. (1943)

The Alice Low Lowry Memorial Scholarship Fund was established by gifts in memory of Alice Low Lowry of the Class of 1938 by members of her family and friends. The income from a fund now totaling \$29,101 is to be used for scholarships for undergraduate and graduate students. (1968)

The Katharine E. McBride Undergraduate Scholarship Fund was established by a gift of \$5,000 made by Gwenn Davis Mitchell, Class of 1954. This fund now amounts to \$5,500. The income is to be used for scholarships. (1969)

The Gertrude Howard McCormick Scholarship Fund was established by gift of \$25,000 by the late Gertrude Howard McCormick. The scholarship, value \$1,000, is awarded to a student of excellent standing, preferably for her freshman year. If she maintains excellent work in college, she may continue to receive scholarship aid through her sophomore, junior and senior years. (1950)

The Mary McLean and Ellen A. Murter Memorial Fund, now amounting to \$14,320, was founded in memory of her two aunts by bequest of Mary E. Stevens of Germantown, Philadelphia. By vote of the Board of Directors the income is used for an annual scholarship. (1933)

The Midwest Scholarship Endowment Fund was established by the Alumnae of District VII in order "to enlarge the benefits which can be provided for able students from the midwest." The income from this fund is to be awarded in the same manner as regional scholarships. (1974)

The Beatrice Miller Memorial Scholarship Fund was established by a bequest of \$83,966 from the Estate of Beatrice Miller Ullrich of the Class of 1913. The income only is to be used for scholarships. (1969)

The Constance Lewis and Martha Rockwell Moorhouse 1904 Memorial Scholarship Fund, now amounting to \$17,930, was established by the Class of 1904 in memory of Constance Lewis and Martha Rockwell Moorhouse of the Class of 1904. (1920)

The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Scholarship Fund, amounting to \$13,000, was established by members of their families in memory of Evelyn Flower Morris of the Class of 1903 and Jacqueline Pascal Morris of the Class of 1908. (1959)

The Jean Brunn Mungall 1944 Memorial Scholarship Fund, now amounting to \$25,068, was established by the Class of 1944. The class on its 25th anniversary in May 1969 increased the fund by \$16,600. The income is to be used for scholarships. (1955)

The Frank L. Neall and Mina W. Neall Scholarship Fund was established by a legacy of \$25,000 from the Estate of Adelaide W. Neall of the Class of 1906 in memory of her parents. The income is to be used for scholarship purposes at the discretion of the Trustees of the College. (1957)

The New Hampshire Scholarship Fund of \$15,000 was established in 1965 by the Spaulding-Potter Charitable Trust. A matching fund was raised by contributions from New Hampshire alumnae. Income from the two funds will be awarded each year to an undergraduate from New Hampshire on the recommendation of the New England Regional Scholarship Committee. (1965)

The Alice F. Newkirk Scholarship Fund was founded by a bequest of \$2,500 by Alice F. Newkirk. The income is for scholarships. (1965)

The Mary Frances Nunns Scholarship was established by a bequest of \$25,275 under the will of Mary Frances Nunns. The income only is to be used. (1960)

The Florence Morse Palmer Scholarship was founded in memory of Florence Morse Palmer by her daughter, Jean T. Palmer of the Class of 1924, by gifts now totalling \$10,000. (1954)

The Margaret Tyler Paul Scholarship was established by a 40th reunion gift of \$30,000 from the Class of 1922. (1963)

The Fanny R. S. Peabody Scholarship Fund was established by bequest of \$177,927 in the will of Fanny R. S. Peabody. The income from the Peabody Fund is awarded to students from the western states. (1943)

The Delia Avery Perkins Scholarship was established by bequest of \$58,474 from Delia Avery Perkins of the Class of 1900. Mrs. Perkins was Chairman of the New Jersey Scholarship Committee for a number of years. The income on this fund is to be awarded to students entering from Northern New Jersey. (1965)

The Ethel C. Pfaff Scholarship Fund was established by a bequest of \$295,616 from Ethel C. Pfaff of the Class of 1904. The income from this fund is to be awarded to entering freshmen. (1967)

The Philadelphia Board of Public Education Scholarships, tenable for four years, are awarded to graduates of Philadelphia high schools nominated by the Board of Public Education of Philadelphia. (1898)

The Louise Hyman Pollak Scholarship was founded by the Board of Trustees from a bequest of \$5,061 by Louise Hyman Pollak of the Class of 1908. The income from this fund, now totalling \$6,681, which has been supplemented by gifts from the late Julian A. Pollak and his son David Pollak is awarded annually to an entering student from one of the central states, east of the Mississippi River. Preference is given to residents of Cincinnati. (1932)

The Anna M. Powers Memorial Scholarship was founded in memory of Anna M. Powers by a gift from her daughter Mrs. J. Campbell Harris. The income on this fund of \$5,542 is awarded annually to a senior. (1902)

The Anna and Ethel Powers Memorial Scholarship was established by a gift of \$1,000 in memory of Anna Powers of the Class of 1890 by her sister Mrs. Charles Merrill Hough. The fund is now re-established at \$11,308 in memory of both Anna Powers and her sister Mrs. Hough (Ethel Powers), by Nancy Hough Smith of the Class of 1925. (1919)

The Thomas H. Powers Memorial Scholarship was founded in memory of Thomas H. Powers by bequest under the will of his daughter Mrs. J. Campbell Harris. The income on this fund of \$4,598 is awarded annually to a senior. (1902)

The Princeton Book Sale Scholarship was established by the Alumnae of the Bryn Mawr Club of Princeton. The income from the fund is to be used for scholarships for students chosen by the College Scholarship Committee. (1974)

The James E. Rhoads Memorial Scholarships were founded in memory of the first President of the College Dr. James E. Rhoads by the Alumnae Association of Bryn Mawr College. In 1958 and 1959, the Alumnae Association increased the fund to \$27,010, the income from which is awarded annually to two students. The James E. Rhoads Memorial Junior Scholarship is awarded to a student who has attended Bryn Mawr College for at least three semesters, has done excellent work and expresses her intention of fulfilling the requirements for the degree of Bachelor of Arts at Bryn Mawr College. The James E. Rhoads Memorial Sophomore Scholarship is awarded to a student who has attended Bryn Mawr College for at least one semester and who also meets the above conditions. (1898)

The Amelia Richards Scholarship was founded in memory of Amelia Richards of the Class of 1918 by bequest of \$11,033 under the will of her mother Mrs. Frank P. Wilson. It is awarded annually by the Trustees on the nomination of the President. (1921)

The Ida E. Richardson, Alice H. Richardson and Edward P. Langley Scholarship Fund was established by bequest of \$81,065 under the will of Edward P. Langley. The income is to be used for scholarships. (1970)

The Maximilian and Reba E. Richter Scholarship Fund was established by a bequest of \$50,000 in the will of Max Richter, father of Helen Richter Elser of the Class of 1913. The income from this fund is to be used to provide assistance for one or more students in the obtaining of either an academic or professional degree. The fund shall be administered on a non-sectarian basis to such applicants as are deemed worthy by habits of character and scholarship. No promises of repayment shall be exacted but it is hoped that students so benefited will desire when possible to contribute to the fund in order that similar aid may be extended to others. Such students shall be selected from among the graduates of public high schools or public colleges in the City of New York. (1961)

The Nancy Perry Robinson Memorial Scholarship Fund was established by a gift of \$15,000 from Mrs. Huston B. Almond, of Philadelphia, in memory of her godchild Nancy Perry Robinson of the Class of 1945. The income of the fund is to be awarded annually to an undergraduate student, with preference given to a student majoring in the French language. (1973)

The Serena Hand Savage Memorial Scholarship was established in memory of Serena Hand Savage of the Class of 1922 by her friends. The income from a fund of \$24,152 is awarded to a member of the junior class who shows great distinction of scholarship and character and who needs financial assistance. This scholarship may be renewed in the senior year. (1951)

The J. Henry Scattergood Scholarship Fund was established by a gift of \$15,000 from the Friends' Freedmen's Association to be used for undergraduate scholarships for Negro students. (1975)

The Constance Schaar Scholarship Fund, now totalling \$4,400, was established in 1964 by her parents and friends in memory of Constance Schaar of the Class of 1963. The Class of 1963 added their reunion gift in 1964 to this fund. (1964)

The Scholarship Endowment Fund was established by a gift of \$4,300 from Constance E. Flint. The income only is to be used for scholarships. (1970)

The Judith Harris Selig Scholarship Fund was established in memory of Judith Harris Selig of the Class of 1957 by members of her family, classmates and friends. In 1970, the fund was increased by a further gift of \$18,000 from her parents Dr. and Mrs. Herman S. Harris. The income from the fund, now totalling \$30,078, is to be used for undergraduate scholarships. (1968)

The Mary Williams Sherman Memorial Scholarship Fund, now amounting to \$4,150, was established by bequest of Bertha Williams of Princeton, New Jersey. (1942)

The Frances Marion Simpson Scholarships, carrying up to full tuition and tenable for four years, were founded in memory of Frances Simpson Pfahler of the Class of 1906 by Justice Alexander Simpson, Jr., by gifts amounting to \$20,682. One scholarship is awarded each year to a member of the entering freshman class who cannot meet in full the fees of the College. In awarding these scholarships first preference is given to residents of Philadelphia and Montgomery Counties who have been prepared in the public schools of these counties; thereafter, under the same conditions, to residents of other counties of Pennsylvania, and, in special cases, to candidates from other localities. Holders of these scholarships are expected to repay the sums advanced to them. If they become able during their college course to pay the tuition fees in whole or in part, they are required to do so. (1912)

The Gertrude Slaughter Scholarship Fund was established by bequest of \$19,909 by Gertrude Taylor Slaughter of the Class of 1893. The income on this fund is to be used for undergraduate scholarships, preferably to students of Greek or Latin. (1964)

The Anna Margaret Sloan and Mary Sloan Scholarships were founded by bequest of Mary Sloan of Pittsburgh. The income from this fund of

\$16,858 is awarded annually to students majoring in Philosophy or Psychology. (1942)

The Cordelia Clark Sowden Scholarship Fund was established by a bequest of \$15,000 from the Estate of Helen C. Sowden. The income from this fund is used for scholarships to be awarded by Bryn Mawr College under the rules in effect at the time of the award. (1957)

The Amy Sussman Steinhart Scholarship, carrying full tuition, was founded in memory of Amy Sussman Steinhart of the Class of 1902 by her family and friends. The income from gifts now totalling \$33,652 is awarded annually to an entering student from one of the states on the west coast. (1932)

The Mary E. Stevens Scholarship Fund was given in memory of Mary E. Stevens by former pupils of The Stevens School in Germantown. The income on this fund of \$3,188 is awarded annually to a junior. (1897)

The Summerfield Foundation Scholarship was established by a gift from the Solon E. Summerfield Foundation. The income from this fund, which now totals \$16,000, is to be used to assist able students who need financial help to continue their studies. (1958)

The Mary Hamilton Swindler Scholarship was established in honor of Mary Hamilton Swindler, Professor of Classical Archaeology from 1931 to 1949, by a group of friends and former students, by gifts totalling \$8,493. The income from this fund is used for a scholarship for the study of Archaeology. (1950)

The Elizabeth P. Taylor Scholarship Fund, now amounting to \$20,746, was established by a bequest from Elizabeth P. Taylor of the Class of 1921. (1961)

The Ethel Vick Wallace Townsend Memorial Fund was established by Elbert S. Townsend in memory of his wife Ethel Vick Wallace Townsend of the Class of 1908. The income on this fund, held by the Buffalo Foundation, is to be used for undergraduate scholarships. (1967)

The Trustees' Scholarships, varying in amount up to full tuition, and tenable for four years, are made available by the Trustees of Bryn Mawr College for students prepared in the high schools of Philadelphia and its suburbs. Two of these scholarships are awarded annually to candidates who have received all their preparation for entrance in Philadelphia high schools and are recommended by the Board of Public Education of Philadelphia; two are awarded annually to candidates who have received all their preparation for entrance in public schools in the suburbs of Philadelphia and are awarded

by the College after consultation with the principals of the schools presenting candidates. The amount of the award varies according to the need of the applicant. (1895)

Two or sometimes three of these scholarships are supported by the income from *The Jacob Fussell Byrnes and Mary Byrnes Fund*, which was established in memory of her mother and father by a bequest of \$51,513 under the will of Esther Fussell Byrnes. (1948)

The Mildred Clarke Pressinger von Kienbusch Scholarship Fund was established by C. Otto von Kienbusch in memory of his wife Mildred Clarke Pressinger von Kienbusch of the Class of 1909. The income from this fund of \$30,000 will be awarded each year to a student in need of assistance. (1968)

The Mary E. G. Waddell Scholarship Fund was established by a bequest from the Estate of Mary E. G. Waddell. The income from this fund is to be used for scholarships for undergraduates and graduate students, interested in the study of Mathematics, who are daughters of American citizens of Canadian descent. (1971)

The Julia Ward Scholarship Fund was established by a gift of \$7,075 for a scholarship in memory of Julia Ward of the Class of 1923 by one of her friends and by additional gifts from others. The income on this fund which now amounts to \$31,146 is to be used for undergraduate scholarships. (1962)

The Eliza Jane Watson Scholarship Fund was established by gifts of \$25,000 from the John Jay and Eliza Jane Watson Foundation. The income from this fund is to be used to assist one or more students as selected by the College to meet the cost of tuition. (1964)

The Elizabeth Wilson White Memorial Scholarship was founded in memory of Elizabeth Wilson White by a gift of \$7,513 by Thomas Raeburn White. It is awarded annually by the President. (1923)

The Thomas Raeburn White Scholarships, established by a gift of \$25,000, made by Amos and Dorothy Peaslee on April 6, 1964 in honor of Thomas Raeburn White, Trustee of the College from 1907 until his death in 1959, Counsel to the College throughout these years and President of the Trustees from 1956 to 1959. The income from this fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

The Mary R. G. Williams Scholarship Fund was established from the Fund for Promoting College Education for Women established by bequest of Mary

R. G. Williams. The income from this fund of \$5,694 will be used for emergency grants for students who are paying their own way through college. (1957)

The Mary Peabody Williamson Scholarship was founded by bequest of \$1,000 by Mary Peabody Williamson of the Class of 1903. (1939)

The Marion H. Curtin Winsor Memorial Scholarship was established by a bequest of \$10,000 in the will of Mary Winsor, in memory of her mother. The income on this fund is to be awarded to a resident Black student. (1960)

The Mary Winsor Scholarship in Archaeology was established by a bequest of \$3,000 under the will of Mary Winsor. The income only is to be used. (1960)

The Ellen Winsor and Rebecca Winsor Evans Memorial Scholarship Fund was established by a bequest of \$5,230 in the will of Rebecca Winsor Evans. The scholarship is to be awarded to a resident Black student. (1962)

The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Fund was established by a bequest of \$5,230 in the will of Ellen Winsor. The scholarship is to be awarded to a resident Black student. (1962)

The Gertrude Miller Wright Scholarships were established under the will of Dorothy M. Wright of the Class of 1931, for needy students of Bryn Mawr College. (1973)

The Lila M. Wright Memorial Scholarship was founded in memory of Lila M. Wright by gifts totalling \$2,987 from the alumnae of Miss Wright's School of Bryn Mawr. (1934)

The Georgie W. Yeatman Scholarship was founded by bequest of \$1,000 under the will of Georgie W. Yeatman of Philadelphia. (1941)

Scholarships for Foreign Students

The Bryn Mawr Canadian Scholarship will be raised and awarded each year by Bryn Mawr alumnae living in Canada. The scholarship, varying in amount, will be awarded to a Canadian student entering either the undergraduate or graduate school. (1965)

The Chinese Scholarship comes in part from the annual income of a fund now totalling \$31,135 established by a group of alumnae and friends of the College in order to meet all or part of the expenses of a Chinese student during her four undergraduate years at Bryn Mawr College. (1917)

The Marguerite N. Farley Scholarships for foreign students were established by bequest of Marguerite N. Farley. The income from a fund of \$331,425 will be used for scholarships for foreign graduate and undergraduate students covering part or all of their expenses for tuition and residence. (1956)

The Margaret Y. Kent Scholarship Fund, Class of 1908 was established by bequest of Margaret Y. Kent of the Class of 1908. The income from the fund of \$7,000 is to be used to provide scholarship assistance to foreign students. (1967)

The Middle East Scholarship Fund was established by a gift from Elizabeth Cope Harrison of the Class of 1958. The purpose of the fund is to enable the College "to make scholarship awards to able students from a number of Middle Eastern Countries." (1975)

The Special Trustees' Scholarship is awarded every four years to a foreign student. It carries free tuition and is tenable for four years. The scholarship for students from foreign countries was first offered by the Trustees in 1940.

The Undergraduate Scholarship, raised by the Undergraduate Association and awarded by the Association in consultation with the Director of Admissions, is awarded each year to a foreign student entering Bryn Mawr. (1938)

Prizes and Academic Awards

The following awards, fellowships, scholarships and prizes are in the award of the faculty and are given solely on the basis of academic distinction and achievement.

