

1978

# Bryn Mawr College College Catalogue and Calendar, 1978-1980

Bryn Mawr College

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*Bryn Mawr College Calendar*

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**BRYN  
MAWR**

*Undergraduate College*

**1978-79**





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# Bryn Mawr College Calendar

*Undergraduate Courses*

Issue for the Session of 1978-79

August 1978, Volume LXXI, Number 3

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*Visitors to the College are welcome and when the College is in session student guides are available to show visitors the campus. Appointment 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: 215 525-1000.

Correspondence about the following subjects should be addressed to:

The President

General interest 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 the Career Planning Office

Recommendations for positions and inquiries about students' self-help

The Alumnae Association

Regional scholarships and loan fund

## Academic Schedule 1978-79

1978	<i>First Semester</i>
<i>September</i>	1 Halls of residence open to Customs Week Committee
<i>September</i>	2 Halls of residence open to entering class at 8 a.m. Registration of entering undergraduate students
<i>September</i>	5 Halls of residence open to returning undergraduates at 8 a.m.
<i>September</i>	7 Registration of returning students
<i>September</i>	7 Work of the 94th academic year begins at 9 a.m.
<i>September</i>	8-9 Deferred examinations
<i>September</i>	14 French examinations for undergraduates (evening)
<i>September</i>	15 Greek, Latin, Mathematics, and Russian examinations for undergraduates (afternoon)
<i>September</i>	18 German examinations for undergraduates
<i>September</i>	19 Hebrew, Italian, and Spanish examinations for under- graduates
<i>October</i>	20 Fall vacation begins after last class
<i>October</i>	25 Fall vacation ends at 9 a.m.
<i>November</i>	22 Thanksgiving holiday begins after last class
<i>November</i>	27 Thanksgiving holiday ends at 9 a.m.
<i>December</i>	12 Last day of semester I classes
<i>December</i>	13-14 Review period
<i>December</i>	14 Written work due
<i>December</i>	15-20 College examinations for semester I
<i>December</i>	21 Winter vacation begins

1979		<i>Second Semester</i>
<i>January</i>	15	Work of the second semester begins at 9 a.m.
<i>January</i>	26-27	Deferred examinations
<i>March</i>	9	Spring vacation begins after last class
<i>March</i>	19	Spring vacation ends at 9 a.m.
<i>March</i>	31	Parents' Day
<i>April</i>	6-8	Geology field trip
<i>April</i>	16	French and German examinations for undergraduates
<i>April</i>	23	Greek, Hebrew, and Latin examinations for undergraduates
<i>April</i>	24	Italian and Spanish examinations for undergraduates
<i>April</i>	25	Mathematics and Russian examinations for undergraduates
<i>April</i>	27	Last day of semester II classes
<i>April 28-May 1</i>		Review period
<i>May</i>	1	Written work due
<i>May</i>	2-11	College examinations for semester II
<i>May</i>	13	Conferring of degrees and close of the 94th academic year
<i>May</i>	18-20	Alumnae Weekend

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The notations through this section refer to the following:

<sup>1</sup>On sabbatical leave semester II

<sup>2</sup>On leave of absence semester I.

<sup>3</sup>On leave of absence 1978-79.

<sup>4</sup>On sabbatical leave semester I.

<sup>5</sup>On leave of absence semester II.

<sup>6</sup>On sabbatical leave 1978-79.

<sup>7</sup>On leave of absence with Junior Faculty Research Award.

<sup>8</sup>On partial leave of absence 1978-79.

<sup>9</sup>On partial sabbatical leave 1978-79.

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## Associate Professors

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Peter M. Briggs, PH.D. (Yale University), *Assistant Professor of English*<sup>7</sup>  
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Susan Dean, PH.D. (Bryn Mawr College), *Part-time Assistant Professor of English*  
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- Eileen Tess Johnston, PH.D. (University of Chicago), *Assistant Professor of English*
- Richard H. Jordan, PH.D. (University of Minnesota), *Assistant Professor of Anthropology*<sup>7</sup>
- Toba Kerson, D.S.W., PH.D. (University of Pennsylvania), *Assistant Professor of Social Work and Social Research*
- Steven Z. Levine, PH.D. (Harvard University), *Assistant Professor of History of Art*
- Joyce Lewis, M.S.S. (Bryn Mawr College), *Assistant Professor of Social Work and Social Research*
- Margaret S. Maurin, PH.D. (Bryn Mawr College), *Part-time Assistant Professor of French*
- Annette Niemtzwow, PH.D. (Harvard University), *Assistant Professor of English*
- Patricia J. Olds-Clarke, PH.D. (Washington University), *Assistant Professor of Biology*
- George S. Pahomov, PH.D. (New York University), *Assistant Professor of Russian*
- Nicholas Patrino, PH.D. (Rutgers University), *Assistant Professor of Italian*
- Stephen Poppel, PH.D. (Harvard University), *Assistant Professor of History*
- Fred C. Rothbaum, PH.D. (Yale University), *Assistant Professor of Education and Child Development*
- Grace Armstrong Savage, PH.D. (Princeton University), *Assistant Professor of French*
- Enrique Sacerio-Garí, PH.D. (Yale University), *Assistant Professor of Spanish*
- Carl B. Schmidt, PH.D. (Harvard University), *Assistant Professor of Music*
- Françoise Schremmer, PH.D. (University of Pennsylvania), *Assistant Professor of Mathematics*
- Samuel S. Snyder, PH.D. (Yale University), *Assistant Professor of Education and Child Development*
- Kenneth G. Strothkamp, PH.D. (Columbia University), *Assistant Professor of Chemistry*
- Tracy Marie Taft, PH.D. (State University of New York at Buffalo), *Assistant Professor of Philosophy*<sup>7</sup>
- Steven N. Treisman, PH.D. (University of North Carolina), *Assistant Professor of Biology*
- Jill T. Wannemacher, PH.D. (Brown University), *Assistant Professor of Psychology*<sup>3</sup>
- Robert Earl Washington, PH.D. (University of Chicago), *Assistant Professor of Sociology*
- Robert J. Wicks, PSY.D. (Hahnemann Medical College), *Assistant Professor of Social Work and Social Research*
- Cathié J. Witty, PH.D. (University of California at Berkeley), *Assistant Professor of Social Work and Social Research*
- James C. Wright, PH.D. (Bryn Mawr College), *Part-time Assistant Professor of Classical and Near Eastern Archaeology*
- Kathleen S. Wright, PH.D. (Bryn Mawr College), *Part-time Assistant Professor of Classical and Near Eastern Archaeology*



## Lecturers

- Diane Balestri, PH.D. (Yale University), *Part-time Lecturer in English and Class Dean*
- Nina M. Baranov, M.A. (Norwich University), *Part-time Lecturer in Russian*
- Frances B. Berliner, PH.D. (Bryn Mawr College), *Part-time Lecturer in Chemistry*<sup>3</sup>
- Eberhard Bethge, PH.D. (Halle University), *Roian Fleck Resident-in-Religion and Visiting Lecturer in History of Religion*
- Elizabeth Chadwick, PH.D. (Yale University), *Andrew W. Mellon Post-Doctoral Fellow and Lecturer in Comparative Literature*
- Victory V. Chase, M.A. (University of California at Berkeley), *Part-time Lecturer in English*
- Yung-Ping Chen, PH.D. (University of Washington), *Visiting Lecturer in Social Work and Social Research*
- Cecile K. Dalton, PH.D. (University of California at Los Angeles), *Lecturer in Chemistry*
- Christopher Davis, A.B. (University of Pennsylvania), *Visiting Lecturer in English*
- Richard S. Davis, PH.D. (Columbia University), *Lecturer in Anthropology*
- Harold D. Fishbein, PH.D. (University of Pennsylvania), *Visiting Lecturer in Psychology*
- Neil Forsyth, PH.D. (University of California at Berkeley), *Andrew W. Mellon Post-Doctoral Fellow and Lecturer in Greek*
- Christina Gillis, PH.D. (Bryn Mawr College), *Part-time Lecturer in English*
- Susan J. Hilligoss, M.A. (University of Pennsylvania), *Part-time Lecturer in English*
- George Krugovoy, PH.D. (Philosophical Institute, Salzburg), *Visiting Lecturer in Philosophy*
- Ramona Livingston, A.B. (William Jewell College), *Lecturer in English and Advisor to International Students*<sup>9</sup>
- Ruth W. Maiden, M.S.S. (Bryn Mawr College), *Caroline S. Rogers and Lucia Rogers Vorys Visiting Lecturer in Social Work and Social Research*
- Jane R. McConnell, PH.D. (Bryn Mawr College), *Part-time Lecturer in Biology*
- Laurie McNally, M.S.S. (Bryn Mawr College), *Part-time Lecturer in Social Work and Social Research*
- Braulio Montalvo, M.A. (Columbia University), *Visiting Lecturer in Social Work and Social Research*
- Kathryn G. Orkwiszewski, PH.D. (Bryn Mawr College), *Part-time Lecturer in Biology*
- Aigli H. Papantonopoulou, PH.D. (University of California at Berkeley), *Lecturer in Mathematics*
- Frederick R. Patton, M.A. (University of Pennsylvania), M.ED. (Temple University), *Part-time Lecturer in Russian*
- Gloria F. Pinney, PH.D. (University of Cincinnati), *Lecturer in Classical and Near Eastern Archaeology*
- Patricia Onderdonk Pruett, PH.D. (Bryn Mawr College), *Associate Dean of the Undergraduate College and Lecturer in Biology*<sup>9</sup>
- Karen Hunzicker Putnam, PH.D. (Yale University), *Associate Director of Resources, Director of Foundations and Corporations Program, Part-time Lecturer in English*

- Richard H. Rodino, PH.D. (Harvard University), *Lecturer in English*  
Erika Simon, PH.D. (University of Heidelberg), *Mary Flexner Lecturer in Classical and Near Eastern Archaeology*  
Daniel Smirlock, M.PHIL. (Yale University), *Lecturer in English*  
Larry Stein, PH.D. (University of Iowa), *Visiting Lecturer in Psychology*  
Charles F. Stone III, A.B. (Swarthmore College), *Visiting Lecturer in Economics*  
George E. Thomas, PH.D. (University of Pennsylvania), *Lecturer in The Growth and Structure of Cities*  
Esen Ortac Traub, PH.D. (Bryn Mawr College), *Part-time Lecturer in Philosophy*  
Mary M. Voigt, PH.D. (University of Pennsylvania), *Lecturer in Anthropology*

### Instructors

- Catherine Bowers, M.A. (Bryn Mawr College), *Part-time Instructor in Russian*  
Michael P. Reinhart, B.S. (Millersville State College), *Part-time Instructor in Biology*

### Laboratory Coordinators

- Erika Rossman Behrend, PH.D. (University of Pennsylvania), *Part-time Laboratory Coordinator in Psychology*  
Josephine R. Landrey, A.B. (Radcliffe College), *Part-time Laboratory Coordinator in Biology*  
Alice S. Powers, PH.D. (Bryn Mawr College), *Part-time Laboratory Coordinator in Psychology*

### Director of Chorus and Orchestra

- Tamara Brooks, M.S. (Juilliard School of Music), *Associate Professor and Chairman of the Department of Music at Haverford College*

### Curator

- Carol W. Campbell, M.A. (University of Pennsylvania), *Curator of Slides and Photographs*

### Assistants

- Steven P. Adams, B.S. (Dickinson College), *Assistant in Physics*  
Rengin Akun, B.A. (Hamilton and Kirkland Colleges), *Assistant in Chemistry*  
Anne M. Belcher, B.A. (Oberlin College), *Assistant in Chemistry*  
Jane F. Coyle, B.S. (Villanova University), *Assistant in Biology*  
Laura Daruns, A.B. (Bryn Mawr College), *Assistant in Psychology*  
Elizabeth A. DelPezzo, M.A. (Bryn Mawr College), *Assistant in Psychology*  
Katherine E. Dohan, M.A. (Bryn Mawr College), *Assistant in Classical and Near Eastern Archaeology*  
Dawn Florek, B.S. (University of Connecticut), *Assistant in Chemistry*  
David C. Fry, B.S. (Dickinson College), *Assistant in Biology*

- Mark Fullerton, A.B. (Bowdoin College), *Assistant in Classical and Near Eastern Archaeology*
- Susan Gan, B.A. (LaSalle College), *Assistant in Biology*
- Esther Grauer, M.A. (Bryn Mawr College), *Assistant in Psychology*
- Mark K. Hamilton, B.S. (St. Joseph's College), *Assistant in Chemistry*
- Susan Hardee, B.S. (Guilford College), *Assistant in Geology*
- Pierrette H. Johnson, Baccalauréat en philosophie (Lycée Aristide Brian Saint-Nazaire), *Assistant in French*
- Susan Kaplan, M.A. (Bryn Mawr College), *Assistant in Anthropology*
- Suzanne Kelly, B.A. (Rosemont College), *Assistant in Biology*
- Glenn W. Knox, A.B. (Princeton University), *Assistant in Chemistry*
- Sherry Latimer, M.A. (Bryn Mawr College), *Assistant in Sociology*
- Paul A. LeBuffe, B.A. (St. Mary's College of Maryland), *Assistant in Psychology*
- Donald S. Leitner, M.A. (Bryn Mawr College), *Assistant in Psychology*
- Suzanne Lindsay, B.F.A. (Ohio Wesleyan University), *Assistant in History of Art*
- Robert M. Purcell, B.S. (Slippery Rock State College), *Assistant in Physics*
- Cheryl M. Schwamb, A.B. (Bryn Mawr College), *Assistant in Physics*
- Shekhar Shukla, M.Sc. (University of Delhi), *Assistant in Physics*
- Lewis H. Silver, B.S. (Juniata College), *Assistant in Biology*
- Virginia J. Speare, A.B. (Sweet Briar College), *Assistant in Biology*
- Mark R. Steuer, M.S. (Texas Christian University), *Assistant in Geology*
- Mark Sullivan, M.A. (Bryn Mawr College), *Assistant in History of Art*
- Kathleen Sweeney, B.S. (Millersville State College), *Assistant in German*
- Thomas R. Watters, B.S. (West Chester State College), *Assistant in Geology*
- Wendy Weiss, M.A. (Bryn Mawr College), *Assistant in Anthropology*
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- Zoë M. Bemis, (Washington University, Yale University), *Reference Librarian*
- Leo M. Dolenski, M.A. (Catholic University of America), M.L.S. (Drexel University), *Manuscripts Librarian*
- John Dooley, M.L.S. (McGill University), *Bibliographer and Reference Librarian*
- Florence D. Goff, M.A. (Villanova University), M.S.L.S. (Villanova University), *Cataloging Librarian*
- Karen K. Helm, M.S.L.S. (Villanova University), *Rare Book Cataloguer*
- John Jaffe, M.A., M.S.L.S. (Villanova University), *Acquisitions Librarian*
- Mary S. Leahy, M.A. (Bryn Mawr College), *Rare Book Librarian*
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- Catherine E. Pabst, M.A. (University of Wisconsin), M.S.L.S. (Drexel University), *Head, Acquisitions Department*  
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Patricia Onderdonk Pruett, PH.D. (Bryn Mawr College), *Associate Dean of the Undergraduate College and Lecturer in Biology*<sup>9</sup>  
Karen Hunzicker Putnam, PH.D. (Yale University), *Associate Director of Resources and Director of Foundations and Corporations Program and Part-time Lecturer in English*  
Ellen Fernon Reisner, M.A. (Bryn Mawr College), *Assistant to the President, Alumna-in-Residence and Acting Director of Public Information*  
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Sarah E. Wright, *Director of Halls and Associate Director, Physical Plant*