The Bryn Mawr European Fellowship has been awarded each year, since the first class was graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study at some foreign university. The holder of this fellowship receives in addition an *Elizebeth S. Shippen Scholarship for Foreign Study*.

The Maria L. Eastman Brooke Hall Memorial Scholarship was founded in memory of Maria L. Eastman, Principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts totaling \$3,310 from the alumnae and former pupils of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American History, a second to a student doing advanced work in American History for an essay written in connection with that work. The income from this fund of \$1,970 has been supplemented since 1955 by annual gifts from the Society. (1903)

The Elizabeth G. Shippen Scholarships were founded by two bequests of \$5,000 each under the will of Elizabeth S. Shippen of Philadelphia. Three scholarships are awarded annually, one to the member of the senior class who receives the Bryn Mawr European Fellowship, and two to members of the junior class, as follows: 1. *The Shippen Scholarship in Science* to a student whose major subject is Biology, Chemistry, Geology or Physics; 2. *The Shippen Scholarship in Foreign Languages* to one whose major subject is French, German, Greek, Italian, Latin, Russian or Spanish. To be eligible for either of these two scholarships a student must have completed at least one semester of the second-year course in her major subject. Neither may be held by the winner of the Charles S. Hinchman Memorial Scholarship. Work in elementary courses will not be considered in awarding the scholarship in foreign languages; 3. *The Shippen Scholarship for Foreign Study* (See European Fellowship, page 172). (1915)

The Charles S. Hinchman Memorial Scholarship was founded in the memory of the late Charles S. Hinchman of Philadelphia by a gift of \$12,000 made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subjects and is held during the senior year. (1917)

The Sheelah Kilroy Memorial Scholarships in English were founded in memory of their daughter Sheelah, by Dr. and Mrs. Phillip Kilroy by a gift of \$5,000. These scholarships are awarded annually on the recommendation of the Department of English as follows: to a student for excellence of work in second-year or advanced courses in English, and to the student in the first-year course in English Composition who writes the best essay during the year. (1919)

The Jeanne Quistgaard Memorial Prize was given by the Class of 1938 in memory of their classmate Jeanne Quistgaard. The income on this fund of \$690 may be awarded every two years to a student in Economics. (1938)

The Esther Walker Award was founded by the bequest of \$1,000 from William John Walker in memory of his sister Esther Walker of the Class of 1910. It may be given annually to a member of the senior class who in the judgment of the faculty shall have displayed the greatest proficiency in the study of living conditions of Northern Blacks. (1940)

The M. Carey Thomas Essay Prize is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece Millicent Carey McIntosh of the Class of 1920. (1943)

The Katherine Fullerton Gerould Memorial Prize was founded in 1946 by a gift of \$1,300 from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. The fund was increased by a bequest of \$2,400 by one of her former students. It is awarded by a special committee to a student who shows evidence of creative ability in the fields of informal essay, short story, longer narrative or verse. (1946)

The Hester Ann Corner Prize for distinction in literature was established in memory of Hester Ann Corner of the Class of 1942 by gifts totalling \$2,625 from her classmates and friends. The award is made annually to a junior or senior on the recommendation of a committee composed of the chairmen of the Departments of English and of classical and modern foreign languages. (1950)

The Academy of American Poets Prize of \$100 has been recently awarded each year to the student who submits to the Department of English the best poem or group of poems. The award, given by the Academy of American Poets, was first made in 1957.

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning, in the year of her retirement, by her class (1915). The income on a fund of \$2,600 is to be awarded as the Department of History may determine. (1957)

The Bain-Swiggett Poetry Prize was established by a gift of \$1,000 from Mr. and Mrs. Glen Levin Swiggett. This prize is to be awarded by a committee of the faculty on the basis of the work submitted. The income only is to be used. (1958)

The Charlotte Angus Scott Prize in Mathematics. A prize to be awarded annually to an undergraduate on the recommendation of the Department of

Mathematics was established by an anonymous gift in memory of Charlotte Angas Scott, Professor of Mathematics and a member of the faculty of Bryn Mawr College from 1885 to 1924. The income only from this gift is to be used. (1961)

The Anna Pell Wheeler Prize in Mathematics. A prize to be awarded annually to an undergraduate on the recommendation of the Department of Mathematics was established by an anonymous gift in honor of Anna Pell Wheeler, Professor Emeritus of Mathematics and a member of the faculty of Bryn Mawr College until her death in 1966. The income only from this gift is to be used. (1961)

The Emma Osborn Thompson Prize in Geology was founded by bequest of Emma Osborn Thompson of the Class of 1904. From the income on the bequest of \$500 a prize is to be awarded from time to time to a student in Geology. (1963)

The Gertrude Slaughter Fellowship was established by a bequest of \$50,000 in the will of Gertrude Taylor Slaughter of the Class of 1893. The Fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year's study in the United States or abroad. (1964)

The Commonwealth Africa Scholarship was established by a grant of \$50,000 from the Thorncroft Fund Inc. at the request of Helen and Geoffrey de Freitas. The income from this fund will be used to send, for at least six months, a graduate to a university or college in Commonwealth Africa, or former British colony in Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. (1965)

The Alexandra Peschka Prize was established in memory of Alexandra Peschka of the Class of 1964 by gifts from her family and friends. The prize of \$100 is awarded annually to a member of the freshman or sophomore class for the best piece of imaginative writing in prose. The award will be made by a committee of the Department of English who will consult the terms stated in the deed of gift. (1968)

The Katherine Stains Prize Fund in Classical Literature was established by Katherine G. Stains in memory of her parents Arthur and Katheryn Stains, and in honor of two excellent twentieth-century scholars of Classical Literature, Richmond Lattimore and Moses Hadas. The income on the fund of \$1,000 is to be awarded annually as a prize to an undergraduate

student for excellence in Greek Literature, either in the original or in translation. (1969)

The Horace Alwyne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the college. (1970)

The Hope Wearn Troxell Memorial Prize is awarded annually by the alumnae of Southern California to a student from alumnae District IX, with first consideration to a student from Southern California. The prize is awarded in recognition of the student's responsible contribution to the life of the College community. (1973)

The Berle Memorial Prize Fund in German Literature was established by Lillian Berle Dare in memory of her parents Adam and Katharina Berle. The income on the fund is awarded annually to an undergraduate for excellence in German literature. Preference is given to a senior who is majoring in German and who does not come from a German background. (1975)

Scholarships for Medical Study

The following scholarships may be awarded to seniors intending to study medicine, after their acceptance by a medical school, or to graduates of Bryn Mawr intending or continuing to pursue medical education. Applications for the scholarships should be made to the Premedical Advisor before March 15 preceding the academic year in which the scholarship is to be held. Applications for renewal of scholarships must be accompanied by letters of recommendation from instructors in the medical school.

The Linda B. Lange Fund was founded by bequest of \$30,000 under the will of Linda B. Lange of the Class of 1903. The income from this fund will provide the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded on recommendation of the President and faculty to a member of the graduating class or a graduate of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother by a gift of \$10,000. The scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Jane V. Myers Medical Scholarship Fund of \$10,000 was established by Mrs. Rudolf Blankenburg in memory of her aunt. The scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest of \$21,033 under the will of Paul J. Sartain. The income from this fund is to establish a scholarship which is awarded to a member of the graduating class who in the judgment of the faculty needs and is deserving of assistance for the study of medicine. This scholarship may be continued for the duration of her medical course. (1948)

Loan Funds

Bryn Mawr College administers two kinds of loan programs. The first consists of four funds established through the generosity of alumnae and friends of the College. Applications for loans must be accompanied by the Parents' Confidential Statement prepared by the College Scholarship Service of the College Entrance Examination Board.

The Students' Loan Fund of the Alumnae Association of Bryn Mawr College was founded by the Class of 1890 for the use of students who need to borrow money in order to continue their college work. The fund is managed by the Alumnae Scholarships and Loan Fund Committee.

Loans may be used for any purpose approved by the committee, but not more than \$500 may be borrowed by a student in any one year. The total for four years must not exceed \$1,500. Students who wish loans may obtain from the Financial Aid Office or the Alumnae Office the necessary blanks which must be accompanied by a letter of recommendation from the Financial Aid Officer. As a rule, money is not lent to freshmen or to students in their first semester of graduate work.

While the student is in college no interest is charged, but she may reduce the principal of the loan if she so desires. The interest rate is three percent, to be paid after the student leaves the college. The entire principal must be paid within five years from the time the student leaves college at the rate of twenty percent each year.

Contributions to the Loan Fund may be sent to the Chairman of Scholarships and Loan Fund, Bryn Mawr College Alumnae Association, Bryn Mawr, Pennsylvania 19010.

The Mary Hill Swope Loan Fund was established June 1, 1945 by a gift of the late Mrs. Gerard Swope (Mary Hill, A.B. 1896) under the following conditions:

To assist in the education of young women irrespective of color or creed attending Bryn Mawr College, the income of the fund to be lent to students in the following manner:

a. The following order of preference shall be followed in awarding such loans—to students coming from New Jersey, to students coming from Missouri, to students coming from any other location who have had not less than one year of residence at the College.

b. The loans in the above order of preference, and in the following manner, shall be awarded by the President of Bryn Mawr College, or by a committee appointed by him from time to time.

c. Applicants for loans shall be considered not only from the standpoint of academic attainment and financial need, but also from the standpoint of character and personal qualifications for deriving the greatest good from a continuation of their studies.

d. These loans shall be used primarily to enable the exceptional student to continue her studies, which otherwise would be prevented through lack of means.

e. Except under extraordinary circumstances, the maximum amount which may be borrowed annually is \$500. No interest is charged while the student is in college. The interest rate is three percent, to be paid after the student leaves college. The principal is to be repaid within five years from the time the student graduates or leaves Bryn Mawr at the rate of twenty percent each year.

The Gerard and Mary Hill Swope Loan Fund was established in 1962 under the following conditions:

a. Non-scholarship students and graduate students are also eligible to apply for loans from this fund.

b. The maximum amount which can be borrowed for any given academic year is \$500.

c. While the student is in college or graduate school no interest is charged, but she may reduce the principal of the loan if she so desires. The interest rate is three percent, to be paid after the student leaves college. The entire principal must be repaid within five years from the time the student leaves college at the rate of twenty percent each year.

d. Loans are awarded by the Scholarship Committees of the Undergraduate School, The Graduate School of Arts and Sciences and The Graduate School of Social Work and Social Research.

The Clareth Fund was established in 1971 by a bequest to the College from the Estate of Ethel S. Weil. The income only is to be used for students "specializing in economics or business." There is no interest due but the student must begin to repay the loan within six years after graduation.

The second kind of loan program, administered by the College, is based on government funds made available through *The National Direct Student Loan Program*. Applications for loans must be accompanied by the

Parents' Confidential Statement prepared by the College Entrance Examination Board. The three percent interest and repayment begin one year after the student has completed her education.

Students who, upon graduation, teach on a full-time basis in public or private non-profit elementary and secondary schools and in institutions of higher education are allowed cancellation of their debts at the rate of ten percent for each year of teaching up to a maximum cancellation of fifty percent of the total loan.

International Initiatives Loan Fund makes loan funds available to currently enrolled undergraduate and graduate students through a special donation for the purpose of supporting independent study or research projects abroad. It is not normally available to students in a regular junior year abroad program. Full information and applications are available in the Office of the Associate Dean.

The Government Insured Student Loan Program is a government subsidized program which was instituted to enable students to meet educational expenses. Application is made through the students' home banks. Each year the student may borrow from \$1,000 to \$2,500 depending on the State regulations in effect in her State. Repayment begins nine months after the student is no longer enrolled, at least half-time, at an accredited institution. The interest is seven percent. The government will pay this interest until the repayment period begins provided the financial situation of the family warrants it. The Parents' Confidential Statement must be submitted to the institution in order to determine whether or not the family qualifies for this interest subsidy. If the family does not wish to submit financial information, the student is still eligible for the loan but she is responsible for the interest payments while she is in school.

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Mexico: Mrs. Arturo Gomez, Liverpool 149-102, Mexico 6, D.F.

Netherlands West Indies: Mrs. E. A. Eriksen, Box 447, Seroe Colorado, Aruba

Norway: Mrs. Harold Sommerfeldt, Hoff Terrace 4, Skoyen, pr Oslo

Philippine Islands: Mrs. Ofelia Torres Reyes, 14 Ilagan Street,
San Francisco del Monte, Quezon City

Turkey: Miss Suna Kili, Robert College, Bebek, Istanbul

Venezuela: Mrs. Oscar deSchnell, Apartado 69, Caracas

Index

Absence

- from Classes, 42
- from College, 31

Academic Awards, 172

Academic Honors, 47

Academic Honor System, 41

Academic Schedule, 3-4

Academic Standards, 41

Administration, Officers of, 7, 18

Admission, 27

Advanced Placement, 29

Advising, 41

Alumnae Officers, 181

Alumnae Representatives, 182

Anthropology, 57

Anthropology Museum and
Laboratory, 34

Application for Admission, 27

Archaeology, Classical and
Near Eastern, 66

Archaeology Collections, 34

Arts Council, 25

Athletic Association, 25

Attendance at Classes, 42

Auxiliary Libraries, 33

Avignon, Summer Institute, 52, 86

Bachelor of Arts Degree,
Requirements for, 45-49

Biology, 60

Biochemistry, 62

Black Cultural Center, 26

Board of Directors, 5
Committees of, 6

Boyce Collection, 34

Buildings and Grounds Committee,
Directors, 6

Canaday, Mariam Coffin,
Library, 33

Canaday, Ward, Collection, 35

Career Planning, Office of, 54

Charges, Minor Fees, 40

Charges, Reduction of for
Absence, 39

Chemistry, 63

Child Study Institute, 20, 73

Classical and Near Eastern
Archaeology, 66

Classical Languages, 144

Classical Studies, 144

College Entrance

Examination Board, 28

College History, 22

Computer Center, 36

Conduct, 41

Cooperation with Neighboring
Institutions, 23, 34, 48

Coordination in the Sciences,
Plan for, 50

Correspondence, Names for, 2

Council of the Undergraduate
College, 41

Course Numbers, Key to, 56

Creative Work in the Arts, 51

Credit for Work at Other
Institutions, 30, 48

Curriculum, 45-55

Curriculum Committee, 25

Curtis Collection, 34

Deans, 41

District Councilors, 182-187

Early Admission, 29

Early Decision Plan, 28

Economics, 68

Education, Department of, 72

Employment and Vocational
Counseling, 54

English, 75

Entrance Requirements, 27

Entrance Tests, 28

European Fellowship, 172

Excavations, 67

Executive Committee, Directors, 6
Expenses, 39, 40

Faculty, 7-17

Fee, Residence and Tuition, 39

Finance Committee, Directors, 6

Financial Aid, 155

Fine Art, 102

Flexner Lectures, 24

Foreign Students, 30, 171

French, 82

French House, 51

French Studies, 145

Freshmen, Arrival of, 41

General Deposit, 39

Geology, 86

German, 89

German House, 51

Goldman, Hetty, Collection, 34

- Goodhart, Medieval Library, 33
- Government, Student, 24
- Grades, 48
- Graduate School, 22
- Greek, 91
- Growth and Structure of Cities, 147
- Guidance
 - Academic, 41
 - Vocational, 54
- Haverford College, Cooperation
 - with, 23-26, 34, 48
- Health, 42
- Hebrew, 105
- Hispanic and Hispanic-American
 - Studies, 149
- History, Department of, 94
- History of Art, 100
- History of Religion, 104
- History of Science, 98
- Honors, Degree with, 48
- Honors Work, 47
- Hygiene, 49
- Infirmery, 42
- Insurance
 - Health, 43
 - Personal Property, 44
- Interdepartmental
 - Courses, 51, 150
 - Work, 144
- Intercollegiate Center for
 - Classical Studies in Rome, 53
- Italian, 107
- Junior Year Abroad, 52
- King Collection, 34
- Laboratories, 35
- Language Examinations, 46
- Language Houses, 51
- Language Laboratory, 36
- Language Requirement, 46
- Latin, 109
- Leaves of Absence, 31
- Libraries, 33
- Library Committee, Directors, 6
- Loan Funds, 178
- Madrid, Summer Institute, 52
- Major and Allied Work, 47
- Mathematics, 111
- Medical School Scholarships, 176
- Music, 113
- National Direct Student Loan
 - Program, 179
- Non-resident Students, 38
- Officers
 - Administration, 7, 18
 - Alumnae Association, 181
 - Board of Directors, 5
- Performing Arts, 152
- Phebe Anna Thorne School, 21, 73
- Philosophy, 116
- Physical Education, 152
- Physical Examination, 153
- Physics, 121
- Placement Tests, 29-30
- Political Science, 124
- Premedical Preparation, 49
- Presidents of the College, 23
- Prizes, 172
- Psychology, 130
- Readmission, 32
- Religious Life Committee,
 - Directors, 6, 25
- Requirements for Admission, 27
- Requirements for the
 - A.B. Degree, 45-49
- Residence, 36
 - During Vacations, 37
 - Halls, 36
 - Rules for, 37
- Riegel Museum, 34
- Russian, 134
- Scholarships, 157
- Science Center, 35
- Sciences, Plan for
 - Coordination in, 50
- Secondary School Studies,
 - Program of, 27
- Senior Conference, 47
- Shaw Lectures, 24
- Sociology, 137
- Spanish, 140
- Spanish House, 51
- Staff, 17-21
- Student Organizations, 24-26
- Students' Association for
 - Self-Government, 24
- Students' Loan Fund, 178
- Summer Institutes Abroad, 52
- Summer School Work, 48
- Supplementary Requirements for
 - the Degree, 49

Swarthmore College,
Cooperation with, 23, 34, 48
Teaching, Preparation for, 50
Thomas, M. Carey, Library, 34
Transfer Students, 30
Trustees, 5
Tuition, 39
Undergraduate Association, 24
Union Library Catalogue, 34

U. S. Army Corps of
Engineers Map Collection, 35
Vacations, Residence during, 37
Vaux Collections, 34
Vocational Guidance, 54
Werkman Fund, 54
Withdrawal from College, 31
Woodward, Quita,
Memorial Library, 34
Work-Study Program, 55

Directions to Bryn Mawr College

By automobile from the East or South-East take the Walt Whitman Bridge to I-676/Schuylkill Expressway and follow this north until it meets with I-76; OR take the Benjamin Franklin Bridge to I-76/Vine Street until it meets with I-676. In either case, continue north on I-76 to Exit 41, "City Ave.—U.S. 1 South." Proceed south on City Ave./U.S. 1 for 1.1 miles from the exit ramp, and then turn right on Conshohocken State Road (PA 23). (There is a shopping center on the right shortly before this turn.) After three-tenths of a mile, Conshohocken State Road makes a sharp turn to the left over a railroad overpass and comes to a traffic light. Continue straight through this intersection; you are now on Montgomery Avenue, which you follow for about five miles (bearing right at a fork at about the three mile point), to Morris Avenue in the town of Bryn Mawr. Harcum Junior College will be on the left shortly before Morris Avenue. Turn right onto Morris Avenue, proceed to the next traffic light, and then turn left onto New Gulph Road for approximately 1½ blocks. Visitors may use the College parking lot, entering at Merion Gate, which is directly opposite 815 New Gulph Road. The parking lot on Morris Avenue also may be used by visitors.

By automobile from the South take I-95 through Wilmington, Delaware, to Chester, Pennsylvania, then take the exit marked "PA 352—Edgemont Ave." (It is also marked with a sign for "Chester Business District.") Immediately look for, and follow, signs for PA 320 North. Continue north on PA 320 for approximately 10.5 miles from the I-95 exit, until you come to Bryn Mawr Avenue. (This is about two miles after you cross PA 3, and has a traffic light.) Turn right, and follow Bryn Mawr Avenue for approximately two miles until you come to a traffic light at Haverford Road. Continue on Bryn Mawr Avenue, which bears slightly to the left, until you come to Lancaster Avenue in the town of Bryn Mawr. (This is the second traffic light after Haverford Road.) Turn right on Lancaster Avenue for one block, and then left at the first traffic light onto Morris Avenue. Follow the road, which will curve under the railroad tracks, until you come to the traffic light at Montgomery Avenue. Proceed across Montgomery Avenue to the next traffic light. Turn left on to New Gulph Road for approximately 1½ blocks. Visitors may use the College Parking lot, entering at Merion Gate, which is directly opposite 815 New Gulph Road. The parking lot on Morris Avenue also may be used by visitors.

By automobile from the West, North or Northeast take the Pennsylvania Turnpike to the Valley Forge Exit (24). From the Valley Forge Exit of the Turnpike, take the Schuylkill Expressway (I-76) east, turning off at Exit 36, "PA 320, Gulph Mills," which is 3.5 miles from the toll gate. Follow PA 320 south for approximately four-tenths of a mile, and turn left at the first traffic light onto Old Gulph Road. Proceed on this for approximately three miles, and the College will be on your right. The College parking lot is the third entrance on the right after Roberts Road.

BRYN
MAWR

Undergraduate College

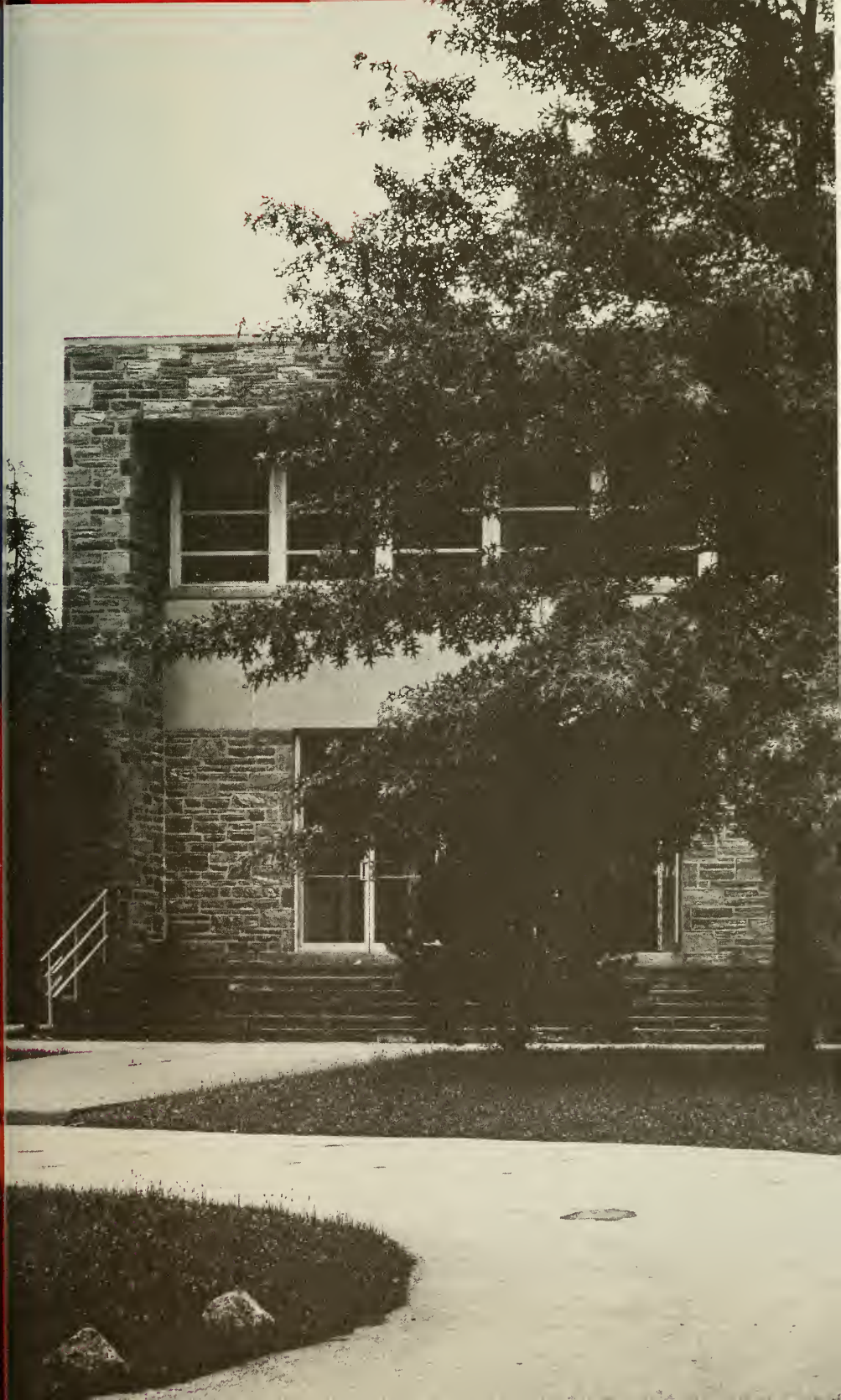
1975-76

**BRYN MAWR
COLLEGE CALENDAR**

**THE GRADUATE SCHOOL
OF SOCIAL WORK &
SOCIAL RESEARCH**

1976







Bryn Mawr College Calendar
The Graduate School
of Social Work and Social Research

Issue for the Session 1975-76
September 1975 *Volume LXVIII Number 4*

The Graduate School of Social Work and Social Research of Bryn Mawr College offers a basic two-year program leading to the degree of Master of Social Service and an advanced program leading to the degree of Doctor of Philosophy.

The Master's degree program is based upon the premise that preparation for social work practice and research requires a core of knowledge as well as skill in the application of this knowledge. A curriculum of concurrent course work and practicum is provided.

The Doctor of Philosophy program is planned to broaden the student's knowledge of social welfare in general and, through intensive research, to deepen his or her knowledge in one field in particular. The curriculum is intended for full-time study; however, students who have been admitted to the doctoral program may arrange to begin on a part-time basis.

CORRESPONDENCE regarding admission to The Graduate School of Social Work and Social Research should be addressed to:

Office of Admissions
The Graduate School of Social Work and Social Research
Bryn Mawr College
300 Airdale Road
Bryn Mawr, Pennsylvania 19010

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Contents

Academic Calendar	7
Admission to The Graduate School of Social Work and Social Research	9
Foreign Applicants	9
Financial Aid	10
Transfer Credit	10
Registration	12
Mutual Accountability	13
The Master's Student Adviser	13
The Doctoral Student Adviser	14
Programs and Degrees	15
Master of Social Service	15
Special Part-Time Program	17
Doctor of Philosophy	18
Resources for Graduate Work at the College	21
Program for Master of Social Service	22
Master's Paper	36
Practicum	39
Program for the Doctor of Philosophy	44
Fees	54
History of the School	57
Graduate Student Housing	60
Health	61
Medical Services	61
Medical Requirements	61
Insurance	62
Office of Career Planning	63
Student and Alumni Associations	64
Recruitment of Minority Group Students	64
College Facilities	65
Trustees of Bryn Mawr College	66
Board of Directors of Bryn Mawr College	67
Standing Committees of the Board of Directors	68
Officers of the College	69
Officers of Administration of the College	69
Advisory Board of the School	71
Faculty of the School	62
Administration of the School	73
Standing Committees of the Faculty	74

Frontispiece—

*The Graduate School of Social Work and Social Research
Commencement, 1975; Convocation, 1974.*

Ethnic Minority Content in the Curriculum

Because racism constitutes a profound problem in this country, The Graduate School of Social Work and Social Research seeks to mitigate the effects of racism among its students and faculty through its educational program. In addition, the School hopes to develop and make available reports and curriculum material which will combat racism among administrators, alumni, and all social welfare professionals.

The School accepts the responsibility for educating social workers prepared to serve all persons within the social welfare system and will strive to change those economic, political and social structures which constrain the opportunities and potential of minority groups.

The School is undertaking to incorporate appropriate content on ethnic minority groups in courses throughout the curriculum. By accepting this task as a central and continuing concern the School intends to foster self-awareness, clearer perspectives and more sensitivity toward all people on the part of both minority and non-minority students and faculty.

Academic Calendar 1975-76

The Graduate School of Social Work and Social Research

First Semester

1975

- Sept. 2 *Graduate residences open.*
- Sept. 3 *Registration of all social work students.*
- Sept. 4 *Convocation. First semester seminars begin.*
- Oct. 17 *Fall vacation begins at 5:00 p.m. (Practicum continues on regularly scheduled days.)*
- Oct. 22 *Fall vacation ends at 9:00 a.m.*
- Nov. 26 *Thanksgiving holiday begins after last seminar. (No practicum.)*
- Dec. 1 *Thanksgiving holiday ends at 9:00 a.m.*
- Dec. 9 *Last day of seminars for first semester; practicum continues on regularly scheduled days.*
- Dec. 9-10 *Registration for second semester.*
- Dec. 15-17 *Examinations.*
- Dec. 19 *Winter vacation begins at 6:00 p.m.*

1976

- Jan. 5 *Practicum resumes on regularly scheduled days.*
- Jan. 9 *Last day of practicum in first semester.*

Second Semester

1976

- Jan. 12 *Convocation. Second semester seminars and practicum resume on regularly scheduled days.*
- Mar. 5 *Spring vacation begins at 5 p.m. (Practicum continues on regularly scheduled days.)*
- Mar. 15 *Spring vacation ends at 9:00 a.m.*
- Mar. 24 *Ph.D. dissertations must be submitted to the Office of The Graduate School of Social Work and Social Research.*
- Apr. 22 *Last day of seminars and practicum.*
- Apr. 26 *Master's Papers due.*
- Apr. 28-30 *Examinations.*
- May 10 *Conferring of degrees and close of 91st academic year of the College and the 60th year of the School. Graduate residences close.*

Admission to The Graduate School of Social Work and Social Research

The Graduate School of Social Work and Social Research is open to qualified graduates from colleges or universities of recognized standing. Both men and women are admitted to the School and are accepted as candidates for the degrees of Master of Social Service and Doctor of Philosophy.

Application for admission, to be made to the Office of Admissions of the School, must be supported by official transcripts of the applicant's academic record, both graduate and undergraduate. The Miller Analogies Test is required. (Instructions concerning this test will be given after the application has been received.) A letter from the dean of each college or university attended and letters from two or more professors with whom the applicant did his or her preparation are required.

An application fee of \$20 must accompany the application. This fee is not refunded or credited toward tuition. The closing date of applications is February 1.

A personal interview is usually arranged with a member of the faculty of the School. If the applicant lives a considerable distance from Bryn Mawr, an interview can usually be arranged with an appropriate person in the area.

Within ten days after official notice of admission to The Graduate School of Social Work and Social Research, an enrollment fee of \$100 is to be paid to the Comptroller of Bryn Mawr College. This fee is credited to the tuition for the first semester. It is not refunded if the student fails to register.

Foreign Applicants

The closing date for applications is February 1 for admission the following September. Applications must include the scores of the Test of English as a Foreign Language (TOEFL). For information concerning the TOEFL write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. Tests are given on September 22 and November 24, 1975, and February 23 and May 17, 1976.

A very limited amount of financial support is available for foreign students.

Financial Aid

A limited amount of financial aid is available for full-time students in The Graduate School of Social Work and Social Research. Some fellowships and scholarships are provided from the general funds of the College, the Alumnae Association, from the gifts of alumni and other generous donors, and from government agencies and private foundations.

Bryn Mawr also participates in the National Direct Student Loan Program and the College Work-Study Program.

The terms of the various awards and loans differ and will be discussed with the applicant at the time of the admission interview. Both merit and need are factors to which consideration is given in making certain awards. Requests for financial assistance are considered after the application process is completed and applicants have been admitted into The Graduate School of Social Work and Social Research. *The School requires that students seeking financial aid file an application for financial aid with the Graduate and Professional School Financial Aid Service.* This form will be sent upon request after a student is admitted.

Students are urged to explore loans which are made available through the state in which they have established residence, such as the Pennsylvania Higher Education Assistance Authority loan in Pennsylvania.

Prizes

The Susan B. Anthony Memorial Prize, value \$500, commemorating the great work of Susan B. Anthony for women, was founded by her friend Anna Howard Shaw and her niece Lucy E. Anthony. It is offered every two years to a graduate student at Bryn Mawr College who has published or submitted in final form for publication the best study dealing with the industrial, social, economic or political position of women. The award is made by a committee of which the President of the College is chairman.

The Susan M. Kingsbury Grant in Social Research, value \$300, is awarded every third year on the recommendation of the Dean of The Graduate School of Social Work and Social Research to advanced students, men and women, preferably candidates for the degree of Doctor of Philosophy.

Transfer Credit

Transfer credit in an amount up to the equivalent of one year of the program for the M.S.S. may be allowed for work done at other accredited schools of social work. Such transfer credit will not be given until the candidate has completed a semester's work at Bryn

Mawr. In each case transfer credit must be recommended by the Dean.

Residence Requirements

For both the Ph.D. and M.S.S. degrees one year in full-time residence is required. Two sequential semesters in one academic year meet this requirement.

Persons registering for full-time programs should consult with advisers before undertaking employment concurrent with a full-time academic program because of the demands upon time for the expected high-quality performance of students. It is expected that full-time students will give priority to academic commitments.

Persons registered as full-time students who are provided fellowship or scholarship support through Bryn Mawr College may be employed up to eight hours per week during the academic year as long as satisfactory academic performance is maintained. In principle, this amount of time for employment beyond the full-time curriculum is reasonable.

University of Pennsylvania Reciprocal Plan

Under the Reciprocal Plan, courses at the University of Pennsylvania Graduate School of Arts and Sciences are available to Bryn Mawr graduate students. All full-time students and such part-time students as intend to become candidates for the Ph.D. degree are eligible. The number of courses which may be taken at the University is limited to one per semester. The procedure for registration and payment of tuition fees is the same as for students enrolled wholly at Bryn Mawr, with the exception that the student will present a letter of introduction to the Dean of The Graduate School of Arts and Sciences of the University of Pennsylvania when registering there. The University charges a small general fee for the use of the library, a library deposit, which is refundable, and fees for late registration. Ordinarily students are not advised to undertake such work during their first year at Bryn Mawr.