## Health

Frieda W. Woodruff, M.D. (University of Pennsylvania School of Medicine),  
*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*

Margaret Temeles, M.D. (Tufts University, School of Medicine), *Consulting Psychiatrist*

## Physical Education

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Linda Fritsche Castner, M.S. (Smith College), *Instructor in Physical Education*

Linda Caruso Haviland, M.ED. (Temple University), *Part-time Instructor in Dance*

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Paula Carter Mason, B.S. (University of Wisconsin), *Part-time Instructor in Dance*

Jenepher Shillingford, M.ED. (Temple University), *Instructor in Physical Education*

Janet A. Yeager, *Instructor in Physical Education*

## Halls of Residence

Fritz Bech, A.B. (Haverford College), *Warden of Radnor*

Susan Bisanti, B.A. (University of Pennsylvania), *Warden of Denbigh*

Jonita Carder, B.A. (Sweet Briar College), *Warden of Rockefeller*

Joan B. Connelly, A.B. (Princeton University), *Warden of Pembroke East*

Patricia de Nasi, (Universidad de los Andes), *Warden of Spanish House in Haffner Hall*

Nadine Foucher, Licence (Sorbonne), *Warden of French House in Haffner Hall*

Audrey Henry, A.B. (Princeton University) *Warden of Pembroke West*

Charles Heyduk, B.A. (LaSalle College), *Warden of Erdman*

Katy H. Katrak, M.A. (Bryn Mawr College), *Warden of Merion*

Ilknur F. Ozgen, B.A. (Istanbul University), *Warden of Rhoads*

Brigitte Pieke, (Georg-August-University, Gottingen), *Warden of German House in Haffner Hall*

Nina M. Baranov, M.A. (Norwich University), *Warden of Russian House*

## 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, PH.D. (Bryn Mawr College), *Psychologist*  
Beverly Alexandre, M.S.S. (Bryn Mawr College), *Counselor*  
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*  
Sally Brodie, M.S. (Temple University), *Reading Specialist*  
Emma Dalsimer, PH.D. (Bryn Mawr College), *Counselor*  
Charlotte Diamond, M.S.S. (Smith College), *Counselor*  
Marjorie Edwards, M.S.S. (Bryn Mawr College), *Chief Counselor*  
Kathleen Finnegan, M.A. (Temple University), *Psychologist*<sup>3</sup>  
Joel Goldstein, M.D. (Thomas Jefferson University Medical School), *Consulting Psychiatrist*  
Katherine Gordon-Clark, M.A. (Bryn Mawr College), *College Psychologist*  
Anita Grinnell, M.S. (University of Pennsylvania), *Psychologist*  
Ann Hamm, M.S.S. (Bryn Mawr College), *Social Caseworker*  
Gloria Harad, M.ED. (Temple University), *Reading Specialist*  
Ann Hartzell, A.B. (Mount Holyoke College), *Reading Specialist*  
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*  
Barbara J. Lorry, M.S. (University of Pennsylvania), *Reading Coordinator*  
Ann S. McIlvain, M.ED. (Boston University), *Reading Specialist*  
Frances Rauch, M.S. (University of Pennsylvania), *Reading Specialist*  
Suzanne Ross, M.S. (University of Pennsylvania), *Reading Specialist*  
Russell Sullivan, M.A. (Seton Hall University), *Counseling Psychologist*  
Judith Vaden, M.S.S. (Bryn Mawr College), *Counselor*  
Ann Van Arkel, M.S. (University of Pennsylvania), *Reading Specialist*  
Isabel Westfried, PH.D. (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*  
Sandra P. Juliani, M.ED. (Tufts University), *Assistant Teacher*  
Tess L. Schutte, M.A. (Bryn Mawr College), *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.

As he planned the College Dr. Taylor 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. During the presidency of Harris L. Wofford, 1970-1978, Bryn Mawr strengthened its commitment to increased academic cooperation with Haverford College and to international education. The sixth president, Mary Patterson McPherson, was appointed in 1978.

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

As required by Title IX of the 1972 Federal Education Amendments, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities, or employment practices. The admission of women in the Undergraduate College is in conformity with a provision of the Act. Inquiries regarding compliance with Title IX and other policies of non-discrimination may be directed to the Assistant to the President, Taylor Hall, or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.



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 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, Swarthmore College, and the University of Pennsylvania in an arrangement which coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees.

The cooperative relationship between Bryn Mawr and Haverford is particularly close since the colleges are only about a mile apart. During 1976-77 a two-college committee comprised of members of the faculties, administrations and student bodies of Bryn Mawr and Haverford was charged with recommending to the faculties and Boards of the two colleges a new proposal for increased two-college cooperation. The two faculties voted in the spring to accept the committee's report and as a consequence students may take full advantage of the major offerings at both institutions. Departments met during 1977-78 to develop cooperative academic plans. The objective of the new cooperative arrangement is to strengthen the academic programs offered at both colleges so as to provide greater diversity of the intellectual pursuits while also maintaining the distinctiveness and enhancing the excellence of each college.

The cooperation between Bryn Mawr and Haverford naturally extends beyond the classroom. Collections in the two libraries are cross-listed, and students may study in either library. 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 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 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 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 Student Life of the Board of Trustees and by the staff of the College 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 News*, published weekly, welcomes the participation of students interested in reporting and editing.

One of the most active student organizations is the Curriculum Committee, which with the Faculty Curriculum Committee has worked out a system of self-scheduled examinations. Students continue to work with the faculty on curricular issues and approval of new courses and programs. In 1970-71 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 may 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.

Black students' organizations have been active in arranging with members of the faculty and staff for new courses in the appropriate departments and in opening, in 1970-71, a Black Cultural Center which sponsors cultural programs open to the College community and provides residence space for a few students.

An active Women's Alliance has been working for several years with various departments and with the Curriculum Committee on the establishment of appropriate courses on women. In 1977-78 the Alliance sponsored a lecture series, and planned a conference on Women's Studies for the fall of 1978.

In 1971-72, 1974-75, and again in 1975-76, a volunteer student group organized an all-College colloquium which involved discussion on the aims and direction of the College.

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 arts 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.

### 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 19010. A fee of \$20 must accompany each application and is not refundable.

Candidates will be notified of the Committee on Admissions' action concerning 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 score of 650 or above 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.

### 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 (215-525-1000). 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

The Early Decision Plan is intended for promising students who have chosen Bryn Mawr as their first choice college by the fall of the senior year. Candidates under this plan may initiate applications at other colleges but they are expected to make only one Early Decision application. They agree,

if admitted to Bryn Mawr under Early Decision, to accept admission and to *withdraw all other applications*.

Applications must be completed by November 15. Decisions on admission and financial aid will be mailed no later than December 15, and all other applications must be withdrawn by January 1.

A student who is applying for Early Decision should:

1. Complete the Scholastic Aptitude Test (SAT) and three Achievement Tests (ATs) of the College Entrance Examination Board no later than November.
2. File the Preliminary Application (a set of four cards), including the Early Decision Agreement Card, together with the twenty dollar application fee, between late spring of the junior year and November 1 of the senior year.
3. See that all other application forms (a personal history form, a secondary school report, two teacher recommendation forms) are returned by November 15. These forms will be mailed only after the Preliminary Application has been received by Bryn Mawr.
4. Arrange to have the required interview either at the College or with an alumna area representative before November 15.

Each candidate who has completed the Early Decision Application by November 15 will be notified of the Committee on Admissions' decision no later than December 15. She will: (1) be informed that she has been admitted for the following academic year, or (2) be advised to transfer her application to the Regular Plan of admission, or (3) be refused admission.

A student who is admitted under Early Decision agrees to withdraw all other applications immediately, and she is asked to make a deposit of \$100 by February 1, unless an extension is granted. The deposit will remain with the College while she is enrolled as an undergraduate and will be returned upon graduation or withdrawal from the College after one year of attendance.

### 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 to 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.<sup>1</sup> 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 Test. Test registration information may be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

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

<sup>1</sup> The grade of 5 is required in English and in History.  
See also pages 46-47, sections II and III.

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 citizens 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. Foreign applications should be filed early in the year preceding entrance and must be complete by February 15. No application fee is required.

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. 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 to the Educational Testing Service, Princeton, New Jersey 08540.

### Post-Baccalaureate Students in Premedical and Allied Health Fields

Men and women who hold an A.B. degree and need additional undergraduate training before making initial application to medical schools or graduate programs in allied health fields may apply as post-baccalaureate students. Applications are considered only for the fall semester. All forms and supporting credentials should be submitted as early as possible as



applications are considered as they are received and decisions are made on a rolling admissions basis. Application forms and instructions may be requested from the Director of Admissions.

### Five-Year Master of Arts

Bryn Mawr students who are exceptionally qualified, while undergraduates, may undertake graduate work leading to the degree of Master of Arts. If no departmental program exists, such students should file individual plans of study in advance for approval by the department chairman, the Dean of the Undergraduate College, the Undergraduate Curriculum Committee, the Dean of the Graduate School of Arts and Sciences, and the Graduate Council. Students must arrange to fulfill all the requirements for the A.B. degree and for the degree of Master of Arts. No unit of academic work may be offered for credit toward both degrees.

### Special Students

Highly qualified men and women who do not wish to undertake a full college program leading to a degree may apply for admission as special students to take courses on a fee basis prorated according to the tuition of the Undergraduate College, space and resources permitting and subject to the approval of the Committee on Admissions and the department concerned. Application forms and instructions may be requested from the Coordinator of Special Students' Programs.

### 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 or two 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 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 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 475,000 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 offers students 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 Castle and Adelman collections expand 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 on literature, art, religion and current affairs as well as many classics. The Record Club's collection is also housed and serviced there. The rest of the M. Carey Thomas Library provides offices for many of the faculty in the humanities and social sciences as well as 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 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 Collec-

tion 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. 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 142 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, Italian and Spanish, was opened in the fall of 1970. There is a Russian corridor in Erdman Hall.

Coeducational dormitories on the Bryn Mawr campus were established in 1969-70, housing students from both Bryn Mawr and Haverford. In addition, Haverford College has made available a number of dormitories and suites for Bryn Mawr students. The increased interest in these arrange-

ments has resulted in an extension of coeducational living units. As neither Bryn Mawr nor Haverford allows room retention from one year to the next, the number and kind of coeducational housing units change each year.

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 those who live in houses or apartments of their own choosing after having received permission to do so from both the College and their parents. A student who plans to be married must inform her dean in advance and must make her own living arrangements. Married couples live off campus.

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. Haffner Hall is kept open during the spring vacation and here undergraduates may occupy rooms at \$7.00 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 \$50 entitles them to medical examination and consultation with the College Physician.

All foreign students will be automatically enrolled in the Student Health Service at a cost of \$50 for non-residents.

## Fees

### Tuition

The tuition fee in 1978-79 for all undergraduate students, resident and non-resident, is \$4925 a year.

The entire fee will be billed in July 1978 and due August 15, 1978. In the event of withdrawal from the College, refunds will be made according to the following schedule:

Withdrawals July 15 through September 6, 1978	100%
For new students only: withdrawals within the first two weeks of classes	100%
Withdrawals September 7 through October 31, 1978	75%
Withdrawals November 1 through January 14, 1979	50%
Withdrawals January 15, 1979 through March 9, 1979	25%
Withdrawals after March 9, 1979	0

The average cost of teaching each undergraduate is over \$7000 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.



## 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.

## Residence

The charge for residence is \$2110 a year and will be billed with tuition in full in July and be paid in two equal payments, that is, on August 15, 1978 and January 1, 1979. Refunds will be made according to the schedule above.

Students are permitted to reserve a room during the spring semester for the succeeding academic year, prior to payment of room and board fees, if they intend to be in residence during that year. Those students who have reserved a room, but decide later to withdraw from the College or take a leave of absence, will be charged a room change fee of \$25.00. This charge will be deducted from the student's general deposit.

## 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 1978-79

Tuition . . . . .	\$4925
Residence . . . . .	2110

### *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) . . . . .	61.00
(For foreign students) . . . . .	79.20
Dispensary fee for non-resident students . . . . .	50.00

### Schedule of Payments

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

- For resident students
  - \$5980 due not later than August 15
  - \$1055 due not later than January 1
- For non-resident students
  - \$4925 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 are paid, including a single yearly activities fee of \$100 for full-time resident undergraduates and \$90 for full-time non-resident undergraduates. This fee covers class and hall dues, orientation fee for new students, graduation fee, and support for student organizations such as *The News* and Arts Council. 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 several 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 one year insured tuition plan in cooperation with the Provident National Bank. The College also offers a prepayment plan with monthly payments at no interest and a long-term repayment plan enabling parents to pay four years of College costs over six to eight years with monthly installments of principal and interest. Both plans are offered in cooperation with the Richard C. Knight Insurance Agency.

# 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 both academic and general problems. Each class has its own Class Dean. In addition to 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 and transfer students, the Bryn Mawr-Haverford Customs Week Committee and the Colleges provide a special period of orientation. Freshmen and transfers 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 and transfers with their parents may meet at that time with the President. In addition, all incoming students have individual appointments with the deans to plan their academic programs for the year. New students also take placement tests and physical examinations. Activities sponsored by undergraduate organizations at Bryn Mawr and Haverford Colleges acquaint new students with many other aspects of college life.

## Academic Standards and Regulations

Each incoming student is given a copy of the Bryn Mawr-Haverford Academic Regulations which lists rules governing academic work and the conduct of courses at Bryn Mawr and at Haverford. All students are responsible for knowing the rules of each college thoroughly. Rules concerning the Academic Honor System and student conduct are also stated in the Student Guide.

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 a 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 a dean must be consulted as well as the instructors. If it seems probable to her 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.

### Exclusion

The College reserves the right to exclude 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.

### Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health,

Education, and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201, concerning alleged failures by the institution to comply with the Act.

Copies of Bryn Mawr's policy regarding the Act and procedures used by the College to comply with the Act can be found in the Office of the Undergraduate Dean. The policy is printed in the Bryn Mawr-Haverford Academic Regulations, which also lists all education records maintained on students by this institution.

Questions concerning the Family Rights and Privacy Act may be referred to the Office of the Undergraduate Dean.

### Designation of Directory Information

Bryn Mawr College hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

- Category I Name, address, dates of attendance, class.
- Category II Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
- Category III Date of birth
- Category IV Telephone number
- Category V Marital status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification which must be in the Office of the Recorder, Taylor Hall, by 5 p.m. on Friday, September 29, 1978. Forms requesting the withholding of "Directory Information" are available in all deans' offices and in the Office of the Recorder.

Bryn Mawr College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

### 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 a psychiatric social worker and consulting 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 limited in-patient care, 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. A fee for each day in the Infirmary is charged after the "free" days have been used up. A nominal charge is made for medicines and laboratory tests.

Non-resident students may pay a fee of \$50, 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 the College 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 about \$60.00 and

includes coverage for one full calendar year. Foreign students must carry health insurance valid in the United States. The cost for such insurance taken out at Bryn Mawr is approximately \$70 for a twelve-month period. Foreign students may obtain application forms for insurance 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 Two-College Cooperative Plan

In May, 1977, a two-college cooperative plan for the curriculum was approved by the faculties at Bryn Mawr and Haverford Colleges. As part of the new institutional relationship an academic plan of cooperation was evolved which involved the development of three different types of programs.

*Non-counterpart Programs:* Each College will continue to have some majors and programs that do not exist at the other, and, through joint planning, will seek an equitable balance of such programs. These majors and programs will be open equally to students of both colleges.

*New Federated Programs:* New, two-college majors or programs when developed will be staffed with faculty of both colleges. Again, these programs will be open equally to students of both colleges.

*Counterpart Programs:* Cooperation at the level of Counterpart Departments aims at strengthening and enriching the major at each college by broadening the range of coverage of the discipline; eliminating unnecessary duplication of effort; and increasing diversity of approach to the subject matter.

In deciding upon a major, whether at Bryn Mawr or Haverford, a student should bear in mind that she must meet the requirements for the A.B. degree from Bryn Mawr as specified below.



## Requirements for the Degree at Bryn Mawr

I. All candidates for the A. B. degree shall present 16 units<sup>1</sup> of work. In all cases one of these will be a unit of Senior Conference in the major subject.

II. Students must complete a full unit of work in one subject for each of the four following disciplinary groups (exception: Group III, see footnote 8) 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 dean, elect a course at the intermediate or advanced level. The Curriculum Committee will consider petitions from individual students who wish to petition for exceptions to the divisional requirements.

<i>Group I</i>	<i>Group II</i> <sup>5</sup>	<i>Group III</i> <sup>8</sup>	<i>Group IV</i>
History	Biology	English	History
Philosophy	Chemistry	Literature	Philosophy
Anthropology <sup>2</sup>	Geology	Modern	Archaeology
Economics	Physics	Literatures	History of Art
Education	Psychology 101 <sup>6</sup>	Classical	History of Religion <sup>9</sup>
Political Science	[Mathematics] <sup>7</sup>	Literatures	Music <sup>10</sup>
Psychology <sup>3</sup>			
Sociology <sup>4</sup>			

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.

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. A unit of work in laboratory science to meet the *Group II* requirement must include a laboratory that meets a minimum of three hours a week.

6. Or in special cases Psychology 201a and 302b.

7. Mathematics alone may not be used to fill any *group* requirement. See page 45, II, a & c; III, B, 2.

8. For combinations of literature courses to meet the *Group III* divisional requirement, a student must consult with her dean.

9. Or Religion at Haverford.

10. Music 101, if at Bryn Mawr.

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. English 015 does not meet the divisional requirement in English Literature. A course in Mathematics may meet the math/language requirement but alone does not count as fulfilling a divisional requirement.

D. A student should consult with her dean to determine whether an Interdepartmental course meets a divisional requirement.

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

c. attaining a score of at least 650 (in one language) on a College Board Achievement Test 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 a course in Mathematics (one full unit, to include at least one half-unit of calculus).

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 appro-

priate 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:

- A. a unit of work in English, unless she is exempt
- B. work to achieve the required level of proficiency in one language, or two languages, or one language and mathematics
- C. four units of work, one from each of the divisions I-IV
- D. a major subject sequence of at least four units of work and two units of allied work and a Senior Conference
- E. 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 may be awarded *cum laude*, *magna cum laude*, or *summa cum laude*. To students who have completed Honors work in their major subject and received a grade of at least 3.0 in the Senior Conference 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.

### 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 162).
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. A second course in biology may also be required for all students who plan to attend medical school.

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 188). 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 76).

### 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, and The Growth and Structure of Cities; an interdepartmental area of concentration in Hispanic and Hispanic-American Studies (see page 157) 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, Italian, German and Spanish. In 1972-73 a small group of students wishing to speak Italian was included in a section of Haffner Hall. Students from Bryn Mawr and Haverford interested in the study of Russian 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 Children's Center, 1109 County Line Road, Rosemont, just five minutes from campus. Children 3 months through 5 years old are eligible. The center is open five days a week, 8:30 am-5 pm.

The center, conducted by a professional staff, incorporates appropriate age group developmental activities with high quality group care, plus a nursery school program. 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.

The fee scale is based on the age of the child and the number of hours in attendance at the center. Tuition for the semester is payable in advance. Financial assistance is available. Early registration for all programs is essential. For information contact the Director at 525-7649.

### 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. These conferences, made possible by a grant from the William C. Whitney Foundation in memory of Alexandra Colt Werkman '60, have focused within recent years on careers for women in law, medicine, the arts and business and management.

In cooperation with the Alumnae Association, the office provides students with access to a network of alumnae who make themselves available to students for personal consultation on career-related questions and who in practical ways assist students in determining their career fields. Students interested in exploring specific career fields may participate during the spring vacation in the Extern program, working as "shadow colleagues" with alumnae and other sponsors who are specialists in these fields.

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 165.)

## Courses of Study 1978-79

### *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.

*Associate Professors:* Philip L. Kilbride, PH.D. *Chairman*  
Judith R. Shapiro, PH.D.

*Assistant Professor:* Richard H. Jordan, PH.D.‡

*Lecturers:* Richard S. Davis, PH.D.  
Mary M. Voigt, PH.D.

*Assistants:* Susan Kaplan, M.A.  
Wendy Weiss, M.A.

*Professor of Linguistics in Anthropology and German:* Nancy C. Dorian  
PH.D.‡

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 or 203b (Haverford), 320a, two additional half-units of work in archaeology/biological anthropology or one-half unit in archaeology/biological anthropology and one in linguistics, one 300-level semester course in the area of ethnography, plus 399a and b (Senior Conferences). Two and one-half additional units of major or allied work are required, which may be taken at Bryn Mawr or Haverford, at least one-half unit at the 300-level.

*Allied Subjects:* Biology, The Growth and Structure of Cities Program, Classical and Near Eastern Archaeology, Economics, English Literature, Geology, History, History of Art, History of Religion, Linguistics, Philosophy, Political Science, Psychology, Sociology and inter-departmental "Culture and Civilization" courses (such as INT. 290 "La Civilisation française," INT. 210a "Hispanic Culture and Civilization," and INT. 307b "Introduction to Celtic Civilization").

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‡On leave for the year 1978-79.

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*.]
- [104b.\* *Introduction to Peoples and Cultures of the Middle East*.]
- 105a.\* *Sex, Culture and Society*: Miss Shapiro.  
Introduction to the anthropological study of sexual differentiation.
- 165b. *American Youth Culture*: Miss Whitehead (at Haverford).
- 201b. *Archaeological Methods of Analysis*: Mr. Davis.  
Lectures, laboratory and field experience will stress the methodological framework of archaeological investigation and interpretation. Prerequisites: 101, or equivalent introductory course in a related discipline, and permission of instructor.
- 203a. *Introduction to Social Organization*: Miss Goodale.  
Social organization: an introduction to theory and methods and a study of significant contributions. Prerequisite: Anthropology 101.
- 203b. *Elementary Anthropology*: Mr. MacGaffey (at Haverford).
- [204b. *North American Prehistory*: Mr. Jordan.]
- 208a. *Old World Prehistory*: Mr. Davis.
- [& b.] 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.
- 210a. *Human Evolution*: Miss Voigt.  
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.
- [218b. *Community Politics: A Cross-Cultural Approach*: Mrs. Ross, Mr. Ross.]  
(INT.) See Political Science 218a.
- 255a. *Anthropology of Religion*: Mr. MacGaffey (at Haverford).

- [256a. *Anthropology of Law*: Mr. MacGaffey (at Haverford).]  
258a. *Comparative Ethnography*: Miss Whitehead (at Haverford).  
258b. *Comparative Ethnography*: Mr. MacGaffey (at Haverford).  
[302b. *Africa: Sub-Saharan Ethnology*: Mr. Kilbride.]  
A study of selected Sub-Saharan 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*.]  
[305a. *Latin America: Native Cultures of South America*: Miss Shapiro.]  
[306b. *Peasants*: Mr. Kilbride.]  
[308. *Language in the Social Context*: Miss Dorian.]  
(INT.) See Interdepartmental course 308.  
[310a. *Introduction to Descriptive Linguistic Techniques*: Miss Dorian.]  
(INT.)  
[312b. *Field Methods in Linguistics*: Miss Dorian.]  
(INT.)  
313b. *Linguistic Anthropology*: Miss Shapiro.  
Examines language as a social and cultural phenomenon. Consideration will be given to theoretical and methodological relationships between linguistics and socio-cultural anthropology. Prerequisite: Anthropology 101, Interdepartmental 301a, or equivalent preparation in anthropology and linguistics.  
314b. *Comparative Hunters and Gatherers*: Mr. Davis.  
An intensive study of Australian Aboriginal peoples, Bushmen of the Kalahari of Southern Africa and other peoples who today subsist primarily by utilizing resources extracted from their environment through hunting and gathering technologies. Major topics to be examined will include: man/land relationships (technological, legal, and religious), independence and interdependence of social groupings, ethno-epistemology, and the theoretical importance of hunters and gatherers to anthropological thought today. Prerequisite 203a or permission of instructor.

315b. *Middle Eastern Cultures*: Miss Voigt.

An introduction to the ethnography of peoples of the Middle East.

320a. *Cultural Theory*: Miss Shapiro.

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. *Psychological Anthropology*: Mr. Kilbride.

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*.]

[325b. *Woman, Culture and Society*: Miss Shapiro.]

356b. *Seminar in Social Theory*: Mr. MacGaffey (at Haverford).

[357a. *Political Anthropology*: Mr. MacGaffey (at Haverford).]

399 *Senior Conferences*:

The topic of each seminar is determined in advance in discussion with students. Sections will normally run through the entire year and have an emphasis on field research and analysis. Class discussions of work in progress, and oral and written presentations of the analysis and results of research will form the basis of evaluation for the year. Seminars for 1978-79 are:

*Applied Anthropology*: Mr. Kilbride.

*Museum Techniques*: Miss Voigt.

*Esthetic Anthropology*: Miss Goodale.

401. *Honors Work*:

Honors work will be offered to seniors who petition the department with a specific proposal and whose previous work shows sufficiently high level of accomplishment and marked ability.

403. *Independent Work*:

Independent work is open usually to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and subject to faculty time and interest.

# Astronomy

AT HAVERFORD COLLEGE

*Professor:* R. Bruce Partridge, D. PHIL., *Chairman*

*Assistant Professor:* Keith H. Despain, PH.D.

The Departmental work is designed to give students an understanding of and an interest in the universe in which the live, with emphasis upon the relation of astronomy to other fields of learning.

*Major Requirements:* The normal major requirements are Astronomy 211a, 212b and four additional one-semester courses numbered above 200: Mathematics 113a and 114b, or 119a; Physics 111a and 112b; three written comprehensive examinations of three hours each. Bryn Mawr students may substitute Mathematics 101 and 201b and Physics 101 for the mathematics and physics requirements.

*Requirements for Honors:* All Astronomy majors are regarded as candidates for Honors. The award of Honors will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

- 101a. *Astronomical Ideas:* Mr. Partridge, Mr. Despain.
- 102b. *Astrophysics of the Seventies:* Mr. Partridge.
- 150d. *Introduction of Astrophysics:* Staff.
- 211a. *Methods of Theoretical Physics and Astrophysics:* Mr. Despain.  
& b.
- 311a. *General Relativity and High Energy Astrophysics:* Mr. Despain.
- [320b. *Cosmology:* Mr. Partridge.]
- [340b. *Radio Astronomy:* Mr. Partridge.]
- 371a. *Stellar Structure and Evolution:* Mr. Despain.
- 380b. *Nuclear Astrophysics:* Mr. Despain.
- 480. *Independent Study.*



# Biology

*Professor:* Robert L. Conner, PH.D., *Chairman*

*Associate Professors:* Anthony R. Kaney, PH.D.

David J. Prescott, PH.D.†

*Assistant Professors:* Patricia J. Olds-Clarke, PH.D.

Steven N. Treistman, PH.D.

*Lecturers:* Jane R. McConnell, PH.D.

Kathryn G. Orkwiszewski, PH.D.

Patricia Onderdonk Pruett, PH.D., *Associate Dean of the Undergraduate College*§

*Instructor:* Michael P. Reinhart, B.S.

*Assistants:* Jane F. Coyle, B.A.

David C. Fry, B.A.

Susan J. Gan, B.A.

Suzanne J. Kelly, B.A.

Lewis H. Silver, B.A.

Virginia J. Speare, B.A.

*Laboratory Coordinator:* Josephine R. Landrey, A.B.

*Professor of History of Science:* Jane M. Oppenheimer, PH.D.

*Assistant Professor of Chemistry:* Kenneth Strothkamp, 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, cell and molecular biology and biochemistry are emphasized as unifying disciplines.

*Requirements in the Major Subject:* Biology 101 (unless either or both semesters are exempted), 201a, 362a, and any two of the following three

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†On leave semester II.

§On partial leave for the year 1978-79.

courses—309b, 310b, 364b, and at least one other unit (two semester-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:* Mrs. Olds-Clarke, Mr. Treistman, Mrs. Orkwiszewski, Mr. Kaney.

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. Prerequisite: Biology 101 or permission of instructor.

- 309b. *Developmental Biology:* Mrs. Olds-Clarke.

Principles of developmental biology and vertebrate embryology. Lecture three hours, laboratory four hours a week. Prerequisite: Biology 201a.