Degree Candidacy

Students become candidates for advanced degrees only after they have met the School's requirements and, in the case of the Ph.D. degree, made formal application which has been approved by the members of the faculty on the Doctoral Committee of The Graduate School of Social Work and Social Research.

Continuing Enrollment

Students who have completed the required course work for the Ph.D. degree and are continuing independent work on their disser-

tations must retain their enrollment and degree candidacy by registering for one or more seminars each semester or must register under the Continuing Enrollment Plan. Such students will be billed under the Continuing Enrollment Plan unless they have asked for a leave of absence in writing and a leave has been granted.

In addition, students who are not planning to register for academic seminars but who are planning (1) to present themselves for College examinations, (2) to use the College libraries, or (3) to consult members of the Faculty must register under the Continuing Enrollment Plan. Such enrollment does not carry academic credit.

Summer Work

Arrangements can be made for doctoral students to continue research during the summer or to enroll for tutorials and independent study. Students should register for such work with the Dean at The Graduate School of Social Work and Social Research early in May.

Registration

Every student in The Graduate School of Social Work and Social Research must register for courses during the registration period listed in the School Calendar. Permission to make any change in registration must be received from the Dean of the School. Students who do not complete their registration during the registration period or who change their selections after the close of the registration period are subject to the Late Registration Fee, and after a specified date, the Add-Drop Fee.

Only courses given in The Graduate School of Social Work and Social Research are described in this Calendar. Unless otherwise noted, these are for one semester. Descriptions of other graduate courses given at Bryn Mawr may be found in the Calendar of The Graduate School of Arts and Sciences.

Grading

Two grades are given for graduate work, *Satisfactory* and *Unsatisfactory*. Occasionally extensions may be given for the completion of work. However, there will be no extension beyond November 1 of the academic year following that in which the work was due. After November 1 the work will be graded *Unsatisfactory* or the term *Incomplete* will remain permanently on the record.

Mutual Accountability

The essential educational relationships in the School are based upon the principle that members of the faculty and students are accountable to each other on an equitable basis. Procedures to implement this principle which have been developed through joint effort of members of the faculty and members of the Student Association are given below.

1. It is the instructor's responsibility to provide the student with (a) an evaluation (i.e., Satisfactory, Unsatisfactory, or Incomplete grade) for the course or seminar, and (b) qualitative analysis of oral or written presentations, examinations, or other educational performances, as well as a written analysis of the student's semester performance at the end of the semester.

2. The student's responsibility, as a condition of receiving a grade, is to (a) participate in either an oral or written mid-term analysis of the quality of the course or seminar, (b) prepare an end-of-semester signed written analysis of the instructor's performance to be shared only with the instructor, and (c) in the interest of systematizing student contribution to the development of the School, particularly as related to questions of faculty reappointment, promotion, and tenure, prepare for the Dean and the instructor a signed evaluative statement regarding the instructor's work.

The Master's Student Adviser

At the beginning of each academic year a member of the faculty is assigned to serve as adviser to each student. Responsibilities of the adviser include: providing educational guidance in selection of a student's course of study; registering the student; orienting the student to the School, its curriculum, and its policies; identifying and consulting with the student on problems which may be interfering with the student's educational progress; informing the Dean when a student's performance places him or her in academic jeopardy and presenting to the Committee on the Evaluation of the Educational Performance of Master's Students a summary of the student's performance in each course; consulting with first-year students about choice of second-year practice options and the option of the Master's Paper; and representing the student's interests when necessary.

The faculty adviser is expected to schedule three conferences each semester, one of which may be the course registration conference. Additional conferences may be initiated by the student or scheduled by the adviser.

The Doctoral Student Adviser

The primary role of the adviser is to serve as: an educational counselor; an interpreter of procedure and policy; a source of information on such matters as courses available in other settings, and research and funding opportunities; and as a consultant on course selection. The adviser also has an educational and evaluative role in recommending the student for candidacy.

Exclusion

The College reserves the right to exclude at any time any student whose academic standing is unsatisfactory or whose conduct renders him or her an undesirable member of the college community.

Withdrawal and Readmission

A student who has withdrawn from the School is not automatically readmitted. After a year's absence he or she may request readmission and should consult the Dean and the Chairman of Admissions concerning the procedure to be followed.

Leaves of Absence

A student whose academic work is in good standing may apply to the Dean for a leave of absence. A leave is generally requested for an academic year. If the student wishes to return to the program at the end of that year, he or she should write to the Dean requesting reinstatement. Available space in the program and length of time the student has been away from the School will be factors affecting reinstatement. A student extending leave beyond the approved period will need to reapply for admission to the School.

Medical Leave of Absence

The student may, on the recommendation of a physician, request a medical leave of absence for reasons of health at any time. Readmission may be granted upon recommendation of the Dean based upon evidence of the student's capacity to meet the demands of his or her program.

Programs and Degrees

Bryn Mawr College awards the degrees of Master of Social Service and Doctor of Philosophy in The Graduate School of Social Work and Social Research.

The Degree of Master of Social Service

The program for the M.S.S. degree is designed to prepare graduates for Clinical Social Work, Social Service Management, Community Organizing, Policy Research and Development, or Program Planning and Administration. Two academic years of full-time study are required. The degree represents the completion of a concurrent program of course work and practicum. Provision is made for field instruction in a range of public and voluntary agencies and organizations with programs in such fields and settings as: Aging, Child Welfare, Community Mental Health, Consumer Organizations, Corrections and Criminal Justice, Drug and Alcohol Dependency and Abuse, Family Counseling, Health, Housing, Intergroup Relations, Labor Relations, Legal Services, Mental Retardation, Neighborhood Organization, Public Education, Public Welfare Administration, Social Planning, Social Rehabilitation and Social Welfare Research.

Prerequisites. The prerequisite for the M.S.S. degree is a Bachelor's degree or its equivalent from a college or university of recognized standing in the United States, or a degree or certificate of the same standard from a foreign university.

PROGRAM OF WORK

The first-year program is similar for all students except for the selection of either Social Casework or Community Social Work as the principal focus in social work practice. The first-year required courses are:

Social Casework I and II *or*

Community Social Work I and II

and the following:

Personality Theory *or* Normal Growth and Behavior

Social Theory

Social Welfare Policy and Services: Historical Perspectives,
or Social Welfare Policy and Services: Social Policy
Analysis

Introduction to Research and Statistics

Field Instruction I and II

In addition the student is expected to select two electives during the first year of study.

The courses required in the second year are in part determined by the student's area of practice concentration. These include a choice of Clinical Social Work, Social Service Management, Community Organizing, Policy Research and Development, or Program Planning and Administration. In addition, each student also takes a practicum.

SECOND-YEAR OPTIONS

Clinical Social Work

Clinical Social Work is concerned with the alleviation of problems in the social functioning of individuals, families, and small groups. Direct and indirect methods of intervention, such as individual, family, and group treatment, collaboration, and consultation are used to accomplish this purpose. A related responsibility is improvement in the structure and functioning of the various systems which affect social functioning.

Social Service Management

Social Service Management has as its central goal the improvement of the structure and quality of social services. Social Service Management prepares students to assume the responsibility for organizing and marshalling the delivery of services; identifying and translating client needs into appropriate agency programs; training and supervision of other categories of social welfare personnel; manpower development and examination and evaluation of policies; and developing the monitoring of organizational structure and procedures in relation to delivery of services.

Policy Research and Development

This practice concentration provides knowledge and skills required for the analysis of problems in given areas of social welfare; the determination of consequences of existing policies; the projection of consequences of new, alternative policies; the political feasibility of alternative policies; and the drafting of new policies and regulations. The student is expected to develop in-depth knowledge and skills in at least one substantive field in addition to generally applicable knowledge and practice skills.

Program Planning and Administration

This practice concentration provides knowledge and skills required for administering, planning, implementing, and evaluating human service programs. Areas of consideration include planning and control, community analysis, program and budget development, consumer participation, social policy intervention, leadership, staff relations, and a range of issues in administration. Knowledge in depth of at least one substantive field of human services is encouraged.

Community Organizing

Community Organizing stresses the strategies, tactics, and value-issues involved in direct work with groups mobilizing against major social problems, such as poverty and racism. In addition, direct community and workplace organizing within the social service sector is emphasized. Urban community development, neighborhood and workplace-based social action, and social movement organizing are three types of organizing explored in the two-semester sequence.

REQUIREMENTS FOR THE MSS DEGREE

Candidates for the M.S.S. degree must complete a minimum of eighteen semester courses, including a practicum. Each student's program of study consists of a combination of required and elective courses. One course credit may be an acceptable Master's Paper in an area of social work or social welfare.

ELECTIVES

Electives are offered in this School and in The Graduate School of Arts and Sciences at Bryn Mawr. With permission of the Dean of The Graduate School of Social Work and Social Research, students in the School may elect courses in The Graduate School of Arts and Sciences of the University of Pennsylvania under the Reciprocal Plan.

The reduction of required courses and the increase in electives is one principle which has guided the development of the curriculum. Another principle provides the opportunity for each student who demonstrates competence in a required course, including the practicum, to request a waiver of this required course in favor of an additional elective.

SPECIAL PART-TIME PROGRAM

It is possible for a small number of students for the Master's degree to extend the two-year program to three years. The pattern is to complete the first graduate year's requirements over a period of two years on a part-time basis, and to complete the second year's requirements during the third year on a full-time basis.

Bryn Mawr does not enroll students except in degree programs.

CERTIFICATION FOR SOCIAL WORK IN THE SCHOOLS

If a student is interested in social work in the schools in Pennsylvania, certification may be acquired through the Department of Education and Child Development.

The choice of certain electives both in The School of Social Work and Social Research and in the Department of Education, and a practicum in a school setting will prepare a student for such certifi-

cation as part of the MSS program. Students interested in such an option should confer with the appropriate faculty person in the Department of Education and Child Development.

NON-CREDIT SEMINAR

Supervision in Social Work

This seminar relates basic learning theory to learning in social work. Emphasis is placed on identifying learning patterns of the student or staff member, the appropriate use of the supervisory method, and selection of educational experiences related to varying patterns. It is given on an audit basis for those with limited field instruction or supervisory experience. There is no fee for persons who are serving as field instructors for students in the practicum.

LAW AND SOCIAL SERVICE

The faculty has approved the planning and development of a new graduate curriculum in Law and Social Service. For a number of years the School has offered a seminar, "Law as an Instrument of Social Change." In 1975-1976 two new law-related courses will be offered: "The Place of Law in Society" and "Social Philosophy and the Problem of Ideology." A committee based in the School of Social Work and Social Research is actively working on a more complete proposal. This new program will focus on questions of social justice to prepare professionals, particularly those in social service, with special understanding of legal institutions and processes. Interested persons may write to the School for further information.

The Degree of Doctor of Philosophy

The curriculum for the Ph.D. provides a program of study from which a person may enter one of many careers, depending upon the changing needs and opportunities in social welfare and the interests and capabilities of the individual. Preparation for research and teaching are central to the goals of the program. Development of a variety of research competencies is encouraged; preparation for teaching in all areas of the social work curriculum, graduate and undergraduate, is also provided. The study of social work practice emphasizes theoretical work. Social policy development and analysis is given special attention.

The Ph.D. program in social work and social research prepares the student for understanding the nature and interdependence of individual and societal needs, and developing and promoting means by which these needs can be met most fully. Successful completion of the Ph.D. degree presumes demonstration of the scholarly pur-

suit of knowledge characterized by abstract logical thinking, critical evaluation, ability to reach new integration, and capacity to disseminate appropriately what one knows.

The candidate for the Ph.D. degree should have ability of a high order, intellectual curiosity, critical judgment, independence, a broad general education, and a Master's degree, usually in social work. Some experience in social welfare is desirable.

The program is planned to broaden the student's knowledge of social welfare in general and, through intensive study and research, to deepen his or her knowledge in one field in particular. The curriculum includes the following areas:

Social Work and Social Welfare: Past and Present

Social and Behavioral Sciences

Social Research

Social Work Practice: Theories, Research, and Issues

1. *Societal Focus*

2. *Community/Institutional Focus*

3. *Individual/Family/Group Focus*

A student's course of study and Preliminary Examination are organized around a Major Area. The Major Area may be either Social Work and Social Welfare: Past and Present, or Social and Behavioral Sciences.

Minimum requirements include four courses in the Major Area, and two courses in each of the other areas. In Social Work and Social Welfare at least one course shall be taken in the Social Policy area and one in the History area. In Social Work Practice the two required courses must be taken in the same practice area. In the Social and Behavioral Sciences at least one course should be taken in the Social area and one in the Behavioral area.

In general, a minimum of twelve semester seminars plus two courses focusing on the dissertation is completed in preparation for the Ph.D. degree. Beyond the required seminars, doctoral students may elect courses in this School, The Graduate School of Arts and Sciences at Bryn Mawr, or The Graduate School of Arts and Sciences at the University of Pennsylvania under the Reciprocal Plan.

The requirements for the Ph.D. degree in The Graduate School of Social Work and Social Research are listed below.

1. An acceptable baccalaureate degree and undergraduate preparation satisfactory to the School.
2. In general, a Master's degree from an accredited school of social work or social welfare and preparation satisfactory to the School. Exceptions may be made for a student who has completed a Master's degree and satisfactory preparation in an allied field and presents significant experience in social work or social welfare or for a student in the M.S.S. program whose competence and qualifi-

cations as demonstrated in performance in this program promise that he or she can meet the demands of the Ph.D. program without first completing the M.S.S. degree.

3. Completion of a minimum of one academic year in full-time residence in The Graduate School of Social Work and Social Research. The residence requirement is met by two consecutive semesters of study from September through May; three or four courses are to be taken in each of these semesters.
4. Satisfactory completion of a course of study consisting of a minimum of twelve semester courses or seminars, including both those which are required and those which are elective. In addition, two tutorials in supervised work on the dissertation are required.
5. A reading knowledge of a modern foreign language tested by a written examination. In certain circumstances students whose native language is not English may offer English as a foreign language.
6. The acceptance of the student into candidacy for the Ph.D. degree. Application for candidacy may be made only after successful completion of the residence requirement and the foreign language requirement.
7. Satisfactory completion of the Preliminary Examination consisting of written examinations in four areas and an oral examination by the candidate's Supervising Committee. The examinations are intended to test the candidate's general knowledge in his or her areas and fields rather than familiarity with particular courses. They are organized around the student's Major Area and based on a reading list to be developed by the student and the supervising committee. One of the written examinations may be a take-home examination arranged between the student and the supervising committee. Preliminary Examinations are scheduled in October, mid-January and late March.
8. The preparation of a dissertation judged to be worthy of publication. The dissertation must represent independent investigation and writing and must contain new material, results, or interpretations.
9. A satisfactory Final Oral Examination in the special area in which the dissertation has been written.
10. The publication of the dissertation in whole or in part. Micro-filming is accepted as a method of publication.

Resources for Graduate Work at Bryn Mawr

Library

The Mariam Coffin Canaday Library, and the eight auxiliary libraries of Bryn Mawr College, including the Art and Archaeology collection in the M. Carey Thomas Library, contain over 425,000 books and regularly receive more than 2000 periodicals as well as many scholarly series. The Library has generous hours of opening throughout the year. Books are readily accessible on open stacks and in study rooms; individual carrels are available for advanced students.

The John D. Gordan Reference Center provides a focus for reference books and services in the new library. In its card catalog, the main entry cards of the Haverford College Library join those of the Bryn Mawr Library, thus bringing more than 635,000 entries into one file. In addition, the Library is a member of the Union Catalogue of Pennsylvania, which locates approximately 7,000,000 volumes in the Philadelphia area and throughout the state, including the libraries of the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the Franklin Institute, the College of Physicians, the Rosenbach Foundation, the University of Pennsylvania and Temple University.

Computer Center

Through its membership in the Uni-Coll Corporation, a regional educational computer consortium, Bryn Mawr College has access to the resources and technical support of a major computing center. A high speed, remote batch terminal (printer at 600 lines per minute, card reader at 600 cards per minute) and nine teletypewriter terminals located on campus link the College with the Uni-Coll IBM 370 Model 168 computer. These facilities make available to faculty and students batch, remote job entry, and interactive computing supported by a large variety of programming systems.

Graduate Program for the Master of Social Service

Candidates for the M.S.S. degree must complete a minimum of eighteen semester courses or seminars, including a practicum. Each student's program of study consists of a combination of required and elective courses.

The basic first-year program is similar for all students except that the student selects either Social Casework or Community Social Work as his or her principal focus in social work practice. The first-year required courses are:

Social Casework *or* Community Social Work (two semesters)
Field Instruction—coordinated with one of the above (two semesters)

Introduction to Research and Statistics

Personality Theory *or* Normal Growth and Behavior

Social Theory

Social Welfare Policy and Services: Historical Perspectives, *or*
Social Welfare Policy and Services: Social Policy Analysis

In addition, the student is expected to select two electives during the first year. Thus, the usual first-year program is composed of ten semester courses.

The requirement of Social Research and Statistics may be met by the seminar, Introduction to Research and Statistics, in the first semester. Students who waive this course may select an alternate course or two modules in the area of Social Research and Statistics.