- [310b. *Comparative and Systems Physiology:* Mr. Treistman.]

314. *History of Scientific Thought:* Miss Oppenheimer.

(INT.) See History 314.

- 350b. *Problems in Cellular Physiology:* Mr. Conner.

An inquiry into the recent literature about membrane phenomena, including the mechanisms for bulk transport, small molecule transport and chemical specificity. Lecture two hours a week. Prerequisites: Biology 362a and 364b or permission of instructor.

- 351a. *Problems in Genetics:* Mr. Kaney.

A seminar course emphasizing in depth analysis of current topics in modern genetics. Presentations from recent literature will be given and discussed. Two hours a week, no laboratory. Prerequisites: Biology 201a and Biology 362a, or permission of the instructor.

- 352a. *Problems in Molecular Biology:* Mr. Reinhart.

A course dealing with current topics of interest in the field of molecular biology. Class meeting two hours a week. Prerequisites: Biology 362a and 364b.

- 353a. *Biochemistry: Macromolecular Structure and Function*: Mr. Prescott, Mr. (INT.) Strothkamp.  
The structure, chemistry and function of proteins; nucleic acids and polysaccharides are discussed with special emphasis on their roles in living systems. Lecture three hours, laboratory six hours a week. Prerequisites: Chemistry 202 and Biology 362a or permission of instructors. Physics 101 and Mathematics 101 are recommended.
- 353b. *Biochemistry: Intermediary Metabolism*: Mr. Conner.  
(INT.) Metabolic relationships of carbohydrates, lipids and amino acids are discussed with emphasis on the control of various pathways. Lecture three hours, laboratory six hours a week. Prerequisite: Biology 353a.
- [354a. *Recent Advances in Cell Biology*.]
- [355a. *Problems in Neurophysiology*: Mr. Treistman.]
- [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.
- 358a. *Problems in Developmental Biology*: Mrs. Olds-Clarke.  
A seminar course devoted to the study of the control of gene expression as it relates to the developmental process. Two hours a week, no laboratory. Prerequisites: Biology 201a, Biology 309b and Biology 362a, or permission of the instructor.
- 362a. *Cellular Physiology*: Mr. Conner.  
A course devoted to a study of the activities of cells in terms of physical and chemical processes. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 201a and Chemistry 202, which may be taken concurrently.
- 364b. *Cell and Molecular Biology*: Mr. Reinhart.  
An examination of the ultra-structural organization, function and molecular development of selected eukaryotic organelles. Lecture three hours, laboratory four hours a week. Prerequisite: Biology 201a.
399. *Senior Conference*:  
During one semester, all seniors will write a comprehensive paper in a prescribed area of biology in conjunction with a faculty member. These

papers serve to relate materials from various subdisciplines of biology to each other, to examine subjects of current biological interest and to relate the field to the larger aspects of society. In the other semester, students will take a seminar course chosen from the available offerings.

401. *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.

403. *Supervised Research in Biology:* Members of the Department.

Laboratory research under the supervision of a member of the Department.

*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

351h. *Biochemistry of Membrane Transport:* Mr. Loewy.

353g. *Biosynthesis of Organelles:* Mr. Santer.

354d. *Molecular Virology:* Mr. Goff.

358a. *Cell Motility:* Mr. Kessler.

## Chemistry

*Professors:* Jay Martin Anderson, PH.D.

Ernst Berliner, PH.D.

Frank B. Mallory, PH.D. ‡

George L. Zimmerman, PH.D., *Chairman*

*Associate Professor:* Joseph Varimbi, PH.D.

*Assistant Professor:* Kenneth G. Strothkamp, PH.D.

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†On leave semester II.

‡On leave for the year 1978-79.

*Lecturers:* Frances Bondhus Berliner, PH.D.‡

Cecile K. Dalton, PH.D.

*Assistants:* Rengin Akün, B.A.

Anne Belcher, B.A.

Mark K. Hamilton, B.S.

Glenn W. Knox, B.A.

*Associate 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, 353, and 356b, with the provision that at least one of the semesters shall include laboratory work (i.e., 302a, 302b, 303b, 353). Physics 101 and Mathematics 101 are also required. Students are encouraged to take 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. Varimbi, Mr. Strothkamp, 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, Mrs. Dalton.

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 and 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. Three lectures a week.

302a. *Advanced Organic Chemistry*: Mrs. Dalton, 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.

303b. *Atomic and Molecular Spectroscopy*: (at Haverford, 1978-79).

Prerequisite: Chemistry 303a.

[304b. *The Dynamics of Environmental Systems*.]

(INT.)

353a. *Biochemistry: Macromolecular Structure and Function*: Mr. Prescott, Mr.

(INT.) Strothkamp.

See Biology 353a.

353b. *Biochemistry: Intermediary Metabolism*: Mr. Conner.

(INT.) Mr. Strothkamp.

See Biology 353b.

- 356b. *Biochemical Mechanisms*: Mr. Lerman (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.

401. *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.

*Supervised Units of Independent Study*:

(See under *Curriculum*, The Plan for The Curriculum, IV).

# Classical and Near Eastern Archaeology

*Professors:* Machteld J. Mellink, PH.D., *Chairman*

Kyle M. Phillips, Jr., PH.D., *Resident Director of Massenzia, Rome*

Brunilde S. Ridgway, PH.D.

*Professor of Classical and Near Eastern Archaeology and of History of Art:*

Phyllis Pray Bober, PH.D., *Dean of The Graduate School of Arts and Sciences*

*Associate Professor:* Richard S. Ellis, PH.D.

*Associate Professor of Latin:* Russell T. Scott

*Assistant Professors:* Kathleen S. Wright, PH.D.

James C. Wright, PH.D.

*Lecturer:* Gloria F. Pinney, PH.D.

*Mary Flexner Lecturer:* Erika Simon, PH.D.

*Assistants:* Katherine Dohan, M.A.

Mark Fullerton, M.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, 201a (or another Near Eastern course), 203a and b, 205b, 301a and 302a or b and the Senior Conference. 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:* Miss Mellink, 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 a week.

201a. *The Archaeology of Mesopotamia before 1600 B.C.:* Mr. Ellis.

203a. *Greek Sculpture:* Mrs. Ridgway.

The development of Greek sculpture to the Hellenistic period.

203b. *Hellenistic and Roman Sculpture:* Mrs. Pinney.

From the Hellenistic period to the end of the Roman Empire.



- 204b. *Egypt and Mesopotamia from 1600-500 B.C.*: Mr. Ellis.
- 205a. *The Ancient Near East*: Mr. Ellis.  
See History 205a.
- 205b. *Aegean Archaeology*: Mr. Wright.  
The pre-Greek and early Greek cultures of the Aegean area: Minoan Crete, Troy, the Aegean Islands, Mycenaean Greece and their overseas connections.
- 301a. *Greek Vase-Painting*: Mrs. Pinney.  
Greek vase-painting as an original form of art, its relation to other arts, and its place in archaeological research.
- 301b. *Hellenistic and Roman Pottery*: Mrs. Wright.  
The study of pottery in archaeological and historical context.
- 302a. *Greek Architecture*: Mr. Wright.  
(INT.) The Greek architectural tradition in its historical development.
- 302b. *Roman Architecture*: Mr. Scott.  
(INT.) The architecture of the Republic and the early Roman Empire.
- [303b. *Etruscan Archaeology*: Mrs. Pinney.]
- 304b. *Monumental Painting*: Mrs. Pinney.  
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. *Syria and Palestine from c. 3500 B.C. to 500 B.C.*: Mr. Ellis.  
A survey of the history and cultures of the Levant, using archaeological and documentary sources.
- 306b. *Hittite Archaeology*: Miss Mellink.
399. *Senior Conference*:  
Weekly two-hour seminars with assigned readings and reports. Semester I: Mrs. Wright; semester II: Miss Mellink.  
See also History 205a *The Ancient Near East*: Mr. Ellis.
401. *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 in Classical Studies and The Growth and Structure of Cities. See pages 153 and 154.

*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

*Professor:* Richard B. Du Boff, PH.D., *Chairman*†

*Associate Professors:* Noel J. J. Farley, PH.D.

Helen Manning Hunter, PH.D.

*Visiting Lecturer:* Charles F. Stone III, A.B.

At Haverford

*Assistant Vice-President:* Samuel Gubins, PH.D.

*Professor:* Holland Hunter, PH.D.

*Associate Professor:* Vernon J. Dixon, PH.D.

*Assistant Professor:* Michael Weinstein, PH.D.

*Instructor:* Juan Lara, 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.

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†On leave semester II.

*Requirements in the Major Subject:* Economics 111a or b and 112a or b, three units of intermediate and advanced work (including Economics 203a or b and at least one unit of a 300-level course) and the Senior Conference. Courses 111 and 112 are designed to give the informed perspective on economic principles and problems that is an integral part of a liberal education, as well as to provide a foundation 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 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 two of the following courses: 300a, 301b, 302b, 303b. Students intending to do graduate work in economics should take 304b 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 or b and 112a or b by the end of the first semester of the sophomore year. As a rule, the prerequisites for intermediate and advanced-level work are Economics 111 and 112 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; public goods.
- 201a. *Economic Accounting:* Mr. Hunter (at Haverford).
- 203a. *Statistical Methods in Economics:* Mrs. Hunter, Mr. Weinstein.  
& 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 111 and 112.

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 111 and 112 or permission of the instructor.

207b. *Money and Banking*: Mrs. Hunter.

The development and present organization of the financial system of the United States; domestic and international problems of monetary theory and policy. Prerequisites: Economics 111 and 112.

208a. *Distribution of Income in the United States*: Mr. Weinstein (at Haverford).

211a. *The Soviet System*: Mr. Hunter (at Haverford).

(INT.)

212b. *Comparative Economic Systems*: Mr. Lara, Mr. Farley.

Comparative analysis of organization for decisionmaking in resource allocation, the distribution of income, and choice of technique of production. Assessment of results under various systems in terms of efficiency, equity, and growth. Case studies include United States, Britain, Soviet Union, West Germany, Yugoslavia, India. Prerequisites: Economics 111 and 112.

213a. *The Corporation and Public Policy*: Mr. Stone.

Economic effects of anti-trust legislation on market structure in static and dynamic settings; corporate performance evaluated through theories of the firm; individual industry studies; public utilities and government regulation; pollution, discrimination, and public policy. Prerequisite: Economics 112.

214b. *Economics of the Public Sector*: Instructor to be announced.

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 111 and 112.

{215b. *Urban Economics*: Mr. Gubins (at Haverford).}

{221b. *United States Economic Development*: Mr. Du Boff.}

- 222a. *History of Economic Thought*: Mr. Du Boff.  
Examination of the Mercantilists, the Physiocrats, Smith, Malthus, Ricardo, Marx, Mill, Marshall, and Keynes. Emphasis on theories concerning economic growth and the stationary state, value and distribution, and the role of the state. Prerequisites: Economics 111 and 112 or permission of instructor.
- [223a. *Labor History and Economics*: Mr. Weinstein (at Haverford).]
- [224a. *Economic History and Growth, 1750-1970*: Mr. Du Boff.]
- 225a. *Developing Economies*: Mr. Farley.  
Analysis of the structural transformations of developing economies. Causes and roles of savings, investment, skills, technological change and trade in the development process; strategies and methods of economic planning. Prerequisites: Economics 111 and 112.
- 226a. *Cliometric History of the United States*: Mr. Weinstein (at Haverford).
- 230a. *Topics in Economics*: Members of the Department.  
or b. The study of contemporary problems from the economist's viewpoint, selected from the areas of U.S. foreign and domestic economic policies, population or cross-cultural studies, radical political economy, or others.
- 300a. *Microeconomic Analysis*: Mr. Lara (at Haverford).
- 301b. *Interindustry Analysis*: Mr. Hunter (at Haverford).
- 302b. *Macroeconomic Analysis*: Mrs. Hunter.  
Rigorous review of the theoretical foundations of income determination, monetary phenomena, and fluctuations in employment and the price level; introduction to dynamic processes. Prerequisites: Economics 111 and 112.
- 303a. *Quantitative Analysis of Economic Change*: Mrs. Hunter.  
Survey of dynamic macroeconomic models, including their statistical estimation. Theory and practice of forecasting and simulation with econometric models; time series analysis. The necessary matrix algebra and computer techniques are developed in the course. Prerequisite: Economics 203.
- 304b. *Introduction to Econometrics*: Mrs. Hunter.  
The econometric theory presented in Economics 203a and 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 203 and permission of instructor.

- 305a. *Theory of Capital Markets*: Instructor to be announced.

Introduction to the theory of capital markets. Emphases on portfolio theory and applications to individual and firm decision making. Instruments, institutions and procedures of capital markets. Special attention to corporate mergers and failures. Prerequisites: Economics 112 and 203 or consent of instructor.

- 306a. *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.

- 307b. *Advanced Economic Theory*: Mr. Weinstein (at Haverford).

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.

401. *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 major in The Growth and Structure of Cities and in the interdepartmental concentration in Hispanic and Hispanic-American Studies. See pages 154 and 157.

*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.  
Faye P. Soffen, ED.D.

*Assistant Professors:* Fred Rothbaum, PH.D.  
Samuel S. Snyder, PH.D.

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.

For students preparing for teaching, the first semester of the senior year is an extremely busy one. During student teaching, the student must be prepared to be in the school throughout the school day, five days a week.

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. Graduate students participate in the work, and undergraduate and graduate students observe in the schools and at the Institute.

[201b. *The Social Foundations of Education:* Mrs. Pepitone.]

202b. *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 educa-

tional issues as they are rooted in the educational process.

203b. *Educational Psychology*. Mr. Snyder.

Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Laboratory work is required. Prerequisite: Psychology 101.

206a. *Developmental Psychology*: Mr. Snyder.

The development of cognitive, social, and affective behavior with an emphasis on early and middle childhood. Laboratory work is required. Prerequisite: Psychology 101.

207b. *Adolescent Development*: Mr. Rothbaum.

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 206a or permission of instructor.

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. A full unit of work. Prerequisite: permission of instructor.

[302a. *Principles of Teaching in the Elementary School*: Mrs. Maw.]

See also 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 seminar is 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 Human Development*: Mr. Snyder.

*Psychological Disorders of Children*: Mr. Rothbaum.

*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 professional preparation for teaching. Students preparing for teaching should complete the following courses or demonstrate equivalent competence: a basic course in psychology, 201, 202, 203, 206, 207, 301.

## 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:* Carol L. Bernstein, PH.D.‡

Thomas H. Jackson, PH.D.

Joseph E. Kramer, PH.D., *Chairman*

*Assistant Professors:* Sandra M. Berwind, PH.D.

Peter M. Briggs, PH.D.‡

Katrin Ristkok Burlin, PH.D.‡

Susan Dean, PH.D.

E. Jane Hedley, PH.D.

Eileen Tess Johnston, PH.D.

Annette Niemtzw, PH.D.

Richard Rodino, PH.D.

*Lecturers:* Diane Balestri, PH.D.‡, *Class Dean*

Elizabeth Chadwick, PH.D., *Andrew W. Mellon Post-Doctoral Fellow*

Victory V. Chase, M.A.

Christopher Davis, A.B.

Christina Gillis, PH.D.

Susan J. Hilligoss, M.A.

Ramona T. Livingston, A.B.§

Karen H. Putnam, PH.D.

Daniel Smirlock, M.A.

†On leave semester II.

‡On leave for the year 1978-79.

§On partial leave for the year 1978-79.

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 101a and b (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 advisers offer no more than one half-unit of advanced fiction writing or verse composition toward fulfillment of the four-unit requirement. Students may in consultation with their departmental advisers 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 will be sent to each student in June, 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. *The Art of Poetry:* Mr. Ransom (at Haverford).

190a. *Introduction to Creative Writing:* Mr. Ashmead (at Haverford).  
& b.

191b. *Feature Writing*: Mr. Davis.

Students will be asked to work on several full-length feature articles during the semester. Their efforts will involve field and library research, and interviewing. Through discussion in class and conference, the class will explore editing techniques: apropos of which, every second assignment will consist in full rewriting of each principal assignment.

192a. *Fiction Writing*: Mr. Davis.

Class discussion, conferences, and reading and writing (and re-writing) assignments are designed to introduce students to techniques of prose fiction.

193b. *Advanced Fiction Writing*: Mr. Davis.

The writing of several pieces of short fiction, as well as some longer prose fiction will be required. Student writing and some assigned texts will be discussed in class and in conference. Prerequisites: English 190a and b, or 192a. All students must submit a portfolio of writing for admission to this course.

[195. *Verse Composition*: Miss Stapleton.]

198a. *Playwrighting and Production*: Mr. Butman.

Writing of two original one-act plays.

[198b. *Advanced Playwrighting and Production*: Mr. Butman.]

[295a. *Advanced Verse Composition*: Miss Stapleton.]

& b.

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, and one other major work. The emphasis will be on close reading and on the continuity of traditions and modes in English and American literature. English 101a or its equivalent is the prerequisite for 101b.

201a. *Chaucer and His Contemporaries*: Miss Malard (at Haverford), Miss Hilligoss.

& b. The first semester will be devoted to a close reading of the *Canterbury Tales*. Emphasis is given to Chaucer's exploitation of medieval literary

conventions. Prerequisite: English 101A or its equivalent.

The second semester will concentrate upon Chaucer's early poems and the *Troilus*, with particular attention to his development as a narrative poet and to the cultural and philosophical background of his work. Additional readings will be drawn from Middle English dream-vision and romance, including *Sir Gawain and the Green Knight*. Prerequisite: English 101A or its equivalent.

[209b. *Medieval Narrative: From Beowulf to Malory*: Mr. Burlin.]

210a. *Literature of the English Renaissance: Sixteenth-Century Fiction*: Mrs. Hedley.

Introduction to the major genres of Renaissance fiction, both in poetry and prose. Authors will include More, Wyatt, Gascoigne, Spenser, Marlow and Shakespeare.

210b. *Literature of the English Renaissance: Drama*:  
Mr. Satterthwaite (at Haverford).

211b. *Literature of the English Renaissance: Lyric Poetry*: Mrs. Hedley.

Both the continuity of the lyric tradition that begins with Wyatt and the distinctiveness of each poet's work will be established. Consideration will be given to the social and literary contexts in which lyric poetry was written. In addition to Wyatt, Sidney, Shakespeare, Donne and Jonson will be read.

225a. *Shakespeare*: Mr. Kramer, Mr. Satterthwaite (at Haverford).

& b. The first semester will be devoted to the histories and comedies; the second semester to the tragedies and romances.

[228a. *Modern Drama*: Mr. Kramer.]

& b.

233a. *Age of Milton*: Mr. Rose (at Haverford).

[240. *Restoration and Early Eighteenth-Century Literature*: Mr. Briggs.]

241b. *English Poetry from Dryden to Wordsworth*: Mr. Rodino.

Changing motives and poetical structures from 1660 to 1798, including hero-worship, self-reflection, political activism, satire as defense and as subversion, perspectives on nature, and poetic love. Emphasis is on continuous developments in form and theme from the seventeenth century into the Romantic period. The poets include Prior, Swift, Pope, Gray and Blake.

247a. *Shapes in Eighteenth-Century Fiction*: Mrs. Gillis.

An examination of the forms of fiction represented in selected novels of

the eighteenth century. The shapes of individual works will be studied with special emphasis upon both the narrative mode and its contexts: literary, social, and architectural. Authors will include Defoe, Richardson, Fielding, Sterne, Smollet, Radcliffe and Austen.

[250. *Nineteenth-Century English Poetry*: Mrs. Johnston.]

[252. *The Romantic Movement*.]

256a. *Hopkins and Swinburne*: Mr. Satterthwaite (at Haverford).

257a. *Hardy and Lawrence*: Mr. Lester (at Haverford).

258b. *Development of the Novel*: Mr. Lester (at Haverford).

259b. *Nineteenth-Century Fiction*: Mr. Smirlock.

The study of certain nineteenth-century novels, primarily in terms of the way each uses language idiosyncratically to present a vision of human society. An effort will be made to place the works in their intellectual and biographical contexts, with some attention paid to the development of the novel during the Victorian era. Readings from Austen, Dickens, Trollope, Thackeray, Charlotte Bronte, Meredith, Eliot and Hardy.

260a. *American Literature to 1915*: Miss Niemtzwow, Mrs. Dean.

& b. The first semester will consider American literature from its beginnings to the Civil War, and will include work by Puritan writers; by writers of the Federal Period; and by Romantics, such as Cooper, Emerson, Thoreau, Hawthorne, Melville, Whitman. The second semester will address works from the Civil War to 1915 and will include selections from Whitman, Dickinson, Twain, Howells, Jewett, Chopin, and Stephen Crane.

261a. *Black American Literature*: Mr. Lee (at Haverford).

& b.

264b. *American Literature from 1915 to the Present*: Mr. Lee (at Haverford).

265a. *American Studies*: Mr. Ashmead (at Haverford).

& b.

269b. *Women Writing in America*: Miss Niemtzwow.

A study of selected texts by women writing in America. Readings will be drawn from such well known authors as Bradstreet, Fuller, Dickinson, Alcott, Stein, Wharton and Rich, as well as from lesser known writers. This course will also provide an introduction to feminist criticism.

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.

279b. *Post-Colonial Fiction in English*: Mr. Jackson.

Fiction by black African writers since liberation in Kenya, Nigeria, Ghana and elsewhere. Achebe, Soyinka, Armah, Abraham and Tutuola are among the authors included.

280a. *Tragedy*: Miss Malard (at Haverford).

281b. *Comedy*: Mr. Rose (at Haverford).

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.

283a. *The English-American Musical Lyric: Its Poetry*: Mr. Ashmead, Mr. Davidson (at Haverford).

[284. *The Nineteenth-Century Urban Novel*: Mrs. Bernstein.]

[285. *The Language of Drama*: Mr. Burlin.]

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.]

[301. *Readings in Middle English Literature*: Mr. Burlin.]

302b. *Medieval Topics*: (at Haverford).

[315. *Sixteenth-Century Chivalric Romance*: Mrs. Hedley.]

[321. *English Drama to 1642*: Mr. Kramer.]

323b. *Forms of Renaissance English Tragedy*: Mr. Kramer.

Specimen tragedies of Marlowe, Shakespeare, Chapman, Jonson, Webster, Middleton, Tourneur, Ford, and others will be considered along with some non-dramatic material.

325a. *Shakespearean Topics*: Mr. Satterthwaite (at Haverford).

326a. *Theatre of Ben Jonson*: Mr. Kramer.

The comedies, tragedies, and masques of Jonson will be studied closely. Theatrical contexts will be established through consideration of other seventeenth-century plays and of the techniques of production then current.

- 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.
- 342b. *Fielding and His Contemporaries*: Mr. Rodino.  
The rich and varied career of Henry Fielding in its literary, theatrical, political, and social contexts. The course is designed for students who have some background in eighteenth-century literature.
- 352b. *English Romanticism*: Mrs. Johnston.  
Through readings of key works of English poetry, fiction, and prose non-fiction, this course will study the major ideas and literary forms characteristic of the Romantic imagination. Some attention will also be given to modern theories of Romanticism.
- [355. *Major Victorian Poets*: Mrs. Johnston.]
- [356. *Victorian Literature and the Religious Experience*: Mrs. Johnston.]
- 357a. *The Political Novel*: Mr. Smirlock.  
A study of some nineteenth- and twentieth-century novels that examine the relationship among state, society, and the individual, with special attention paid to their models of the political world as it is, should, and should not be.
- [358a. *Jane Austen*: Mrs. Burlin.]
- [358b. "Women of Talents": Mrs. Burlin.]
- 364b. *T. S. Eliot*: Mr. Rose (at Haverford).
- [365a. *American Autobiography*: Miss Niemtzwow.]
- [365b. *The American Dream*: Miss Niemtzwow.]
- 366a. *American Poetry since 1945*: Mr. Ransom (at Haverford).
- 366b. *William Faulkner*: Mr. Ashmead (at Haverford).
- 369a. *Black American Literature*: Mr. Lee (at Haverford).
- [371. *The Development of Modern Poetry*: Mr. Jackson.]
- 374a. *James Joyce*: Mr. Lester (at Haverford).
- 375a. *W. B. Yeats and Wallace Stevens*: Mrs. Berwind.  
A study of the techniques developed by two major poets for exploring

some of the fundamental philosophical problems of the twentieth century.

[384. *The Theory of Fiction*: Mrs. Bernstein.]

[385. *Problems in Satire*: Mr. Briggs.]

387a. *Literary Theory and Criticism*: Mr. Rose (at Haverford).

388b. *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.

389a. *Studies in Twentieth-Century Criticism*: Mr. Jackson.

The development of major twentieth-century critical trends from nineteenth-century roots and the philosophical implications of various modern critical orientations. Readings drawn from Coleridge, Ruskin, Arnold, Leavis, Richards, Frye, and various structuralist and post-structuralist critics.

399. *Senior Conference*:

a: Mrs. Berwind, Mrs. Hedley; b: Mrs. Johnston, 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 of the students further reading, as well as responsible participation. 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 four members of the Department who are not involved in supervision of the conference. The student may elect either a four-hour written examina-



tion or a fifty-minute oral. The examination will allow for many kinds of exemplification as well as intelligent use of supplementary and secondary reading. 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.

Students wishing to continue work in English at Bryn Mawr in order to obtain a Master of Arts degree may, with the permission of the Department, begin research toward a Master's paper during the senior year in place of an honors unit. It is hoped that the paper can be completed, along with the required three graduate units and examination, during a year of graduate study, thereby making possible the conferral of the M.A. degree in the year following the B.A. In exceptional cases, students accelerating or transferring to Bryn Mawr who complete undergraduate requirements before the end of the senior year may petition to be admitted to graduate courses before the conferral of the B.A. degree.

*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., *Chairman*

Michel Guggenheim, PH.D.

Pauline Jones, PH.D.

Mario Maurin, PH.D.

*Marjorie Walter Goodhart Professor of History:* J. H. M. Salmon, M.LITT.,  
LIT.D.

*Professor of History:* Alain Silvera, PH.D.

*Associate Professor:* Catherine Lafarge, PH.D.

*Assistant Professors:* Margaret Simpson Maurin, PH.D.

Grace Armstrong Savage, PH.D.

*Assistant:* Pierrette Johnson, *Bac. ès Phil.*

The major in French includes work in both literature and language (track I), as well as work in French history and civilization for those who wish to offer an interdisciplinary concentration (track II). 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 either of individual authors, genres and movements (track I) or of particular periods, themes and problems in French culture (track II). In both tracks, students are admitted to advanced literature courses after satisfactory completion of two semesters of 200-level courses in French literature. In track II, satisfactory completion of the introductory course in French civilization is a prerequisite for admission to advanced courses in French history and civilization. Alternatively, admission to these advanced courses may be granted by placement test and permission of the Department.

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 during the sophomore or junior year. Residence in French House for at least one year is advisable.

*Requirements in the Major Subject:*

1) *Literature concentration:* French 101, French 205c, four semesters of 200-level literature courses, two semesters of advanced literature courses and the Senior Conference in literature.

2) *Interdisciplinary concentration:* French 101, French 205c, Civilization 290, four semesters of 200-level literature courses (or two semesters of 200-level literature courses and two semesters of advanced level literature

courses), two semesters of 200-level French history courses and two semesters of advanced level French history courses (or four semesters of advanced level French history courses), and the interdisciplinary Senior Conference.

3) *Both concentrations*: Students whose preparation for college has included advanced work in language and literature may, with the 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, both 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, Growth and Structure of Cities.

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 a week. 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.]

201a. *The Classical Age*: Miss Slott (at Haverford).

201b. *French Literature of the Eighteenth Century*: Miss Lafarge.

The course will include texts representative of the Enlightenment and the Pre-Romantic 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*: 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.]

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, Scève, the *Pléiade* and d'Aubigné.

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 and/or 205b.

[241a. *The Impressionist Era*: Mr. McCarthy (at Haverford).]

[243b. *Contemporary France*: Mr. McCarthy (at Haverford).]

[290. *La Civilisation française*: Mr. McCarthy, Mr. Silvera.]

[295a. *Paris in the Seventeenth and Eighteenth Centuries*: Miss Lafarge.]

[295b. *Littérature, Histoire et Société de la Renaissance à la Révolution*: Mr. Guggenheim.]

297a. *L'Histoire à l'époque romantique: historiens, romanciers, auteurs dramatiques*: Mr. Salmon.

This one-semester course is concerned with the romantic vision of French history in the generation following Napoléon. It will involve study of the works of professional historians, writers of historical drama,

and historical novelists. Among authors to be discussed are Guizot, Thierry, Vigny, Mérimée and Hugo. The class will be partly conducted in French.