The requirement in Personality Theory may be met either by the one-semester course of that title, or by the course entitled Normal Growth and Behavior.

The requirement in Social Theory is ordinarily met by taking the one-semester course of that title. Students entering with extensive preparation in sociology, social psychology, political science, or other social sciences as approved by the School may choose to take an examination which will exempt them from the Social Theory course. Such students will meet the area requirement by taking Organizations and Social Welfare or Human Service Organizations.

The requirement in Social Welfare Policy and Services may be met by the one-semester course entitled, Social Welfare Policy and Services: Historical Perspectives, or by Social Welfare Policy and Services: Social Policy Analysis.

The courses required in the second year are determined by the student's area of concentration in social work practice. The

second-year options are: Community Organizing, Policy Research and Development, Program Planning and Administration, Clinical Social Work, or Social Service Management. Field Instruction is coordinated with one of these choices. Normally, the first-year preparation for Community Organizing, Policy Research and Development, and Program Planning and Administration is Community Social Work; the preparation for Clinical Social Work or Social Service Management is Social Casework. In addition, the student is expected to enroll in four electives, two each semester. A Master's Paper in an area of social work or social welfare may be undertaken for credit as one elective. Thus, the usual second-year program is comprised of eight semester courses or seven semester courses plus a Master's Paper.

Master's degree students are required to take at least one course designated as particularly relevant to minority concerns. Courses which meet this requirement vary from semester to semester and are designated prior to pre-registration by the Curriculum Committee Task Force on Incorporating Content on Minorities into the Curriculum. Examples of such courses include: Race, Poverty and Human Development; Social Work and Ethnic Minorities; and the Black Family Structure, the Black Community and Social Work.

REQUIRED COURSES

First Year of the MSS Program

The student selects either Social Casework or Community Social Work as his or her principal focus in social work practice. Other required first-year courses are Field Instruction I and II, and a semester of Social Welfare Policy and Services, Personality Theory or Normal Growth and Behavior, Social Theory, and Introduction to Research and Statistics.

Any student may petition for a waiver of a required course in favor of an elective. The petition is directed to the Dean after consultation with the student's adviser and recommendation from the instructor of the course to be waived. A student's record and background of preparation are reviewed. In addition, successful completion of an examination in the area may be required.

Community Social Work I

Community Social Work is based on the assumption that many crucial human problems, such as poverty, racism, and the oppression of groups because of age, class, and sex, derive largely from the

structure of institutions, communities, and from the larger social-economic order. Consequently, philosophies and strategies for change at the institutional, community, and societal level have been developed. The aim of this course is to introduce students to a broad range of community social work philosophies and strategies, and to assist each student in clarifying his or her own approach. Specific emphasis is placed on increasing skills in the analysis of communities, organizations, and social policies and on increasing skills in deriving strategies from such analyses.

Community Social Work II

Emphasis of the seminar is on increasing practical skills and understanding of three types of community social work: Community Organizing, Program Planning and Administration, and Policy Research and Development. In introducing students to each type of community practice, consideration is given to value issues, techniques of problem solving, selection of strategies, and to the roles and tasks of the community social worker.

Social Casework I

The function of social casework in social work as related to the problems of individuals and primary groups is considered. Theory and application of the technical processes of psychosocial study, diagnosis and casework services are examined. Attention is given to understanding the person and the dynamic relationship with his or her social-cultural environment and to the conflicts and issues in social work practice.

Social Casework II

Understanding the basic processes applied to casework practice in varying age groups, areas of problem and agency settings is deepened. Increasing use is made of students' case materials. The seminar studies the relationships among purpose, skill, social resources, social systems and human needs.

Field Instruction I and II

A practicum in basic social work principles and concepts in a field setting is provided. Field instructors carry responsibility for facilitating students' learning in relation to all areas of the curriculum. Field Instruction I and II are taken collaterally with Social Casework I and II or Community Social Work I and II.

The Community Social Work student's practicum during the first semester is in the form of a Field Laboratory Seminar (Field Instruction I). The Field Laboratory Seminar includes a series of skill-oriented activities, experiences, and group sessions, linked

conceptually to the content of Community Social Work I; during the second semester Community Social Work students enroll in Field Instruction II, which involves placement with an agency or community organization under the supervision of a field instructor.

Personality Theory

Fundamental ideas in personality theory are presented which are considered to be especially pertinent to the various practices of social workers. Presentation leans heavily upon psychoanalytic theory, but students are encouraged to study in several theories of personality of their own choosing. Emphasis is upon general principles connected with the determination of the shape and content of an individual's personal-social functioning.

Normal Growth and Behavior

This seminar considers major biological, psychological, social, and cultural determinants of normal human growth and behavior throughout the life cycle. Cross-cultural perspectives are emphasized. Stress is placed on the individual's continuing adaptation to change within himself or herself and in the world. Discussion includes optimal life experiences which promote healthy growth.

Social Theory

Starting with a general consideration of theory and its relevance to social practice, this seminar provides a working acquaintance with major contemporary sociological models which have special bearing upon social work. Emphasis is placed upon critical evaluations of such models as Marxism, Social Darwinism, Structural-Functionalism, Conflict Model, and Symbolic-Interactionism. The applicability of these models to the analyses of family, community, social deviance, power, and social conflict is also examined.

Organizations and Social Welfare

Major theoretical developments in the field of formal organizations are considered with special emphasis on their application to social welfare, including such matters as the structure and processes of public welfare bureaucracies, organizations as instruments of policy, relationships with professions and the role of informal organization. This course meets the requirement for students entering with extensive preparation in the area of Social Theory,

Human Service Organizations

This course begins with a review of structural types of organizations of special importance to social welfare: the rational bureaucracy, the profession, the voluntary association and the social movement.

BRYN MAWR COLLEGE

It examines the structure of the welfare system at the federal and state levels. It then turns to a review of empirical studies of human service organizations, such as correctional institutions, clinics, hospitals, and employment agencies, focusing on organizational problems of each and upon the role of the human service professional in each.

Social Welfare Policy and Services: Historical Perspectives

The organization and growth of social welfare and social work as major social institutions are examined from historical and philosophical viewpoints. The evolution of social welfare attitudes and services in Great Britain and the United States is studied with attention given to the philosophical systems within which developments have taken place. Particular attention is given to the establishment of the current social welfare system in the United States and proposals to reform or change it. The role of social work within that system is described, and its future role discussed.

Social Welfare Policy and Services: Social Policy Analysis

This course begins with a discussion of some of the leading theoretical statements on contemporary social policy and social services, then moves to a case study approach in different policy areas. Child care and health care services receive special emphases.

SOCIAL RESEARCH AND STATISTICS AREA

A course in Research and Statistics is required of all students. If students pass the written waiver examination or present evidence of having completed an equivalent course at the graduate level, they may waive the course, Introduction to Research and Statistics. Additional offerings are intended to support specialized interests and are coordinated with practice areas of the curriculum. Any student may elect any number of modules summing up to an even number for credit as electives. Students who have waived Introduction to Research and Statistics are required to complete an alternate course or two modules.

Introduction to Social Research and Statistics (one semester)

This seminar is designed to provide the student with a range of basic concepts, decisions, and techniques involved in the conduct of social research. Emphasis is placed upon the development of research design relevant to social work practice. Special attention is given to elementary statistical methods and procedures for data collection, data analysis, and reporting of findings.

SOCIAL WORK AND SOCIAL RESEARCH

MODULES

Administration of Evaluative Research

Integration of research into social programs, writing of the research component in grant proposals, budgeting research projects and administration of research personnel are reviewed. (½-semester course)

Behavioral Modification Research

Underlying theory, method, and research in the area of behavior modification are reviewed. (½-semester course)

Content Analysis

This module is aimed at giving research-oriented students background in content analysis as an approach to written and verbal communications. Inasmuch as the field of social work relies heavily on these communications and their understanding, this research strategy is viewed as highly useful, particularly to students with research interests in casework, policy analysis, and social welfare history. Current literature on content analysis applied to these areas is critically reviewed. Workshop sessions are utilized to allow students to design a content analysis research project in an area of their interest. (½-semester course)

Development of Evaluative Information Systems

Examples of major information systems are examined for the technology involved, the potentials for program management, and the special problems in establishing such data sources. Examples are selected from State and Federal government and major voluntary sector efforts. (½-semester course)

Evaluating Clinical Processes

This seminar-workshop explores the special problems in clinical evaluation, and the most effective research techniques for such evaluation. Students apply information learned in class to their own projects. (½-semester course)

Evaluative Research and Social Policy

Research as an adjunct to policy formation in program monitoring and evaluation is the focus. Effects of policy changes and program alternatives are analyzed. (½-semester course)

Field Experiments in Service Delivery: Health

Evaluative research and experiments in the health fields are reviewed. Focus is on the special problems of doing research in such

health settings as mental health clinics, health maintenance organizations, and hospitals. Studies of client populations, incidence and prevalence of disease, public health and community statistics are analyzed as well as the assessment of social-medical programs. The practices and procedures involved in research in medical organizations and interprofessional relationships are special points of emphasis. International material is drawn upon. (½-semester course)

Field Techniques in Survey Research

This course aims to develop competence in skills needed for field surveys and related types of empirical research. It is specific and concrete and the work of the course will include practical experience in technique. Skills covered include item analysis and instrument construction, pretesting procedures, employment of standard measurement instruments; sampling: drawing of various kinds of samples establishing population listings, sources, randomization; preparing for field operations, organization of field teams, offices and equipment, community diplomacy; interviewing: research interviewing skills, practice interviewing, use of recording equipment; preparation of field data for analysis, storage and retrieval. (½-semester course)

Indices and Social Indicators in Assessing Need and Effectiveness

Developments and techniques in the area of summary social measures, utilization of existing data series, and index construction are reviewed. (½-semester course)

Institutional Analysis

The purpose of this seminar is to learn to apply qualitative research methods to the study of social welfare institutions. Interviewing, direct observations, and examination of organizational documents are discussed as strategies to assess "organizational character." Each seminar participant will be expected to engage in an analysis of an appropriate institution and to share his or her findings with the class. (½-semester course)

Introduction to Computers and Statistical Analysis

A general introduction is given to computer terminology and components in computer systems. This course is designed to provide sufficient knowledge to enable a student to set up and manipulate either his or her own data or data previously set up and stored on tape or disc using a common statistical program. Short tasks are assigned to give the student first-hand experience. No knowledge of computers or previous experience is assumed. (½-semester course)

Introduction to Evaluative Research

This seminar introduces the student to the process of evaluating social work practice and programs. It includes goal setting and specification and the design of research components of social programs. (½-semester course)

Measurement of Social Data

The focus of this module is on monitoring social phenomena through their direct and indirect measurement. Social indicators and social reporting are addressed in terms of theoretical, methodological, political, and practical considerations. Current literature is critically reviewed. Students prepare a workshop presentation applying social indicators to direct service practice or an issue of their choice. (½-semester course)

Small Groups and Program Innovation

Instruction is given in standard experimental small group design and the demonstrated potential of this method for program development is considered. (½-semester course)

Statistical Techniques for Assessing Outcomes

The module, Introduction to Computers and Statistical Analysis or its equivalent, is a prerequisite for this unit. Advanced statistical techniques allowing for control of variables, including multivariate techniques, are emphasized. (½-semester course)

Survey Methods in the Evaluative Process

Instruction is given in the components of traditional survey methods including sampling, instrument construction, survey interviewing, data analysis, and reporting. (½-semester course)

Techniques of Participant Observation in Program Evaluation

A range of studies using this technique is considered. The problems and opportunities involved in applications in different settings as well as the inherent difficulties for data analysis are examined. (½-semester course)

Use of Available Data in Evaluation

Emphasis is given to instruction in the techniques of secondary analysis, in major existing data resources and recurrent publications, and utilization of these for background information for projected studies. (½-semester course)

Second Year of the MSS Program

The second-year options are Community Organizing, Policy Research and Development, Program Planning and Administration, Clinical Social Work, and Social Service Management. Field Instruction III and IV are coordinated with these choices.

Normally, the first-year preparation for Community Organizing, Policy Research and Development, and Program Planning and Administration is Community Social Work; for Clinical Social Work or Social Service Management the preparation is Social Casework.

Clinical Social Work (two semesters)

Throughout the two semesters students are expected to develop ever deepening knowledge and skill in clinical social work practice. This includes differential psycho-social diagnosis and methods of intervention, e.g., individual, family and group treatment; crisis intervention; and community mental health. In addition, there is critical analysis of various theories of practice and theoretical positions and the interventions arising from these. Current issues in clinical social work and their relationships to issues in social welfare are explored. The particular issues examined are determined, in part, by the interests of the members of the seminar.

Social Service Management (two semesters)

Social Service Management involves the marshalling of social policy concerns, diagnostic and treatment skills, and knowledge of human behavior to provide appropriate social services and bring about organizational change within social institutions. Social Service Management builds upon direct service experience and prepares students to plan with other persons to provide services by personnel other than the Master's degree social worker, to train and supervise the variety of persons providing direct service, to provide staff development and in-service training, to provide consultation and education, to work with community resources around coordination of existing services as well as toward developing new resources, to participate in the team delivery of social services, and to monitor and evaluate the quality of those services. While a student might carry a case or two in direct service, the purpose would be directed toward the larger goal of better understanding and thereby improving service delivery and accountability to clients rather than limited to the narrower goal of improving direct service skills.

Community Organizing (two semesters)

The focus of this two-semester seminar is on direct work as an organizer with people experiencing injustices on a neighborhood,

institutional, community, or city-wide level. Specific problems and opportunities offered by organizing among blacks, women, welfare recipients, white working people, the aging, and human service workers, are explored in depth. Three types of organizing (community development, social action, and social movement organizing) are critically examined. Emphasis throughout the year is placed on clarifying the values of the organizer and on increasing practical skills in direct work with people organizing for social change.

Policy Research and Development (two semesters)

During the two semesters significant literature from a combination of academic disciplines is examined for the purpose of providing students with understanding and analytic skills in the following areas: policy definition, specifically in social welfare issues; an understanding of the policy-making process and the identification of key elements in policy formulation; the construction of analytic frameworks for policy analysis and policy research; an examination of the processes of policy implementation; identification of the administrative issues implicit in policy formulation and implementation; examination of the issues and techniques for policy research and evaluation; and the formulation of research designs for the analysis of policy development, implementation, and evaluation in specific social problem areas. The course is conducted in seminar style, with shared faculty-student responsibility for the learning process.

Program Planning and Administration (two semesters)

This seminar engages theories and concepts of organizations, administration and management, decision-making, program planning and community structures. The basic objective is development of abilities in administering service programs, establishing a concrete planning-administrative process, mobilizing community resources, developing proposals and funding, evaluating agency impact, coordinating human services, and establishing specific policies and procedures within the human service agency.

Field Instruction III and IV

A practicum is taken collaterally with Clinical Social Work, Social Service Management, Community Organizing, Policy Research and Development, and Program Planning and Administration. For all second-year students the practicum consists of two or three days per week for each of the two semesters.

ELECTIVES

Administration of Human Service Agencies

This seminar is concerned with the structure, operation, and change of human service agencies. Subjects discussed include: varieties and uses of organizational structure; policy formulation; decision-making; organizational change; management functions; the role of the staff in administration; principles of personnel management; social workers' unions; and origins, flows and uses of resources and information. (Not offered 1975-76.)

Adolescence, Juvenile Delinquency and Intervention

The seminar considers normal aspects of adolescence--physical, psychological, developmental, and personal; and social aspects of adolescence--family, peer group, vocation, and economic. Consideration is also given to theories of juvenile delinquency; the adolescent and the criminal justice system; and goals, methods, and strategies of social work intervention.

American City in the Twentieth Century

This course deals primarily with social transformations in the cities under the impact of rapid urbanization. It also considers political, aesthetic, and cultural changes in American cities. (Offered in conjunction with the inter-departmental program, The Growth and Structure of Cities.)

Black Family Structure, the Black Community, and Social Work

The black family is examined in terms of its own history and family interaction, not as a deviation from a norm. The course examines the history of the black family, family interaction on different socio-economic levels, and some aspects of the black community. (Not offered 1975-76.)

Change and Resistance to Change in Social Work

This course examines social work in general as the expression of liberalism and the consequent problems that attend it. The welfare state, modes of treatment, professionalism, and social change perspectives in the light of a liberal-radical differentiation are analyzed. Some alternate expressions of social work are developed. Students are expected to participate in the development and management of the seminar within the constraints of the topic.

Child-Caring Patterns

Emphasis of this seminar is upon the development of a cross-cultural perspective on the care and rearing of children. Practices

within various forms of the family, kinship groups, and collectives are examined. Attention is given to the socialization process, recognition of cultural norms and values, and the relevance of these topics for social work.

Community Advocacy Systems

The structure and operation of organizations working in behalf of categorical groups—racial, nationality, sex, and others, such as consumer and recipient groups—are considered. Perspectives from the study of social movements and social organization are employed in analysis.