- {301b. *La Démolition du héros au XVII<sup>e</sup> siècle: Pascal, Molière, La Rochefoucauld: Mr. Defaux.*}
- 302b. *Racine et la critique contemporaine: Mr. Defaux.*  
An in-depth study of Racine's dramaturgy, from *La Thébaidé* to *Athalie*, seen in the light of French contemporary criticism (Barthes, Mauron, Poulet, Starobinski, Goldmann, Girard). Special attention will be given to the various techniques of literary analysis as well as to the concepts of myth and tragedy.
- 303a. *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.
- {304a. *Le roman au XVIII<sup>e</sup> siècle: Miss Lafarge.*}
- {305a. *Baudelaire: Miss Jones.*}
- 306b. *Le Théâtre du vingtième siècle: Miss Jones.*  
A close examination of selected works of major French dramatists from Claudel to Beckett and Genet, with emphasis on the dialectic of heroism and nihilism, tradition and revolt in the vision of the theater as art form, and innovative techniques of stagecraft. Special attention will be given to 20th-century adaptations of Greek myths, the influence of surrealism and existentialism, *le théâtre de l'absurde*, and the diversity of the contemporary *avant-garde*.
- {307a. *Ecrivains engagés de Montaigne à Sartre: Mr. Guggenheim.*}
- 309a. *Gide et Sartre: Mr. Maurin.*  
A survey of representative works written by these two writers, with particular emphasis on Gide's fiction and Sartre's concept of the relationship between literature and action.
- 311a. *Advanced Topics in French Literature: Mr. Cook (at Haverford).*
- 311b. *Advanced Topics in French Literature (at Haverford).*  
Topic and teacher to be announced.
- {320. *France 1559-1661: Mr. Salmon.*}

[324. *Europe 1789-1848*: Mr. Silvera.]

[330. *France since 1870*: Mr. Silvera.]

[355a. *Topics in Early Modern European History: the French Revolution*: Mr. Spielman (at Haverford).]

399. *Senior Conference in Literature*: Mrs. Savage, Mr. Maurin.

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. One research paper each semester.

399. *Interdisciplinary Senior Conference*: Mr. Silvera, Mr. Salmon.

A series of weekly seminars examining the relationship between literature, political theory and historiography within a selected period. Each student will undertake a special project, which will be submitted in writing and defended verbally. There will also be a three-hour written examination.

401. *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 in *The Growth and Structure of Cities*. See pages 154-156.

*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 and Sweet Briar Colleges, New York University, Vanderbilt University, University of Vermont or L'Académie.

*Summer Study*:

Students wishing to enroll in a summer program may apply for admission to the *Institut d'Etudes française d'Avignon*, held under the auspices of Bryn Mawr. The *Institut* is designed for selected 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 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, *Chairman*

William A. Crawford, PH.D.

Lucian B. Platt, PH.D.

William Bruce Saunders, PH.D.

*Assistants:* Susan Hardee, B.S.

Janet Snyder, B.A.

Mark Steuer, M.A.

Thomas R. Watters, B.S.

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 and b, 202a, 204b, one advanced unit, the Senior Conference, and one full-year course in two of the following departments: Chemistry, Mathematics, Physics. Students may meet some of the major and allied requirements by advanced standing or placement examinations. A student who wishes to follow a career in

geology should plan to attend a summer field course, usually following the junior year. A third course from one of the allied subjects is also strongly recommended.

*Allied Subjects:* Biology, Chemistry, Physics, Mathematics, Statistics; Astronomy, Anthropology, Archaeology, or Economics are accepted in special cases.

101a. *Physical Geology:* Members of the Department.

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 of laboratory or field work a week, plus a one-day field trip on a Saturday.

101b. *Historical Geology:* Members of the Department.

The history of the earth from its beginning and the evolution of the living forms which have populated it. Three lectures, three hours of laboratory or field work a week. A three-day field trip is taken in the spring. Prerequisite: Geology 101a or its equivalent.

201a. *Crystallography and Optical Mineralogy:* Mr. Crawford.

The study of geometrical optical crystallography. Description of the external symmetry of crystalline solids and instruction in the use of the polarizing microscope for use in identifying minerals. Three lectures, four hours of laboratory a week.

201b. *Crystal Chemistry and Mineral Paragenesis:* Mr. Crawford.

Descriptive and determinative mineralogy. The relation between the physical properties of minerals and their structures and chemical composition. The occurrence and typical associations of minerals. 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 101a and b or permission of instructor.

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 101a and b and Analytic Geometry or Trigonometry.



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

Principles, theory and application of various aspects of paleontology such as evolution. Three lectures, three hours of laboratory a 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 analytical techniques. Three lectures and three hours of laboratory a week. Prerequisites: Geology 101a and b, Geology 201a and b, Chemistry 101 or permission of instructor.

{303b. *Geochemistry*: Mr. Crawford.]

{304. *Introduction to Petrology*: Mr. Crawford, Mrs. Crawford.]

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

306a. *Stratigraphy*: 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 or consent of the instructor. This course will, in general, be offered only in alternate years.

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.

401. *Honors Work*:

Qualified students are admitted to Honors Work on the recommendation of the Department. This consists of one unit of field or laboratory work on an independent research problem.

*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

*Professors:* Hans Bänziger, PH.D. \*

Nancy C. Dorian, PH.D., †

*Associate Professors:* Gloria Flaherty, PH.D.

C. Stephen Jaeger, PH.D., *Acting Chairman*

*Assistant Professor:* Susan Joan Erickson, 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 or on German literature during their major program. 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 both written and oral. They are encouraged to gain supplementary exposure to the German language through residence in the German House or by study abroad during the summer or the junior year or both.

The German departments of Bryn Mawr College and Haverford College cooperate to offer the widest possible range of courses to students of 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, 202a and one other half-unit in literature at the 200 level, 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. While undergraduate German majors are not required to learn a foreign language besides German, the German Department urges them to do so, particu-

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\*On leave semester I.

†On leave for the year 1978-79.

larly those students who plan to continue their studies at the graduate level.

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, *novellas* and drama.

- 201a. *Advanced Training in the German Language*: Mr. Cary (at Haverford)  
& b. and Mr. Bänziger.

First semester at Haverford. Advanced training in grammar, speaking and 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 to 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.

203. *Introduction to Modern German Literature*: Mr. Cary (at Haverford).

- 250b. *Germanic Mythology*: Mr. Jaeger.

(INT.) The culture, religion and mythology of the Germanic peoples before and during the conversion to Christianity. Reading of the Eddas, some epics and historical sources. (In English.)

- 300b. *A Survey of German Literature*: Mr. Bänziger.

Lecture course devoted to the literary and historical background (from the Middle Ages to the present) necessary for studies in German literature.

- [301a. *History of the German Language*: Miss Dorian.]
- 302a. *Vernacular Literature in Medieval Germany: the Courtly Romance*: Mr. Jaeger.  
*Parzival, Tristan*, and other major German romances in their European context.
- [303a. *Modern German Prose*: Mr. Bänziger.]
- [304b. *The German "Novelle"*: Miss Erickson.]
- [305b. *Modern German Drama*: Mr. Bänziger.]
- [307b. *The Literature of Reformation*: Mr. Jaeger.]
- [308a. *Introduction to Middle High German*: Mr. Jaeger.]
- [310b. *Lessing and the Enlightenment*: Miss Flaherty.]
- 356a. *Advanced Topics in German Literature*: Mr. Cary (at Haverford).
399. *Senior Conference*: Miss Erickson, Mr. Bänziger.

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. The material covered in Senior Conference will be tested either in individual units or with a comprehensive examination. Topic for fall 1978: *Modern German Novel*: Miss Erickson.

401. *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*

*Associate Professors:* Gregory W. Dickerson, PH.D.

Richard Hamilton, PH.D.

*Lecturer:* Neil Forsyth, PH.D., *Andrew W. Mellon Post-Doctoral Fellow*

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, 101 or 102a, 101b, 201a and b (or their Haverford equivalents H101, H201a and b, H301a and b) and 301a. Also required is the Senior Conference at Bryn Mawr. 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, Mr. Hamilton.

Semester I: elements of grammar, prose composition, readings from ancient authors and the *New Testament*. Semester II: Plato's *Apology* and *Crito*; sight readings in class from Euripides' *Alcestis*.

101a. *Tragedy I:* Mr. Hamilton.

Euripides' *Alcestis* and *Hippolytus*; a critical literary paper is required.

101b. *Herodotus:* Mr. Dickerson.

Book VI of Herodotus' *History* and supplementary selections; prose composition is required.

102a. *Homer:* Mr. Dickerson.

Several books of the *Odyssey* are read and verse composition is attempted. A short essay is required.

[102b. *New Testament Greek:* Mr. Hamilton.]

201a. *Plato and Thucydides*: Mr. Hamilton.  
The *Symposium* and an abridged version of the history of the Sicilian Expedition, with required prose composition.

201b. *Tragedy II*: Mr. Dickerson.  
Euripides' *Bacchae*, Sophocles' *Oedipus Rex* and Aristotle's *Poetics*; a critical literary essay is required.

213a.\* *Myth in Practice and Theory*: Miss Lang.  
(INT.) See Interdepartmental course 213a.

[214b.\* *Development of Greek Tragedy*: Mr. Hamilton.]

215b. *The Ancient Stage*: Mr. Hamilton.  
(INT.) The development from early Greek tragedy through the pivotal tragicomedies of Euripides to New Comedy and its Roman successors. Two short exercises and a critical paper are required.

260a. *Forms of the Epic*: Mr. Forsyth.  
(INT.) See Interdepartmental course 260a.

301a. *Hesiod and Pindar*: Mr. Hamilton.  
*Theogony*, *Works and Days* and the odes of Pindar.

301b. *Aeschylus and Aristophanes*: Mr. Dickerson.  
Aeschylus' *Agamemnon* and Aristophanes' *Frogs*.

361b.\* *From Myth to Epic*: Mr. Forsyth.  
(INT.) See Interdepartmental course 361b.

399a. *Senior Conference: Development and Differentiation of the Tragic "Hero"*: Mr. Dickerson.

399b. *Senior Conference: Iliad and Oral Epic*: Miss Lang.  
By the end of the year all seniors doing their major work in Greek will be required to have completed satisfactorily three examinations: sight translation from Greek to English; Greek Literature and History; and either of the two special fields covered by the Senior Conference.

For work in Greek History see History 205b.

401. *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 in Classical Languages and in Classical Studies. See page 153.

# History

*Professors:* Charles M. Brand, PH.D., *Chairman*

Arthur P. Dudden, PH.D.

Mary Maples Dunn, PH.D., *Acting Dean of the Undergraduate College*

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.

Alain Silvera, PH.D.

James Tanis, TH.D., *Director of Libraries*

*Associate Professor:* Phyllis S. Lachs, PH.D.

*Assistant Professors:* Wendell P. Holbrook, PH.D.

Stephen Poppel, PH.D.

*Professor of Social Work and Social Research:* Milton D. Speizman, PH.D.

*Professor of Greek:* Mabel Lang, PH.D.

*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.

*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

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\*On leave semester 1.

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 Senior 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 year course surveying Western European civilization from the fall of Rome to the present dealing with both institutional and intellectual currents in the western tradition. Conference discussions and lectures deal with both first-hand materials and secondary historical accounts.

190. *The Form of the City:* Mr. Thomas, Mrs. Lane

(INT.) See INT. 190 in the interdepartmental major in The Growth and Structure of Cities.

[200b. *Urban Society:* Mrs. Lane, Mr. Ross.]

(INT.)

[201a. *Medieval England:* Mr. Beckerman (at Haverford).]



202. *American History*: Mr. Dudden.  
American history from colonial times to the present.
203. *Medieval European Civilization*: Mr. Beckerman (at Haverford).
- 205a. *The Ancient Near East*: Mr. Ellis.  
An introduction to the history of the ancient Near East from the middle of the fourth millennium B.C. to the rise of the Persian Empire. The written and archaeological sources, and the extent and limitations of the data, will be emphasized. Attention will focus on Mesopotamia and Egypt; the history and cultures of Anatolia and Syria/Palestine will be summarized. Subjects that will be investigated include the rise of urbanism and state organization, the development and consequences of literacy, and the degree to which the contributions of different ethnic groups can be distinguished.
- 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.  
A study of Rome from the Iron Age to the end of the Republic with special attention to the rise of Rome in Italy, the Hellenistic world and the evolution of the Roman state. Ancient sources, literary and archaeological, are emphasized.
- 206b. *The Roman Empire*: Mr. Scott.  
Imperial history from the Principate of Augustus to the House of Constantine with particular attention to the evolution of Roman culture as presented in the surviving ancient evidence, literary and archaeological.
- [207a. *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 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 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.
- 214b. *History of Women in America*: Mrs. Dunn.  
 Study of roles played by and assigned to American women from the colonial period through the nineteenth century.
- 217a. *Topics in Cliometric History of the United States*: Mr. Weinstein (at Haverford).
225. *Europe since 1848*: Mr. Spielman (at Haverford).
- [227. *The Age of Absolutism*: Mr. Spielman (at Haverford).]
- [228b. *The Common Law*: Mr. Beckerman (at 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.
- 240b. *History and Principles of Quakerism*: Mr. Bronner (at Haverford).
- 242b. *Early American Diplomatic History*: Mr. Gould (at Haverford).
- [244. *Russian History*: Mrs. Gerstein (at Haverford).]
- [245. *Russia in the Twentieth Century*: Mrs. Gerstein (at Haverford).]
261. *History of China*: Miss Mihelich (at Haverford).
- [272b. *Modern Jewish History*: Mr. Poppel.]
- [290. *La Civilisation française*: Mr. Silvera, Mr. McCarthy.]  
 (INT.)

- 297a. *L'Histoire à l'époque romantique: historiens, (INT.) auteurs dramatiques, romanciers:* Mr. Salmon.

This course is concerned with the romantic vision of French history in the generation following Napoleon. It will involve the study of the works of professional historians, writers of historical drama, and historical novelists. Among authors to be discussed are Guizot, Thierry, Vigny, Mérimée and Hugo. The class will be conducted partly in French.

- [300b. *The American City in the Twentieth Century:* Mr. Speizman.]  
(INT.)

- 301a. *Topics in the History of Modern Europe:* Mr. Poppel.

& b Topics for 1978-79: Semester I—Nationalism; Semester II—Germany in the Twentieth Century. Suggested prerequisite: History 225 or the equivalent.

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

- 303b. *Topics in the Recent History of the United States:* Mr. Dudden.

Social developments since the late nineteenth century, with the problems peculiar to constructing the history of the recent past. The focus is on the domestic impact of the Korean and Indochinese wars.

304. *Topics in Revolutionary Europe, 1789-1848:* Mr. Silvera.

The first semester will focus on topics in French Revolutionary and Napoleonic Europe. In the second semester, problems in the age of Metternich through the revolutions of 1848, including the Industrial Revolution, nationalism, and early socialism, will be covered.

- [305a. *The Italian City-State in the Renaissance:* Mrs. Lane.]  
(INT.)

- 307b. *Medieval Cities: Islamic, Byzantine, and Western:* Mr. Brand.