Community Mental Health

This seminar emphasizes the nature of mental health services and the concepts of comprehensiveness, prevention, community participation and continuity of care. Professional opportunities available in community mental health and skills and knowledge most necessary for today's mental health practitioner are considered. The work of the Community Mental Health Center is the main focus of the seminar. Students design a comprehensive Community Mental Health Center and discuss the elements involved. (Not offered in 1975-76.)

Comparative Personality Theory

This seminar systematically examines and compares some of the major personality theories as well as newer theories. There is an attempt to apply the theories critically to a range of social work situations and concerns, and evaluate their use to social workers. (Not offered 1975-76.)

Criminal Justice System: Current Issues and Practices in Adult Corrections—Prison, Parole, and Probation

Issues and practices in the delivery of human services within adult probation, parole, institutions, and ancillary agencies are examined against society's dual aims of rehabilitation and self-protection. The current and potential roles of social work in these areas of the criminal justice system are evaluated. Visits to selected institutions and agencies in this field, for direct exposure to such settings and discussions with their staffs, may be planned.

Criminal Justice System: Issues and Practices in Juvenile Delinquency—Intervention in the Legal System

Issues and practices in the delivery of human services to the juvenile and his family, the community, and the justice system and ancillary agencies are examined in the areas of prevention and

treatment of delinquency. Developing roles for social work in keeping pace with emerging patterns in prevention, programs, and practices, including moves toward de-institutionalization, are studied. Visits to selected institutions and agencies in this field, for direct exposure to such settings and discussion with their staffs, may be planned.

Death and Dying

This seminar considers issues confronting the practitioner in working with the dying person and those suffering grief and mourning. Emphasis is placed on examination of seminar members' own attitudes and feelings as prerequisite to successful work with others. Reading range is wide; use is made of films and guest speakers whose practice is with terminally ill patients.

Deviant Behavior and Social Work Practice

This course focuses on various activities which are labeled as deviant, such as delinquent and criminal behavior, drug abuse, abortion, homosexuality, and sexual perversions.

Family Therapy

The purpose of this seminar is to provide a framework within which students can understand the field of family therapy. The focus is on family systems and the changes which can be made within these systems. Healthy and maladaptive family interaction patterns are examined, as are problem areas and basic principles. Various schools of thought on working with couples and families are considered. Attention is given to areas of student interest.

Gerontology: Current Policies and Issues

Focused readings and discussions by students alternate with guest lectures by specialists in gerontology. Policies and issues in legislation, health, mental health, income maintenance, social service programs, research, housing, and nursing home care are considered.

Gerontology: Theory and Research

The origins and boundaries of gerontology are examined. Roles and role-expectations of the elderly in different cultures are compared. The demographic characteristics of the elderly and the physiological and psychological changes associated with aging are identified. Changes in the nature of human productivity in later life and the potential of the elderly as a political bloc are considered. Readings and discussion focus on findings and problems of research in each area. (Not offered 1975-76.)

Gerontology: Planning for Service Delivery

Older persons have special needs that must be considered in the planning and delivery of human services. This seminar considers the nature and significance of these special needs.

Group Process

This seminar undertakes to study characteristics of the group process and content of understanding individual and group behavior. Typical problems include basic issues in working with groups; interaction patterns; practical applications of group theory; effective ways of working with committees, citizen-community groups, therapy groups, agency personnel, boards, clients; tools and techniques in working with groups; moving toward problem-solving and change through groups.

Group Therapy

This seminar is designed to give the student a foundation in the field of group psychotherapy. It is structured so that the student participates in group interaction similar to that occurring in therapy groups and correlates this experience with group theory. Videotapes of clinical groups are available as is video playback of a seminar meeting.

Issues in Child Welfare

Current issues and questions in the field of child welfare and their meaning for practitioners are considered. Content is drawn from areas such as child abuse and neglect (both institutional and parental), child care, health, adoptions, placement, and advocacy. Attention is paid to programs currently existing, their rationale and impact, and the gaps that persist.

Law as an Instrument of Social Change

This course uses cases, statutes, and other materials to examine the successes and failures of the legal system, particularly the judicial branch, in fashioning new rights and remedies for persons heretofore disadvantaged in American society. The concepts of due process of law and equal protection of the law are given particular emphasis as are the implications of these developments for social workers and their relationships with clients and client groups. It is also a goal of this course to expand the student's knowledge of the legal system under which Americans live--its strengths, its weaknesses, and how as a citizen one can help make it more effective.

Marriage Counseling

This seminar examines theories of marital interaction, theories of therapy, and value systems of the marital counselor. Specific topics are chosen by participants who carry responsibility for presentation of materials and class discussion. (Not offered 1975-76)

Master's Paper

A Master's Paper may be undertaken with the permission of two faculty persons who would serve as Readers, or as the result of a research project in a particular interest area with one instructor and a second Reader. Whether students are enrolled in such research projects or whether students are developing a Master's Paper independently with first and second Readers, one course credit will be given after satisfactory completion of the Master's Paper.

The Ombudsman and Other Client Advocacy Systems

Institutional arrangements for communication, redress, and advocacy for citizens in their dealings with various levels of government are reviewed. Emphasis is given to the development and application of a classification scheme for such organizations and to the consideration of such models as the classical ombudsman and the decentralized agency. Comparative material is used from various American schemes and such foreign experience as that in Scandinavia, Great Britain and New Zealand.

Personality and Politics

Selected aspects of personality theory relevant to politics in the context of political cultures are explored. Ways in which personality theory and political theory interrelate are examined. Students participate in development of course content and process. (Not offered 1975-76.)

Problems and Treatment of Alcoholism

Issues inherent in abuse of alcohol are examined. Focus includes epidemiology, causation theories, effects of abuse, legislative considerations and enforcement, changing treatment approaches and their effectiveness, prevention and public education, and the growing role of social work in this field. Treatment and planning agencies may be visited for observation and staff discussion.

Problems and Treatment of Drug Abuse

Issues inherent in drugs and their abuse are examined. Included are their classifications and effects, causation theories, treatment approaches, legislation, enforcement, public education, prevention

and the role of social work. Current practices in treatment and myths are examined; treatment agencies may be visited for observation and staff discussion.

Psychopathology

The symptomatic pictures seen in adults in the major clinical diagnoses of the psychoses, psychosomatic disorders, character disorders, addictions and the neuroses are covered. Genetic, dynamic, and structural aspects of these illnesses are examined with discussion of implications for prevention and treatment.

Race, Poverty, and Human Development

The effect of varying socio-economic and racial environments on human development is examined in all areas, physical, emotional, cognitive, and social. The definition and effect of poverty and racism is specifically explored in relation to the larger socio-economic system. The course has a dual orientation in which theoretical material is applied to actual situations. (Not offered 1975-76.)

Selected Concepts in Personality Theory

This seminar is built upon concepts that are thought to be fundamental to clinical practice and social action at the same time. Critical analysis is made of recent interpretations of such concepts developed by the instructor. Related writings from a variety of authors in personality theory are also studied.

Social Movements and Social Work

The aims of this seminar are first, to introduce theoretical perspectives on social movements; second, to explore in depth the black movement and the women's movement in America; and third, to examine the potential contribution of social workers to social movements. (Not offered 1975-76.)

Social Welfare and the Workforce

Increasingly, social workers are involved in programs serving the blue-collar and white-collar workforce. This course gives focus to the major programs, policies, and issues in work-related social welfare, such as unemployment insurance, health and welfare, pensions, occupational health and mental health, and upgrading and affirmative action, with an emphasis on the role of the social worker. The evolution of social welfare programs for workers is examined with attention on the interplay of social welfare issues with broader conflicts between labor and management. Specific consideration is given to the negative effects of economic trends on

social welfare programs affecting minority and women workers. Social workers' responses to current issues faced by industrial and service workers are explored.

Social Welfare Policy and Services II

Emphasis is on the historical development of the social services. Programs developed in other countries receive particular attention.

Social Work and Ethnic Minorities

This course considers some of the special social welfare problems of blacks, Puerto Ricans, Chicanos and other Spanish-speaking groups, Asian-Americans, native Americans, Appalachian whites, and other ethnic minorities in American society. The course undertakes to help students cope realistically with these problems and with ethnic differences. Special attention is given to increasing awareness and understanding of the underlying causes of prejudice and stereotyping, and to developing ways of dealing with these problems.

Staff Supervision in Social Service

This seminar is designed for those Master's students who will be expected to assume supervisory and/or staff development responsibilities. The seminar takes its direction from the function of supervision which is seen as primarily twofold: 1) the provision of more effective delivery of service to the consumer; and 2) the education and professional development of staff.

The Place of Law in Society

The purpose of this course is to analyze the double relation between law and society: on the one hand, law and legal institutions are heavily determined by their social, historical, and ethical settings, while on the other hand, law can exert an independent guiding force over the social order. Materials are drawn from Max Weber and Willard Hurst to illustrate the social and historical determinants, and essays by Lon Fuller and Chaim Perelman to illustrate the normative framework. The possible role of law as a guiding force is considered, looking first at the law's contribution to movements for social reform (e.g., the civil rights movement) and by looking also at circumstances in which law has broken down (e.g., terrorism, the Attica rebellion).

Treatment of Children in Families

An overview of treatment of children from a range of social and economic backgrounds. The seminar examines approaches to the understanding and modification of problems by intervention

through the family. Emphasis is placed on careful examination of interactional patterns rather than systematic study of the total treatment process. The development of theory very closely related to the happenings in the family is attempted. Video tapes are used, along with readings and other sources of information.

Urban Economics

The purpose of the course is to introduce the student to the tools of economic analysis that apply to urban problems and the techniques of benefit-cost analysis as applied to social welfare programs.

PRACTICUM

The practicum is an integral part of the curriculum for the Master of Social Service degree. A placement is arranged for each student: in both semesters of the first year in Social Casework and in second semester of Community Social Work; in the second year in Clinical Social Work, Social Service Management, Community Organizing, Policy Research and Development, and Program Planning and Administration. First semester Community Social Work students' practicum involves a series of experiences and group sessions, the Field Laboratory Seminar, rather than agency-based placements. The purpose of the practicum is to provide the opportunity for the student to apply theory in order to deepen knowledge and develop skill in its use. Students' assignments are goal-oriented and are planned to give content, sequence, and progression in learning. Practicum experience in an agency or in a field laboratory runs concurrently with the practice seminar in order to maximize opportunity for the student to integrate the content of the two. Each student's practicum is usually arranged in a different setting for each year of the program. Most practicums are in the five-county Philadelphia metropolitan area. Placements are made regularly, however, in Harrisburg, in the State of Delaware, and in the national capital area. The practicum for M.S.S. students has been provided in field placements concerned with the following topics, among others:

- Aging
- Child Welfare
- Community Mental Health
- Consumer Organizations
- Corrections and Criminal Justice
- Drug and Alcohol Dependency and Abuse
- Family Counseling
- Health
- Housing

BRYN MAWR COLLEGE

Intergroup Relations
Labor Relations
Legal Services
Maternal and Child Health
Mental Retardation
Neighborhood Organization
Public Education
Public Welfare Administration
Social Planning
Social Rehabilitation
Social Welfare Research

FIELD INSTRUCTION SETTINGS

Students were placed during 1974-75 in the following agencies and organizations:

Albert Einstein Medical Center, Community Mental Health/Mental Retardation Center
Albert Einstein Medical Center, Daroff Division
American Foundation, Institute of Corrections
American Oncologic Hospital
Central Montgomery Mental Health/Mental Retardation Center
Child Care Service of Delaware County, Media
Child Study Institute of Bryn Mawr College
Children's Aid Society of Pennsylvania
CHOICE (Concern for Health Options: Information, Care and Education)
Community Assistance Project, Chester
Community Life Services, Inc., of Delaware County
Crozer-Chester Medical Center
Alcoholism Unit
Community Mental Health/Mental Retardation Clinic
Day Care Association of Montgomery County, Inc., Ambler
Delaware Council on Crime and Justice, Wilmington, Delaware
Delaware County Board of Public Assistance, Chester
Delaware County Juvenile Court, Probation Department, Media
Delaware, State of: Department of Health and Social Services,
Division of Aging
Division of Social Services

SOCIAL WORK AND SOCIAL RESEARCH

- Delaware Valley Regional Planning Commission
Diagnostic and Rehabilitation Center, Inc., Alcohol Unit
Education Law Center, Pennsylvania Program
Episcopal Community Services of the Diocese of Pennsylvania,
The Children and Family Service
Family Court of Delaware, New Castle County, Wilmington,
Delaware
Family Service of Philadelphia
North District Office
Northeast District Office
West District Office
Family Life Education
Family Service of Montgomery County, Plymouth Meeting
Family Service of Northern Delaware, Wilmington, Delaware
First Pennsylvania Corporation
Hahnemann Medical College and Hospital
Community Mental Health/Mental Retardation Services
Adolescent Day Treatment Center
Child Clinic
Department of Social Work Services
Department of Social Work Services, Maternal and Child
Health Unit
Health and Welfare Council, Inc., Philadelphia District
Housing Association of Delaware Valley
Institute for the Study of Civic Values (Child Care 1976)
Irving Schwartz Institute for Children and Youth
Jewish Family Service of Philadelphia
Law, Education, and Participation (LEAP), Temple University,
School of Law
Life Guidance Services, Inc., Lawrence Park
Lower Merion Community Mental Health and Mental Retardation
Center, Ardmore
Mental Patients Civil Liberties Project
Montgomery County Board of Public Assistance, Norristown
Montgomery County Office on Older Adults, Norristown
National Council of Organizations for Children and Youth,
Washington, D.C.
National Urban League, New York City
Norristown State Hospital, Social Service Department, Norristown
Northwest Interfaith Movement

BRYN MAWR COLLEGE

- Commonwealth of Pennsylvania
Board of Probation and Parole
Bureau of Corrections
Department of Health, Southeastern Regional Office, Norristown
Department of Health, Southeastern Regional Office, Consultant on Women, Philadelphia
Department of Justice, Bureau of Consumer Protection
Department of Public Welfare, Deputy Secretary for Social Services, Harrisburg
Department of Public Welfare, Office of the Secretary, Harrisburg
Department of Public Welfare, Regional Director of Planning, Philadelphia
Eastern Pennsylvania Psychiatric Institute, Adult Unit
Governor's Council on Drug and Alcohol
Governor's Justice Commission, Philadelphia Regional Planning Council
Haverford State Hospital
Office of the Governor, Harrisburg
Pennsylvania Committee for Criminal Justice Standards and Goals, Harrisburg
Pennsylvania Hospital Community Mental Health and Mental Retardation Center
Pennsylvania Prison Society
City of Philadelphia
Dr. Ethel D. Allen, City Councilwoman
Court of Common Pleas, Probation Department
Department of Public Health, Office of Mental Health and Mental Retardation
Lee Cultural Center
Philadelphia Child Guidance Clinic, Institute of Family Counseling
Philadelphia Corporation for Aging
Philadelphia Council for Community Advancement, Housing Component
Philadelphia Geriatric Center
Philadelphia Partnership
Philadelphia Psychiatric Center, Social Service Department
Philadelphia Women's Political Caucus
Saint Christopher's Hospital for Children, Psychiatric Clinic
School District of Philadelphia, District V
Sleighton Farm School for Girls, Delaware County
Thomas Jefferson University Medical Center, Community Mental Health/Mental Retardation Center

SOCIAL WORK AND SOCIAL RESEARCH

- United Communities of South Philadelphia, Southwark House
United Farmworkers
United States Department of Health, Education, and Welfare
Public Health Service, Region III
Social and Rehabilitation Service, Region III
Office of the Regional Director, Region III
United States Department of Housing and Urban Development,
Washington, D.C.
United States Office of Economic Opportunity, Region III
United States Congressman, Robert Edgar, Upper Darby
Urban League of Philadelphia
Veterans Administration Hospital, Coatesville
Veterans Administration Hospital, Philadelphia
Women Organized Against Rape
Youth Service, Inc., Director of Extension Services

Graduate Program for the Doctor of Philosophy

Consistent with the School's philosophy with respect to advanced study, the program is planned to broaden the student's knowledge of social welfare in general and, through intensive study and research, to deepen his or her knowledge in one area in particular. The curriculum includes seminars, tutorials, and independent study in the following areas:

Social Work and Social Welfare: Past and Present

Social and Behavioral Sciences

Social Research

Social Work Practice: Theories, Research and Issues

1. Societal Focus
2. Community/Institutional Focus
3. Individual/Family/Group Focus

A student's course of study, and Preliminary Examination, are organized around a Major Area. The Major Area may be *either* Social Work and Social Welfare: Past and Present, *or* Social and Behavioral Sciences.

Requirements include four courses in the Major Area, and two courses in each of the other areas. In Social Work and Social Welfare, at least one course shall be taken in the Social Policy area and one in the History area. In Social Work Practice, the two required courses must be taken in the same practice area. In the Social and Behavioral Sciences at least one course should be taken in the Social area and one in the Behavioral area.

When area requirements consist of specifically designated courses, a student may seek a waiver, by examination, of such a course. Such a waiver will not reduce the total number of courses required in the area nor the overall total of courses required for the degree, i.e., twelve semester courses plus two dissertation tutorials.