(INT.) Introduction to the comparative study of economy, society, politics and culture of towns in the Islamic, Byzantine and Western European worlds from the seventh to the thirteenth centuries.

- [308a. *The Jews in the Middle Ages:* Mr. Brand.]

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. *Victorian and Edwardian Britain*: Mrs. Lachs.  
A study of major developments in Britain from the Reform Bill of 1832 to the outbreak of World War I. The emphasis will be on social and intellectual history.
- [317a. *Mexico: Independence to the Present*: Mrs. Dunn.]  
(INT.)
- [320a. *The Rise of the Dutch Republic*: 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.
- [328a. *Colonial Towns in North and South America*: Mrs. Dunn.]  
(INT.)
- [330. *France since 1870*: Mr. Silvera.]
332. *The Civil War and Reconstruction*: Mr. Holbrook.  
A study of the Civil War, its causes, and the period of postwar Reconstruction. Emphasis will be placed on the examination of Presidential leadership, changes in social and political institutions, southern history, and the transition of blacks from slavery to freedom. Prerequisite: Some work in American history at the college level.
- [335a. *A History of Blacks in the American City*: Mr. Holbrook.]  
(INT.)
- [335b. *West African Leadership*: Mr. Holbrook.]
- [339. *The Great Society*: Mr. Dudden.]
- 340a. *Topics in American History*: Mr. Lane (at Haverford).  
& b. Topic for Fall 1978-79: American historiography; topic for Spring 1978-79: History of the family. Prerequisite: consent of the instructor.
- 341b. *Violence in American History*: Mr. Lane (at Haverford).  
Prerequisite: consent of the instructor.
- [344b. *Topics in Afro-American History*: Miss Spurlock (at Haverford).]
- [347b. *Topics in Far Eastern History*: Miss Mihelich (at Haverford).]
- [351a. *Topics in Regional History: The Westward Movement*: Mr. Bronner (at Haverford).]

- 352a. *Religious Utopian Movements in the United States*: Mr. Bronner (at Haverford).
- 355a. *Topics in Early Modern European History: The Hapsburg Monarchy*: Mr. Spielman (at Haverford).
- [356b. *Topics in Modern European History*: Mrs. Gerstein (at Haverford).]
- 358b. *Topics in Medieval History: Medieval Society at War*: Mr. McKenna (at Haverford).
- [359a. *Topics in Medieval Social History: The Hundred Years' War*: Mr. Beckerman (at Haverford).]
- [360. *England under the Tudors and Stuarts*: Mrs. Foster.]
- [370a. *The Great Powers and the Near East*: Mr. Silvera.]
- 372b. *Topics in Modern Jewish History*: Mr. Poppel.

A consideration in depth of major currents in modern Jewish history, particularly the social, political, intellectual and religious aspects of modernization. Specific areas will include: changing conceptions of Jewish identity, Jewish nationalism and Zionism, migration and urbanization, communal institutions, responses to anti-Semitism. Discussions will draw on available primary sources. Suggested prerequisite: History 272b or History of Religion 104b or the equivalent.

- [375b. *Topics in the Renaissance*: Mr. Salmon.]
380. *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.
- 393b. *Self-Portrait of England in the Sixteenth and Seventeenth Centuries*: Mrs. Foster.
- (INT.) Self-portrait of an age. A study of British history, descriptions of England and Englishmen, social criticism, and biographical sketches.
399. *Senior Conference*: Mr. Dudden, Mr. Salmon.
- A required seminar for history majors on the History and Philosophy of History, with American and European special topics.
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 major in The Growth and Structure of Cities, the concentration in Hispanic and Hispanic-American Studies, and the French Studies program in the French Department. See pages 154 and 157 and 87.

*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 G. Dempsey, M.F.A., PH.D., *Chairman*‡

Charles Mitchell, M.A., B.LITT., D.LITT.

James E. Snyder, M.F.A., PH.D.

*Associate Professor*: Dale Kinney, PH.D., *Acting Chairman*

*Assistant Professor*: Steven Z. Levine, PH.D.

*Professor of Classical and Near Eastern Archaeology and of History of Art*:

Phyllis Pray Bober, PH.D., *Dean of the Graduate School of Arts and Sciences*

*Professor of Fine Art*: Fritz Janschka, *Akad. Maler*

*Assistants*: Suzanne Lindsay, B.F.A.

Mark Sullivan, M.A.

The Department regularly offers an introductory course, a series of general intermediate courses and more concentrated advanced half-

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‡On leave for the year 1978-79.

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 History of 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:* Archaeology, Greek, Latin, History, modern languages; others in consultation with the Department. Students are especially encouraged to undertake, in consultation with the Department, allied work in modern languages, which are essential for advanced work in History of Art.

101. *Introduction to Art History:* Members of the Department.

The course is designed as an introduction to the methods and scope of history in the field of Western art from medieval to modern times.

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.

330a. *Problems in Byzantine Art:* Mrs. Kinney.

331b. *Problems in Bosch and Breughel:* Mr. Snyder.

332b. *Raphael:* Mr. Mitchell.

334a. *Methodological and Critical Approaches to Art History:* 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)

*Associate Professor of Fine Arts:* R. Christopher Cairns, A.B., 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, by exception, in consultation with the Professor of Fine Art.

225. *Graphic Arts:* Mr. Janschka.

Intaglio and relief printing; etching, aquatint and 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.
403. *Supervised Project*: Members of the Department.  
Permission of instructor and Department chairman required.  
*Final Examination in the Major Subject*: this is in three parts—
1. 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,
  2. The formal exhibition of a small selection of advanced works,
  3. 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, members of the Haverford Fine Arts faculty and a member of the History of Art Department.

COURSES AT HAVERFORD

101. *Fine Arts Foundation Program*: Members of the Department.  
Drawing; Painting; Photography; Sculpture.
- 231a. *Drawing All Media*: Mr. Stegeman.  
& b.
- 233a. *Painting; Materials and Techniques*: Mr. Stegeman.  
& b.
- 241a. *Drawing All Media*: Mr. Cairns.  
& b.
- 243a. *Sculpture; Materials and Techniques*: Mr. Cairns.  
& b.
- 251a. *Photography; Materials and Techniques*.  
& b.
- 333a. *Experimental Studio (Painting)*: Mr. Stegeman.  
& b.

- 343a. *Experimental Studio (Sculpture)*: Mr. Cairns.  
& b.
- 371a. *Analysis of the Visual Vocabulary: Painting and Sculpture  
since World War II*: Mr. Stegeman.  
& b.

## History of Religion

*Professor*: Samuel Tobias Lachs, PH.D., *Director*†

*Visiting Lecturer*: David Rabi, PH.D.

*Roian Fleck Resident-in-Religion*: Eberhard Bethge, PH.D.

*Director of Libraries and Professor of History*: James Tanis, TH.D.

A major program in History of Religion is offered at Bryn Mawr, and a major in Religion at Haverford. 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.

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†On leave semester II.

*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 the Hebrew Bible:* Mr. Rabi.  
The Book of Deuteronomy.
204. *Readings in Post-Biblical Hebrew:* Mr. Rabi.  
Semester I: Readings in the Aggadah. Semester II: Readings in Modern Scientific Hebrew.
- [212a. *Readings in the Greek New Testament.*]  
(See Greek 001.)
403. *Tutorial in Semitic Languages:* Mr. Rabi.

HISTORY OF RELIGION COURSES

- 103a. *History and Literature of the Bible:* Mr. Lachs.  
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.
- 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.
- 201b. *Topics in Biblical Literature.*  
1978-1979: Wisdom Literature.
- [210a. *Rabbinic Ethics and Theology:* Mr. Lachs.]
- 300a. *Studies in Early Rabbinic and Medieval Judaism:* Mr. Lachs.  
& b. Topic for 1978-79: *Rabbinic Literature in Translation.*

317a. *The Church Struggle in Germany, 1933-1945, and Its Meaning:*  
Mr. Bethge.

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 on 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. Members of the Department.

COURSES GIVEN IN THE HISTORY DEPARTMENT

[272b. *Modern Jewish History:* Mr. Poppel.]

[308b. *The Jews in the Middle Ages:* Mr. Brand.]

[320a. *The Rise of the Dutch Republic:* Mr. Tanis.]

COURSE IN THE SOCIOLOGY DEPARTMENT

209b. *Sociology of Religion:* Mrs. Porter.

## 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 an approved summer school 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 101 or 102a, 201b, 301a, 303a and b and at least two other advanced courses. 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, Archaeology, 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. *Stylistics & Expression:* Mr. Patruno.

Intensive 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.

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.

[204a. *Foscolo, Leopardi and Manzoni.*]

[204b. *Literature of the Nineteenth Century.*]

207a. *Dante, Petrarch and Boccaccio in Translation:* Mr. Patruno.

An historical appraisal and a critical appreciation of selected readings from the *Divine Comedy*, the *Canzoniere* and the *Decameron*.

301a. *Dante:* Miss Dersofi.

Principal emphasis on the *Divina Commedia*. Some attention given to Dante's minor works and to literary currents of the Middle Ages.

[303a. *Petrarca, Boccaccio and the Early Humanists.*]

[303b. *Literature of the Italian Renaissance.*]

[305a. *Arcadia and Enlightenment.*]

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.

401. *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:* Russell T. Scott, PH.D., *Chairman*

Myra L. Uhlfelder, PH.D.\*

*Associate Professor:* Julia H. Gaiser, PH.D.

*Lecturers:* Neil Forsyth, PH.D., *Andrew W. Mellon Post-Doctoral Fellow*

Gloria F. Pinney, 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 101a and b, 201a and b, 301a and b or 302a and b and the Senior Conference. 203b is a prerequisite for Honors work and required for those who plan to teach.

Equivalent courses at the elementary, 101 and 201 levels are available at Haverford.

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.

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\*On leave semester 1.

*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:* Mr. Scott, Mrs. Gaisser.  
Basic grammar and composition, reading in classical prose and poetry.
002. *Intermediate Latin:* Mrs. Gaisser, Mr. Forsyth.  
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. Pinney.  
Selections from Catullus' poems, Vergil's *Eclogues* and readings in prose. Prerequisite: more than two years of Latin in school, Latin 001 or Latin 002.
- 101b. *Latin Literature:* Miss Uhlfelder.  
Selections from Livy, Book 1, and from Horace's *Odes*.
- 201a. *Horace and Satire:* Mrs. Gaisser.  
Selections from Horace's *Satires* and *Epistles*, the works of Petronius and Juvenal.
- 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:* 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.
- [204a. *The Ancient City:* Mr. Scott.]  
(INT.)
- 205a. *Latin Literature of the High Middle Ages:* Mr. Scott, Miss Uhlfelder.  
& b.
- [207a. *Latin Authors and English Literature:* Members of the Department.]
- 215b. *The Ancient Stage:* Mr. Hamilton.  
(INT.)
- 260a. *Forms of the Epic:* Mr. Forsyth.  
(INT.) See Interdepartmental course 260a.

301a. *Vergil's Aeneid*: Mrs. Gaisser.

301b. *Livy and Tacitus*: Mr. Scott.

[302a. *Cicero and Caesar*: Mr. Scott.]

[302b. *Lucretius*: Mrs. Gaisser.]

For Roman history, see History 206a and b.

399. *Senior Conference*:

Regular meetings with members of the Department to discuss reading in Latin literature are 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.

401. *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 in Classical Languages, Classical Studies and The Growth and Structure of Cities. See pages 153 and 154.

*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., *Chairman*  
John C. Oxtoby, M.A.

*Assistant Professor*: Françoise Schremmer, PH.D.

*Lecturer*: Aigli Papantonopoulou, PH.D.



The major in mathematics 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, 201a or b, 202b, 301, 303a, or the equivalent. The Senior Conference is also required.

*Allied Subjects:* Chemistry, Economics, Philosophy, Physics, Psychology.

- 001a. *Basic Math Skills:* Mr. Cunningham and student assistants.  
A remedial course designed to overcome deficiencies of background in preparation for college level mathematics courses.
- 002b. *Precalculus:* Mr. Cunningham.  
Continuation of 001a, with emphasis on algebra, inequalities, graphing, and elementary functions in preparation for calculus.
- [100a. *Introduction to Automatic Computation.*]
101. *Calculus, with Analytic Geometry:* Mr. Oxtoby, Miss Papantonopoulou, 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:* 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.
- 201a. *Intermediate Calculus and Linear Algebra:* Mrs. Schremmer.  
Vectors, matrices and linear maps, functions of several variables, partial derivatives, multiple integrals.
- 202b. *Intermediate Calculus and Linear Algebra:* Mr. Cunningham.  
Line integrals, vector analysis, infinite series, Taylor's theorem, 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 202b.

- 303a. *Introduction to Abstract Algebra*: Miss Papantonopoulou.  
Groups, rings and fields and their morphisms. Prerequisite: Mathematics 201a or b.
- 303b. *Topics in Algebra*: Miss Papantonopoulou.
- [304a. *Theory of Probability with Applications*.]  
[307a. *Game Theory*.]
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.]
- [310. *Theory of Functions of a Complex Variable*: Mr. Oxtoby.]
- [311. *Differential Equations*: Mrs. Schremmer.]
- [312a. *Topology*.]
- [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.
401. *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:* Isabelle Cazeaux, PH.D., *Chairman*

*Assistant Professor:* Carl B. Schmidt, PH.D.

*Assistant:* Janice Bryson, M.M.

*Director of Chorus and Orchestra and Chairman of the Department of Music at Haverford:*

Tamara Brooks, M.S.

The music major will be continued at Bryn Mawr in 1978-79. The following year the major will be offered at Haverford. Students planning to major in music should consult the Haverford catalogue for major requirements. Bryn Mawr will continue to offer work in the history of music.

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. Students are strongly urged to join the Chorus or the Orchestra or an ensemble group.

*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:* Miss Cazeaux.  
A comprehensive survey, with special emphasis on the technique of intelligent listening.

201. *Romantic Music:* Miss Cazeaux.  
An historical treatment of the music of the age with particular attention to certain representative composers.

208a. *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. Prerequisites: Music 101 or permission of the instructor.

208b. *The Operas of Mozart:* Mr. Schmidt.  
An examination of the various types of opera written by Mozart including such works as *Don Giovanni*, *Idomeneo*, *The Magic Flute*, *The Marriage of Figaro* and *The Abduction from the Seraglio*. Prerequisite: Music 101 or permission of the instructor.

209a. *The Symphonic Music of Bruckner, Mahler and R. Strauss:* Mr. Schmidt.

[302a. *Medieval and Early Renaissance Music:* Miss Cazeaux.]

[302b. *Late Renaissance and Baroque Music:* Miss Cazeaux.]

306b. *Opera and Music Drama:* Miss Cazeaux.