Beyond the required seminars doctoral students may elect courses in this School, The Graduate School of Arts and Sciences at Bryn Mawr, or The Graduate School of Arts and Sciences at the University of Pennsylvania under the Reciprocal Plan.

Social Work and Social Welfare: Past and Present

American Postwar Social Thought

This course is a careful examination of the books, chiefly outside of social work, which have been instrumental in the development of

social and political movements since World War II. Selections range through philosophy, theology, psychiatry, economics, and sociology. They are works which have been widely read by the educated public and policy makers. Some of the authors represented in past terms are Reinhold Niebuhr, Robert Nisbet, John Dewey, Milton Friedman, Daniel Bell, David Riesman, J.K. Galbraith, and Victor Frankl. The list changes every time the course is offered. (Not offered 1975-76.)

Comparative Social Welfare: Issues of Distribution and Redistribution

This seminar considers issues of income distribution and redistribution in the United States and selected Western European countries. Utilizing a cross-cultural frame of reference and data from empirical studies, the seminar gives attention to both social policy concerns with respect to redistribution and methodological problems.

NR

Comparative Social Welfare: Social Service Programs

Social welfare and social security programs in various societies other than the United States are studied. Among those to be examined are the systems in Sweden and the United Kingdom. (Not offered 1975-76.)

NR

Introduction to English and American Social Welfare History and Thought

Social welfare is examined as an historical institution. The development of a succession of philosophical systems within which this institution evolved is considered, and the influence upon both philosophy and welfare of social and economic changes is studied. Stress is placed upon historical and contemporary literature, which is examined for the light it casts upon the field of study. Anglo-American experience until 1930 is emphasized in this course.

Introduction to Social Policy

Different concepts of social policy are examined with special attention to issues in a number of different fields, such as: income transfers, medical care, social services, manpower training, education and housing. An attempt at an overall assessment of social policy is made based on empirical studies in the United States and selected advanced industrial societies in Western Europe. Attention is given to problems of citizen participation, coordination, evaluation, and social change. The course concludes with an interpretation of the limits and the future of social policy. (Not offered 1975-76.)

NR

Issues in Social Work Education

Selected issues in current social work education are examined in historical perspective. (Not offered 1975-76.)

New Deal, Fair Deal, New Frontier, and Great Society: American Social Welfare 1930-69

The past half-century is studied intensively as the seminal period for contemporary social welfare programs. The collapse of traditional relief measures before the onslaught of the Great Depression, the ameliorative and reform measures of the Roosevelt administrations, and efforts to expand and correct these and other programs in the ensuing twenty-five years are examined, all with a view to understanding the weight of the past upon the present, and to judge the directions in which further change is most likely.

Personality Issues in Social Policies and Programs

This seminar is concerned with personality and policy; the assumptions about personality functioning in social policies; the impact of public social policy on personality; the impact of personality factors on policies; personalities in policy-making positions; personality theories as origins for the development of social policy; and social equality and personality. (Not offered 1975-76.)

Policy Analysis of Specific Service Systems: Community Mental Health

This seminar examines the theoretical roots of the present community mental health system. Community mental health concepts of comprehensiveness, prevention, community participation, and continuity of care are analyzed in relation to policies governing the design and operation of Community Mental Health Centers. Students participate in the criticism and design of mental health service delivery policies. (Not offered 1975-76.)

Policy Analysis of Specific Service Systems: Health Care

This course deals with a range of issues in the delivery of health care services. Among the topics discussed are national health insurance, community mental health, the division of labor among health professionals, and movements of health consumers.

Social Policy and the Family

This course examines the response of public policy to the changing character of the American family. The course first discusses such changes in the family as declining birth rates, an increasing incidence of single-parent families, and increasing participation of

women in the labor force. It then moves to a consideration of the various ways that public policy has and has not been responsive to such developments.

Social Policy and Social Services

This course begins with a consideration of leading theoretical statements on social policy by British and American writers. It proceeds to a more concrete discussion of dilemmas in the organization of human services. Among these are public sector vs. private sector, accountability of service professionals, and the emergent roles of service consumers. (Not offered 1975-76.)

MR 7

Social and Behavioral Sciences

Comparative Personality Theories

Some of the more well known dynamics of personality theories are examined in relation to the development of the human personality and are compared to newer personality theories and sociological theories. An attempt is made to understand the similarities and differences of the theories and to relate the theories to the development of the total person.

Freud's Psychoanalytic Theory

Examination is made of psychoanalysis as a personality theory. Special attention is paid to metapsychology in psychoanalytic theory and to psychoanalysis as social theory. Intensive analysis of basic writings by Freud and his collaborators forms the focus of the seminar. (Not offered 1975-76.)

Formal Organizations

This seminar considers structure and process in large-scale organizations. Starting from major theories of social organization, the course focuses upon those organizations which are planned to coordinate the efforts of large numbers of persons to accomplish specific goals. Leadership, organizational pathologies and the role of the individual are considered.

Group Theory

This seminar undertakes an investigation of group process characteristics. Individual and group behavior are studied, using significant group theorists, such as Homans, Lewin, Festinger, Goffman,

Blau, Kelman, and Bales. Theory will be related to the basic issues involved in research on interaction and leadership patterns in a variety of work-oriented and therapy groups.

Human Development in the First Third of Life

This course examines human development as a total system physically, socially, emotionally, and cognitively, from prenatal development through young adulthood. Major human development theorists, such as Erikson, Piaget, and others are reviewed. Implications for social policies that will contribute to maximum potential human development are explored. (Not offered 1975-76.)

Occupations and Professions

This course reviews classic and contemporary sociological approaches to the study of occupations and professions. The focus is on the dynamics of professionalization, the bureaucratization of professional work, professional/client relations, and related issues. Particular attention is paid to human service professions. (Not offered 1975-76.)

Psychoanalysis after Freud

Psychoanalytic writings from the 1930's to the present are studied. Emphasis varies with class selection among the array of theorists and directions that have developed in psychoanalytic theory. (Not offered 1975-76.)

Race and Ethnic Relations

This seminar critically examines the theoretical concepts of prejudice, institutional racism, and cultural racism. Concepts of ethnicity, and ethnic movements and relations are also reviewed. Problems of social policy, social services, and social work practice are then studied in the light of ethnic and race relations concepts. (Not offered 1975-76.)

Social and Cultural Aspects of Health, Illness and Treatment

Starting with the assumption that social and cultural influences shape definitions and expectations concerning health, illness, and treatment, this seminar identifies instances and implications of such influences. Coverage includes a range of sociocultural environments and methods of treatment, and pertinent literature from the fields of anthropology and sociology.

Social Change

This seminar engages in an active search for an adequate abstract model of social change. Special attention is directed to modern

systems theory. Major social theories are examined for relevant contributions to an understanding of social change; contemporary patterns of change in society are documented; and limitations in attempts to guide change at different levels of social organization are noted.

Social Philosophy and the Problem of Ideology

The subject is the place of normative concepts in social knowledge, and whether rigorous social science must or should be value-free. Two prominent statements of this problem are Mannheim's notion of the sociology of knowledge and Marx's theory of false consciousness. In examining these two positions, the seminar undertakes to bring out the philosophical presuppositions of these and other attempts to separate values from facts and to move toward a general critique of positivism in social theory. (The philosophical statement of positivism is illustrated by A.J. Ayer; the legal version is represented by Hans Kelsen.) Finally it tries to define alternatives to positivism in such diverse sources as Dilthey, Scheler, and Dewey. While philosophical in its approach, the seminar considers the problem of ideology in quite specific settings.

Women in Society

This course provides a cross-cultural examination of the position of women in society today. Components of social structure and cultural values which extend or constrain options open to women are identified. Special attention is given to the problems of specific groups of women, such as, the poor, the single parent, the professional woman.

Social Research

Data Analysis I

Data analysis is seen as one step in the research process. Statistical methods of analysis include descriptive and inferential statistics with major emphasis on partial and multiple correlation and regression, and analysis of variance and co-variance. Knowledge of the assumptions and conditions under which statistical methods are valid, and discrimination in the selection, application and interpretation of statistical tests is developed. Use of the computer in analysis is also taught.

Data Analysis II

Special attention is given to recent innovations, persistent problems and current issues in multivariate data analysis. Among the topics

covered in this seminar are multiple factor analysis, step-wise regression analysis, path analysis, problems of handling cross-cultural data, and techniques for developing data to test social policy.

Historical Methodology in Social Welfare

The use of historical research in social welfare is studied and applied. Selection of possible topics for study, uncovering of sources, methods of research are among the topics covered. The literature of historical methodology is examined and its lessons applied to social welfare. Development of skills in preparation and writing of research papers is stressed. (Not offered 1975-76.)

Research Methodology

In this seminar a study is made of contemporary methodological approaches to problems in social and behavioral research with application for social welfare. There is intensive coverage of survey research design, case study and clinical method, design of social experiments, and evaluation of social work programs.

Research Practicums

Research practicums are offered in various methodologies, depending upon interest and availability of appropriate data and field opportunities. The student works as an apprentice in the research situation; supervising faculty maintain responsibility for the work.

Analysis of Documents: Social Security Reform in New Zealand

The project centers on the identification and analysis of issues through the use of documentary material produced in hearings of, and submissions to, the Royal Commission on Social Security which met in New Zealand 1970-71.

Formulation of Social Research

A seminar-workshop approach gives attention to the process of research development through various stages from idea to an operational project. Use of theory and use of methodology are included. Each student develops his or her own research idea throughout the course culminating in a research proposal. (Not offered 1975-76.)

Participant Observation: Institutional Setting

This course introduces students to the basic techniques of participant observation through involvement in a group research project in

an institutional setting. The class also reads and discusses major works in the participant observation tradition.

Social Demography

Demographic characteristics of the United States and appropriate techniques of analysis are studied with principal attention to the components of demographic change and their implications for social welfare. Students present original analyses of trends in contemporary population characteristics and their distribution in the United States.

Survey Study of Agency Operations: Integration of Services in Public Welfare

This practicum focuses on process evaluation, outcome evaluation, and other means of studying the implementation of experimental public social service integration programs in Pennsylvania.

Urban Ethnography

This practicum, based in urban working-class neighborhoods, provides experience in participant observation, interviewing, taking life histories, and other techniques for the study of workplace and family life, incipient social movements, working women's issues, and the relation of neighborhoods to social policy change. (Not offered 1975-76.)

Social Work Practice: Theories, Research, and Issues

SOCIETAL FOCUS

Intervention in Governmental Processes

This course cuts across the several levels of American Government in identifying those points in the legislative process and the implementation of government programs where influence by professionals or client and citizen groups may be applied. Mechanisms, organizational vehicles, and strategies for exerting such influence are inventoried.

Program Development

This seminar examines the process of developing programs in response to federal and state legislation, regulations, and guidelines.

Students participate in developing a framework for the comparative analysis of practice in this process. (Not offered 1975-76)

Social Policy Fiscal Planning

This seminar highlights aspects of economic analysis related to the growing role of governments in the economy. Special emphasis is given to the area of social welfare. Factors affecting economic development of urban areas, the fiscal problems of subnational governments, prospects for the development of impoverished areas, and current issues of urban fiscal planning are considered. Attention is also given to economic aspects of the development of social policy, especially movement towards cost-benefit analysis.

COMMUNITY/INSTITUTIONAL FOCUS

Community Organization and Community Development

This seminar focuses on several distinct philosophies and theories of community organization in the advanced industrial nations, and of community development in developing nations. Issues of social change vs. social service, participation vs. cooptation, ideology and values, and the role of the community worker are examined in the light of current theory and research.

Program and Agency Evaluation

This seminar focuses on specific social service agencies, evaluating them in terms of structure, efficiency, and program effectiveness. Skills in evaluative research are sharpened, and key issues in evaluation are identified. The seminar combines the development of research design with the actual implementation of that design. Format includes presentations by the instructor, workshop discussions on design development, and field evaluation of agencies. (Not offered 1975-76.)

Program Development and Agency Administration

This seminar engages a series of alternative theories and concepts of organizations, administration, decision-making, program planning and community structures. Theoretical material is related to specific administrative issues, such as establishing a concrete planning process, establishing policies and procedures, evaluating agency efficiency and impact, and mobilizing community resources.

Social Movements

This seminar examines major theories of social movements with an emphasis on movements for social and economic change in the

advanced industrial nations. Such theories are then applied to problems of social work practice and social policy. Specific emphasis is given to research on the role of the organizer within social movements. (Not offered 1975-76.)

INDIVIDUAL/FAMILY/GROUP FOCUS

Critical Appraisal of Strategies of Intervention

The essence of this seminar is the linking of practice research to practice. While the emphasis is on effectiveness of intervention strategies, other related areas are also examined, such as characteristics of the problem population and those of the helpers. (Not offered 1975-76.)

Descriptive Analysis of a Range of Strategies

A broad range of interventive strategies on the individual and small group level is studied. Emphasis is placed upon comparative examination of many perspectives. Choice of particular strategies is worked out by the class. (Not offered 1975-76.)

Problem Definition, Practices, Strategies and Related Issues

This seminar focuses on social casework (individual, group, and family treatment) in the perspective of social problems, strategies, issues of practice, education, and professionalism. These areas are examined in the light of social work history, the present, and developing trends in the context of societal factors.

Specific Intervention Strategies: Family Therapies

This seminar analyzes various approaches in family therapy in relation to theory, research, population needs, and issues of training. (Not offered 1975-76.)

Other Courses

Courses in the Bryn Mawr Graduate School of Arts and Sciences may be elected as part of the student's program with the permission of the Dean of The Graduate School of Social Work and Social Research and the instructor of the course to be taken.

Graduate courses in The Graduate School of Arts and Sciences of the University of Pennsylvania are also available for doctoral students of Bryn Mawr College. For information regarding the reciprocal arrangement with the University, see the section under Admissions (page 11).

Fees

Application: \$20 (non-refundable).

Tuition

Full-time Students: \$3,200 a year (1975-76).*

Part-time Students: \$550 a semester for each course or seminar.

Auditors: Fees for auditors are the same as those for students registered in courses for credit.

All students enrolled in courses are charged a general materials fee of \$10 per semester.

Students enrolled in the practicum are charged a practicum materials fee of \$20 a semester. In addition, students are required to meet traveling and other expenses incurred in relation to the practicum.

Continuing enrollment for Ph.D. candidates: Candidates who have completed the required academic courses including two tutorials in dissertation research and who are continuing independent work on their dissertations either in the vicinity of Bryn Mawr or in other places must retain their enrollment and degree candidacy by registering for one or more courses each semester or by paying a continuing enrollment fee of \$150 each semester.

Students who wish to present themselves for examinations must be enrolled.

Doctoral students who are not working on dissertations and not consulting with the faculty or using the library may apply to the Dean of The Graduate School of Social Work and Social Research for a leave of absence for one or more semesters. No fee is required while on leave of absence. Students will be expected to be enrolled in courses or on the Continuing Enrollment Program unless granted a leave of absence.

*Faced with the rising costs of higher education, the College has had to raise tuition each of the last five years. Further increases may be expected.

Payment of Fees

The tuition fee will be billed by semester. In the event of withdrawal from the Graduate School of Social Work and Social Research, refunds will be made according to the following schedule.

For Semester I

Withdrawals prior to September 4	100%
Withdrawals September 5 through October 31	50%
Withdrawals November 1 to end of semester	0%

For Semester II

Withdrawals prior to January 12	100%
Withdrawals January 12 through March 5	50%
Withdrawals March 5 to end of semester	0%

Refunds of residence fees for students living at the Graduate Center will be made according to the above schedule.

Procedure for securing refunds: Written notice must be received by the Dean of The Graduate School of Social Work and Social Research at least one week prior to the effective date of the withdrawal. Students who have received federally insured loans (loans guaranteed by state agencies—Guaranteed Student Loan Program - GSLP and National Direct Student Loans - NDSL) to meet any educational expenses for the current academic year must make an appointment with the Comptroller of the College before leaving the School to arrange for the appropriate refund of the loans in question.

Students whose fees are not paid within 10 days of receipt of bill in each semester will not be permitted to continue in residence or to attend classes. Degrees will not be awarded to any student owing money to the College or any College facility, nor will any transcripts be issued.

Summary of Expenses for the Academic Year 1975-1976

Regular

Tuition Fee	\$3,200
One Semester Course or Seminar	550
Residence in graduate student housing	1,690

Contingent

Application Fee	\$ 20
Charge for microfilming Ph.D. Dissertation	30
Continuing Enrollment Fee	300
Dispensary Fee	40
Graduation Fee for all Graduate Degrees	25
Health Insurance (United States citizens)	40
Health Insurance (foreign students)	70
Late Registration Fee ¹	10
General Materials Fee	20
Practicum Materials Fee (Master's Students only)	40
Add-Drop Fee ²	10

¹Effective after September 9, semester I, and January 19, semester II.

²The period for adding and dropping courses or seminars without fee will end September 23, semester I, and January 31, semester II.

History of the School

The Graduate School of Social Work and Social Research was opened at Bryn Mawr College in the fall of 1915 as the Carola Woerishoffer Graduate Department of Social Economy and Social Research. It was established as a tribute to Carola Woerishoffer, a Bryn Mawr graduate of the class of 1907, and was the first graduate program of social work education to be offered by a college or university. Subsequently the name was modified from Social Economy and Social Research to Social Work and Social Research. In August 1970, it became one of the three Schools which comprise Bryn Mawr College.

The School opened with eight graduate students; no undergraduates were admitted. Under the initial plan, two-thirds of the student's time was given to the study of theory and statistics, the remaining third to "practical investigation," with a half year spent in "field work" in a social service institution or a social welfare organization in Philadelphia or New York.

The course of study was planned for one, two, or three years, with three years required for the Ph.D. degree and one and two years for a certificate. The Master of Social Service degree replaced the two-year certificate in 1947. Its plan of "field work" and its inclusion of work in labor and industrial relations and in community organization made it somewhat different from the other early schools of social work. Under its first director, Dr. Susan M. Kingsbury, four fields of study were offered: Community Organization, Social Casework, Industrial Relations, and Social and Industrial Investigation. Included among the organizations offering field work for students in these early days were: The Family Society of Philadelphia, The Children's Aid Society, the White Williams Foundation, the Big Sister Association, the Young Women's Christian Association, the Criminal Division of the Municipal Court of Philadelphia, the Social Services Department of the University of Pennsylvania Hospital, and various social settlements.

In 1919, Bryn Mawr became one of the six charter members of the American Association of Schools of Social Work. In this period following World War I, social work education was rapidly changing in response to the continuous expansion of social work into new settings. The curricula of the schools responded to these changes in a variety of ways. At Bryn Mawr, preparation for social casework was expanded and additional courses in public welfare and social legislation were offered. However, the emphasis on research and social investigation which was central to the early curriculum of the School continued.

BRYN MAWR COLLEGE

Bryn Mawr had the first doctoral program in social work education and awarded the first Ph.D. in 1920. The doctoral program at the School of Social Service Administration at the University of Chicago followed later in the 1920s. Today twenty-nine schools in the United States and Canada offer doctoral programs.

By 1935 Bryn Mawr was one of twenty-nine schools belonging to the American Association of Schools of Social Work. Twenty-five were in colleges or universities and only four were independent schools. The precedent set by Bryn Mawr in 1915 by establishing social work education as graduate study in an institution of higher learning has now become a requirement for accreditation by the accrediting body, the Council on Social Work Education, successor to the American Association of Schools of Social Work.

The Graduate School of Social Work and Social Research currently has approximately one hundred sixty full-time students. A number of factors have contributed to this expansion: the acquisition in 1958 of a separate building for the exclusive use of the School; increased Federal support for education for social work, especially scholarship aid in the form of traineeships; and the continuing support of social welfare agencies and organizations for a practicum.

There are more than eighty graduate schools of social work accredited by the Council on Social Work Education in the United States and Canada, and new schools are being founded each year. Although many changes have taken place both at Bryn Mawr and in social work education, the vision of those responsible for the design of the School at its founding has been proven by experience to have been remarkably correct.

The School now has approximately 925 living graduates. Since its inception it has granted awards to more than 1,100 persons; this includes awards of professional certificates and M.A. degrees, neither of which has been offered since 1947. The School has granted 61 Ph.D. degrees and, since 1947, more than 875 M.S.S. degrees.

At the time of its founding, the School admitted only women; since the late 1930s both men and women have been admitted and during the last ten years men have constituted about one third of the student body.

Graduates of the School are located in all regions of the United States and many foreign countries. Their present positions range within a wide spectrum of governmental and voluntary organizations and agencies. They are widely represented in child and family welfare, community mental health, corrections, gerontology, health, housing, intergroup relations, legal services, mental retarda-

tion, prevention and treatment of alcohol addiction and drug abuse, neighborhood organization, public education, public welfare administration, social planning, social rehabilitation, and social welfare research. Approximately half are executives, supervisors or administrators, or consultants. Recipients of the doctoral degree are chiefly in teaching and research positions. Over the course of its sixty years, the School's graduates have contributed substantially to leadership in both public and voluntary social welfare.

In the fall of 1975 the School celebrates its sixtieth anniversary. At the same time it also moves to a new building at 300 Airdale Road.

Graduate Student Housing

Housing on campus is provided for about sixty-five graduate students in the Graduate Residence Center, Batten House, and the Annex. There is a separate bedroom for each student. No housing on campus is available for married students. Rooms are furnished except for rugs and curtains. Blankets are provided but students should bring towels and bed linen. (Local rental services will supply sheets and pillowcases for a modest fee. Arrangements can be made on arrival.) Because of College fire regulations, smoking is not permitted in the bedrooms. There are smokers on certain floors. The dining room, available to all resident students, is located in the Center.

Application for a room should be made as early as possible. A room contract, which will be sent upon request, must be signed and returned to the Office of The Graduate School of Arts and Sciences with a deposit of ten dollars. The deposit will be deducted from the residence fee; it will be refunded only if the student cannot be accommodated.

A student who has reserved a room will be held responsible for the residence charge unless notice of withdrawal is sent in writing to the Dean of The Graduate School of Arts and Sciences before August 15.

The regular charge for residence (room, board and health service) for graduate students is \$1,690 a year, payable one half early in the first semester and the other half early in the second. Although one or more housing units may be closed during Christmas and spring vacations, when food and health services are not available, residence on campus is provided from the opening of College in the fall until Commencement Day.

Baggage will be accepted at the College after August 20. It should be sent prepaid, addressed to the Graduate Center and marked with the owner's name.

Health

Medical Services

The College maintains an 18-bed infirmary with a staff of physicians and nurses. The infirmary is open when College is in session. The college physicians may be consulted without charge by students residing in campus housing and by students living off campus who have paid the dispensary fee. Specialists practicing in Bryn Mawr and Philadelphia serve as consulting physicians to the College. If consultation is necessary, the student must meet the expense.

The residence charge paid by graduate students living in campus housing entitles them to treatment in the College dispensary, and to care in the Infirmary for seven days (not necessarily consecutive) during the year, and to attendance by the college physicians during this time. After the seven-day period, the fee is \$20.00 for each day in the Infirmary.

Graduate students who do not live in campus housing may pay a \$40.00 fee which entitles them to full use of the Student Health Service. The fee is not billed automatically and is not covered by scholarship or other grants. The dispensary fee is to be paid in the Comptroller's Office where a dispensary card is issued.

The College maintains a counseling and diagnostic service staffed by two clinical social workers and three psychiatrists. They are at the Infirmary on a part-time basis. All students eligible for dispensary care may use this service. The counseling service offers confidential consultation and discussion of personal and emotional problems. Definitive and long-range psychotherapy is not available. A charge is made for visits in excess of four.

Medical Requirements

All graduate students, after admission but before registration, must file a medical history and health evaluation form with the Infirmary. There are no exceptions to this rule.

In addition to a statement of health, signed by a physician, the following are required: tetanus and polio immunizations; proof of freedom from active tuberculosis based on either a negative skin test to tuberculosis or, in the presence of a positive test, a normal chest x-ray within six months of admission.

Insurance

All graduate students are urged to carry health insurance. Students up to age twenty-five are entitled to the Bryn Mawr College Student Health care insurance at a cost of about \$40.00 per year. Those wishing more complete coverage may purchase Blue Cross and Blue Shield insurance on an individual basis, subject to screening by the insurance company. Application for College health insurance should be made through the Head Nurse in the Infirmary.

Foreign Students. The College also makes available a policy which provides fuller coverage of medical, surgical, and hospital costs. This insurance is required of all students whose permanent residence is not in the United States unless they have equally complete protection of another kind effective in the United States. The cost for students under age thirty is about \$70.00 for a twelve-month period, starting in September.

Child Care Center

Child care is available for Bryn Mawr-Haverford families at the New Gulph Child Care Center, 911 New Gulph Road (215 LA5-7649). The Center, conducted by a professional staff, incorporates age group developmental activities with high quality group care. Children, three months through five years old, are eligible. The Center is open five days a week, 9-5, at an approximate cost of \$1.25 per hour plus an additional charge for hot lunch if desired. A minimum of six hours' regular use per week is required. Following Commencement, a summer program is conducted for approximately two months. Early registration for all programs is essential. For information contact the Director. Tuition for the semester is partially payable in advance.

Office of Career Planning

Graduate students are invited to make use of the services of the Office of Career Planning. These services include counseling on career interests and concerns; information on specific openings for summer, temporary and permanent, full- and part-time positions; consultation on job-hunting methods. Upon request the Office of Career Planning also collects, maintains and makes available to prospective employers the credentials of graduate students and alumnae/i. The credentials include biographical data and faculty and employer references.

Equality of Opportunity

Bryn Mawr College is committed to the principle of equal opportunity in education, as in employment.

Student and Alumni Associations

Student Associations of The Graduate School of Social Work and Social Research

All Master's students in The Graduate School of Social Work and Social Research are eligible for membership in the Student Association. The Student Association, faculty and administration work together to promote the objectives of the School.

The Doctoral Student Association is open to all full- and part-time doctoral students. It provides an open forum for discussion of common concerns with reference to the advanced program as well as broader professional interests.

Alumni Association of The Graduate School of Social Work and Social Research

The Alumni Association of the School was organized to further the interests of the School and its alumni. This Association is part of the larger Alumnae Association of Bryn Mawr College. The Steering Committee of the Alumni Association is comprised of the following:

Faith Diaz, *Chairperson*
Alice Boardman, *Treasurer*
Andrew Masiuk
Ruth Mayden

Elizabeth McDaid
Susan Orkin
Louise Bridges
Malin Van Antwerp

Recruitment of Minority Group Students

A Student-Faculty-Alumni Committee is active in recruitment of interested and qualified minority group students.

The Graduate School of Social Work and Social Research is especially interested in having minority group students explore graduate social work education at Bryn Mawr. Inquiries may be directed to the Office of Admissions, 300 Airdale Road, Bryn Mawr, Pa. 19010.

College Facilities

Student-Faculty Lounge

There is a Student-Faculty Lounge at The Graduate School of Social Work and Social Research for the use of Social Work faculty and students.

Parking

Parking for Social Work students is available at The Graduate School of Social Work and Social Research. Regular bus service is available from The Graduate School of Social Work and Social Research to Canaday Library.

Mailboxes

There are student mailboxes at The Graduate School of Social Work and Social Research. Mail addressed to students in the School should include 300 Airdale Road, Bryn Mawr, Pennsylvania 19010.

Wyndham

Wyndham is the College Alumnae House where the headquarters of the Bryn Mawr College Alumnae Association is located. Graduate students are invited to use the dining and other facilities.

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Ramona L. Livingston AB (William Jewell College) *Advisor to
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¹On leave Semester II.

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turer*
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Miss Haring
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Mr. Holden
Mrs. Kronick
Mr. Lichtenberg
(on leave Semester II)

Mrs. Norton
(on leave 1975-76)
Mr. Speizman
Mr. Tatara
Mr. Vosburgh
Miss Zybon
and
All students enrolled in the
Doctoral Program

**Representatives to the
Advisory Board**

Mrs. Stallfort (on leave 1975-76)
Mrs. Kronick 1975-76

**Representatives to Committee
on Computer Facilities**

Mr. Brunn 1974-76
One representative to be elected

Directions to Bryn Mawr

Bryn Mawr College is located approximately eleven miles west of Philadelphia and nine miles east of Paoli.

By air: From the Philadelphia International Airport take the airport limousine or SEPTA bus to 30th Street Station in Philadelphia and from there the Paoli Local to Bryn Mawr, or take a taxi or the Bennett Limousine Service directly to 300 Airdale Road from the airport, a distance of 14 miles.

By automobile: From the east or west take U.S. 30 or the Pennsylvania Turnpike. From the Valley Forge Exit of the Turnpike, take the Schuylkill Expressway (Pa. #43—Interstate #76), turning right at exit number 36, Pa. #320, Gulph Mills, which is 3.5 miles east of the toll gate; continue into Montgomery Avenue to the town of Bryn Mawr, a distance of 4 miles from the Expressway. Turn left at the traffic light at the intersection of Airdale Road and Montgomery Avenues. School is located at 300 Airdale Road.

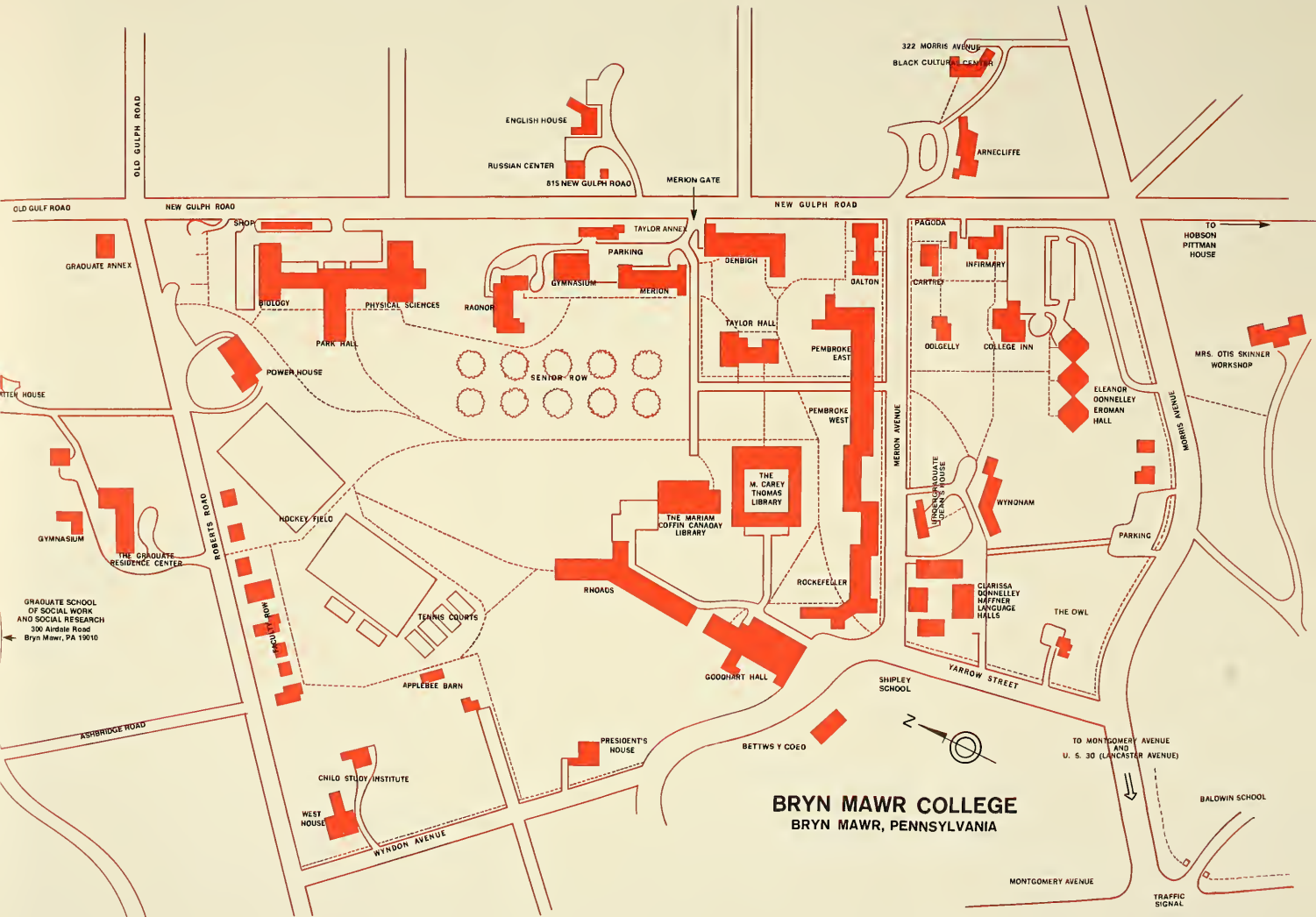
Parking is available at The Graduate School of Social Work and Social Research.

By bus: All Greyhound buses arrive at the Philadelphia terminal at 17th and Market Streets, adjoining Suburban Station. Trailways buses arrive at 13th and Arch Streets, three blocks from Suburban Station. Take the Paoli Local from Suburban Station to Rosemont Station.

By railroad: Connections from the east, north and south are best made from 30th Street Station, Philadelphia, on the Paoli Local of the Penn Central Railroad, which leaves the station every thirty minutes. Those coming by rail from the west are advised to leave the train at Paoli (rather than North Philadelphia) and take the Local from Paoli to Rosemont Station.

To walk to the main campus from the Bryn Mawr Station, go one block to the traffic light at the intersection of Morris and Montgomery Avenues, cross Montgomery onto Morris and take the next left onto Yarrow Street, which leads directly to the campus.

To walk to The Graduate School of Social Work and Social Research, use the Rosemont Station, one stop beyond Bryn Mawr coming from the East and one stop beyond Villanova coming from the West. Cross Montgomery Avenue and continue on Airdale Road. School is on the left.



BRYN MAWR COLLEGE
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1905