307a. *Musical Criticism:* Miss Cazeaux.  
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.

401. *Honors Work:*  
Honors work is offered for students recommended by the Department.

The following organizations are sponsored by the Department:  
*The Haverford-Bryn Maur Chamber Orchestra* is a small orchestra open by audition to members of the Colleges and the surrounding community. Repertory includes standard and contemporary works; performances are given several times per year on both campuses. Academic credit is available through the Haverford Department of Music.

*The Haverford-Bryn Maur Chamber Singers* is a small auditioned chorus which performs works from all periods, both a cappella and with orchestra, with emphasis on difficult and little-known pieces. Performances are given on and off campus several times per semester. Academic credit is available through the Haverford Department of Music.

*The Haverford-Bryn Maur Chorale*, directed by Tamara Brooks, is a larger auditioned chorus open to the community as well as the Colleges. Major concerts are given every year with orchestra on both campuses.

*The Renaissance Choir*. Members of the Colleges who are confident sight-readers have the opportunity to perform a cappella music with one or two singers per voice part.

*The Wind Ensemble* is open to all wind players from the Colleges and the community. Emphasis is placed on the improvement of technique, articulation, sound quality and the exploration of the existing literature for winds.

The *ensemble groups* are organized through the Haverford Chamber Music Program, Sylvia Glickman, coach. Students and faculty are afforded the opportunity of studying chamber music and the experience of performing in recitals. Academic credit is available through the Haverford Department of Music.

## Philosophy

*President of the College:* Mary Patterson McPherson, PH.D.

*Professors:* José María Ferrater Mora, Lic Fil†

George L. Kline, PH.D.‡

Jean A. Potter, PH.D.

Isabel Scribner Stearns, PH.D.

*Associate Professors:* Michael Krausz, PH.D.

George E. Weaver, Jr., PH.D., *Acting Chairman*

*Assistant Professors:* Richard Gaskins, PH.D., J.D.

Tracy Marie Taft, PH.D.‡

†On leave semester II.

‡On leave for the year 1978-79.

*Lecturers:* Thomas Song, M.A., M.A.L.S., *Associate Director of Libraries*  
Esen O. Traub, PH.D.

*Visiting Lecturer:* George Krugovoy, PH.D.

*Assistants:* Shaun Gallagher, M.A.  
Jeffrey Welaish, 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 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 to acquaint the student with the major areas of philosophical study both past and present and to provide a foundation for more advanced study. Advanced-level courses in these divisions are intended to provide the student with the means of integrating philosophy with her other studies and 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, philosophy of language, philosophy of social science, philosophy of creativity.

*Division 2: (Value Theory):* ethics, aesthetics.

*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. The courses which the student must take are: (1) either Greek philosophy (101a or b) and modern philosophy (201b) or history of Western thought (100a and b); (2) logic (103a); (3) one half-unit of course work from each of divisions 1, 2 and 3; (4) one unit of advanced-level work. Any advanced-level course or courses may be taken to satisfy either requirement (3) or (4) above.

*Courses in Philosophy at Haverford College:* Students may take for credit toward the major any course taught by members of the Haverford Philosophy Department.

*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.]  
& b.
- 101a. *Introduction to Philosophy: Greek Philosophy:* Members of the Department.  
The origins and development of Greek philosophy, including the pre-Socratics, Plato, and Aristotle.
- 101b. *Repeat of course 101a.*
- [102a. *Introduction to Problems in Philosophy:* Mr. Kline.]
- 103b. *Logic:* Mr. Weaver.  
An introduction to the fundamentals of deductive reasoning.
- 201a. *Reverse section of course 201b.*
- 201b. *Introduction to Philosophy: Modern Philosophy:* Members of the Department.  
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.
- 212a. *Metaphysics*: Mr. Ferrater Mora.  
An examination of the structure of reality, with reference to such important classical and contemporary theories as monism, dualism, materialism and idealism.
- 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 important texts, with attention to such problems as responsibility, moral values, principles of moral decision and character.
- 222b. *Aesthetics*: Mr. Krausz.  
An examination of the concept of creativity, the aesthetic experience, and its range of application.
- [231a. *Plato: Early and Middle Dialogues*: Miss Taft.]
- [232b. *Aristotle*: Miss Taft.]
- [234b. *History of Chinese Philosophy*: Mr. Song.]
- 235b. *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.]
- [311a. *Philosophy of Religion*: Miss Potter.]
- [312a. *Philosophy of History*: Mr. Kline.]
- [313b. *Analytic Philosophy*: Mr. Ferrater Mora.]
- [314b. *Existentialism*: Mr. Ferrater Mora.]
- [315a. *Concepts of Time*: Mr. Kline.]
- [316b. *History and Philosophy of Mathematics*: Mr. Weaver.]
- [317b. *Philosophy of Creativity*: Mr. Krausz.]
- [318a. *Philosophy of Language: Formal Grammars*: Mr. Weaver.]



[319a. *Philosophy of the Social Sciences*: Mr. Krausz.]

[321b. *Philosophy of Anarchism*: Mr. Kline.]

[322b. *The Nature of Legal Reasoning*: Mr. Gaskins.]

330b. *Kant*: Mrs. Traub.

An examination of the central themes of the *Critique of Pure Reason*.

331a. *Hegel*: Mr. Gaskins.

A careful reading of the *Science of Logic* as the key to the dialectical method used by Hegel throughout his philosophical system.

[332b. *Texts in Medieval Philosophy*: Miss Potter.]

333b. *Russian Philosophy*: Mr. Krugovoy.

A critical study of major trends in Russian thought from the eighteenth century to the present with special attention to ethics, social philosophy and the philosophy of history.

[334b. *Marx and Russian Marxism*: Mr. Kline.]

[335b. *British Idealism*: Miss McPherson.]

[336b. *Plato: Late Dialogues*: Miss Taft.]

399. *Senior Conference*:

The Senior Conference is designed as a seminar combined with tutorial sessions. The Conference emphasizes critical thinking and intensive writing on a central philosophic issue.

401. *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.

John R. Pruett, PH.D., *Chairman*

*Associate Professors:* Alfonso M. Albano, PH.D. ‡

Stephen R. Smith, PH.D.

*Assistant Professor:* Peter Beckmann, PH.D.

*Assistants:* Steven P. Adams, B.S.

Robert M. Purcell, B.S.

Cheryl Mills Schwamb, A.B.

Shekhar Shukla, B.A.

The courses in physics emphasize the concepts and techniques that have led to our present state of understanding of the physical universe; they are designed to relate the individual parts of physics to the whole rather than to 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 or its equivalent, 201a, 206b, 307a, 303b and an additional half-unit of 300-level work in physics at Bryn Mawr or at Haverford, or in astronomy. Two semesters of Senior Conferences, one year of college level chemistry or its equivalent, Mathematics 101 and 201 or Haverford Mathematics 113a/114b (or 119a) and either 220b or 221a; additional mathematics is strongly recommended. Students are encouraged to meet some of the major and allied requirements by advanced standing or placement examinations.

It is possible for a student who takes Physics 101 and Mathematics 101 in her sophomore year to major in physics. However, it is advisable for a

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‡On leave for the year 1978-79.

freshman who thinks she might be interested in physics to take both Physics 101 and Mathematics 101 in her freshman year. Students intending to undertake graduate studies in physics, related sciences, or engineering are strongly urged to include Physics 308 and 309 in their programs. Haverford Astronomy 211b is also highly recommended for such students.

*Allied Subjects:* Astronomy (at Haverford), Biology, Chemistry, Geology, Mathematics, Philosophy, Psychology.

101. *Introduction to Modern Physics:* Mr. Beckmann, Miss Hoyt, 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, one problem session and three hours of laboratory a week.

201a. *Electromagnetism and Electromagnetic Waves:* Mr. Smith.

Electrostatics; electric currents and magnetic fields; electromagnetic induction; Maxwell's equations. The concepts of vector and scalar fields will be introduced and used throughout. Vector calculus will be introduced and developed as needed. Laboratory work will deal with direct and alternating current circuit theory, and with solid state electronic devices and circuits. Three lectures and four hours of laboratory a week. Prerequisites: Physics 101, or Haverford Physics 111a and 112b; Mathematics 201 (which may be taken concurrently), or Haverford Mathematics 113a and 114b, or 119a. With the permission of the instructor, Haverford Mathematics 119a may be taken concurrently.

206b. *Classical and Quantum Mechanics I:* Mr. Beckmann.

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 201a, or Haverford Physics 213a; and Mathematics 201, or Haverford Mathematics 114b, either of which may be taken concurrently, or Haverford Mathematics 119a.

- 303b. *Statistical and Thermal Physics*: Mr. Beckmann.  
 Statistical description of the states of classical and quantum systems; conditions for equilibrium; statistical basis of thermodynamic concepts and the Laws of Thermodynamics; microcanonical, canonical and grand canonical ensembles and applications; Fermi-Dirac, Bose-Einstein, and Maxwell-Boltzmann statistics with applications to solid state physics, low temperature physics, atomic and molecular physics and electromagnetic waves; and classical thermodynamics with applications to gases. Three lectures a week. Prerequisites: Physics 206b or Haverford Physics 214b.
- 305b. *Electronics*: Mr. Pruett.  
 Band theory of conduction, principles of solid state electronic devices and circuits, with applications to digital and analog computers and other instruments. Computer interaction with measuring and control devices. Two hours of lecture and four hours of laboratory a week. Prerequisites: Physics 201a or Haverford Physics 213a. Interested students not satisfying these prerequisites see INT. 357b.
- 307a. *Classical and Quantum Mechanics II*: Mr. Albano.  
 Classical dynamics in three dimensions, classical and quantum descriptions of angular momentum, conservation laws, planetary dynamics, nuclear scattering, the one electron atom, introduction to the formal structure of quantum mechanics, measurement theory, spin angular momentum and perturbation theory. Three lectures and four hours of laboratory a week. Prerequisite: Physics 206a.
- 308a. *Advanced Mechanics of Discrete and Continuous Systems*: Mr. Davidon (at Haverford).
- 309b. *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.]
- 357b. *Computer Usage in the Life Sciences*: Mr. Pruett.  
 (INT.) Projects relating to the design and support of experiments or measurements in the life sciences will be undertaken. A basic assembly computer language will be developed and used in the course. An introduction to the

digital and analog electronics necessary for an understanding of the computer and its online interaction with biomedical experiments and measuring apparatus is developed for those choosing projects in this area. Limited to advanced students with some research or laboratory experience. Some knowledge of a higher level of computer language is desirable. (May not be used to satisfy major requirements in Physics.)

399. *Senior Conference*: Members of the Department.

Senior Conference consists of four half-semester courses, one of which will be atomic physics. The other three will be chosen from among molecular physics, solid state physics, special relativity, nuclear physics, particle physics and plasma physics, some of which may be taught at Haverford.

401. *Honors Work*: Members of the Department.

With permission of the department honors work may be taken by seniors. It consists of reading and original work of current interest in physics. The subject matter can reflect either the goals of the student or the present research activities in the department. In theoretical physics the present research activities involve non-equilibrium thermodynamics, hydrodynamics, nuclear hyperfine interactions, topics in biophysics and the computer modeling of biological molecules. In experimental physics present activities include nuclear magnetic resonance, quantum optics and nuclear physics. A paper will be required at the end of the year.

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 paper may be required at the end of the semester or year.

*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*

*Professors:* Melville T. Kennedy, Jr. PH.D.

Gertrude C.K. Leighton, A.B., J.D.

*Associate Professors:* Charles E. Frye, PH.D.

Marc Howard Ross, PH.D., *Chairman*

Stephen Salkever, PH.D.

The major in political science is concerned with the study of normative and empirical theories of government and with an analysis of the structures and processes of modern political communities. If Bryn Mawr students elect to take the major at Haverford College, the decision must be made in the sophomore year with full consultation of the chairmen of both departments.

*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: 200b (INT.), 201a, 202, 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 courses arranged according to fields, see page 136. 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 135.

*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.

[200b. *Urban Society:* Mrs. Lane, Mr. Ross.]  
(INT.)

201a. *American Politics:* Mr. Ross.

An examination of the forces shaping political behavior and values in the United States, with 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,  
or b. Mr. Mortimer (at Haverford).

203a. *Government and Politics in East Asia:* Mr. Kennedy.

An approach to modern Asian politics through a brief study of China's classical era and the values and early institutions underlying the Chinese dynastic system. Special emphasis is placed on the Western impact and on political adjustments to twentieth-century forces. The emergence of Japan from the Tokugawa to the modern era provides a brief comparative study.

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. Major emphasis on the evolution of the Maoist system in China.

205a. *Government and Politics in Western Europe:* Mr. Frye.

A comparative analysis of the contemporary political systems of Great Britain and France with special reference to factors making for stable and effective democracy.

206a. *Comparative Government and Politics:* Mr. Glickman (at Haverford).  
or b.

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.

- 209b. *Western Political Theory (Ancient and Early Modern)*: 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).
- 211a. *The Soviet System*: Mr. Hunter (at Haverford).  
 (INT.)
- [212a. *Western Political Thought: Ancient and Medieval.*]
- [218b. *Community Politics: A Cross-Cultural Approach*: Mr. Ross.]  
 (INT.)
- 219b. *American Constitutional Law*: Mr. Williams (at Haverford).
- 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.
- 224b. *The American Presidency*: Mr. Waldman (at Haverford).
- 230b. *Political Behavior*: Mr. Ross.  
 A consideration of major empirical theories of individual political action. Topics considered will be: the origin and impact of political beliefs on behavior, the nature of mass movements, and sociobiological explanations for aggression and other collective behaviors of political relevance.
- 231a. *Western Political Theory (Modern)*: Mr. Salkever.  
 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. Available as a beginning level course in the fall semester, 1978.
- 245a. *International Relations (Advanced)*: Mr. Mortimer (at Haverford).
- 246b. *International Organization*: Mr. Mortimer (at Haverford).
- 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.



- 302a. *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 and criminal responsibility. Prerequisites: Political Science 219, 301, or 313, or permission of the instructor.

- 303a. *Problems in International Politics*: Mr. Kennedy.

A rapid review of major analytic approaches to the field followed by intensive consideration of selected theoretical concepts and of related problem areas in international politics. Seminar members will choose their own topics for independent research.

- [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 perspective 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. Prerequisites: Political Science 209 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. *Political Authority and Decision Making*: Mr. Ross.

An analysis of how the nature and organization of political authority shapes the ways decisions are made and resources allocated. Specific topics

considered will include: legitimacy and support for political authority, the organization of authority, authority and resource distribution, authority and compliance, and the limits to authority.

317a. *Political Culture and Political Leadership*: Mr. Frye.

A study of relations between political cultures and styles of political leadership in different Western countries.

318a. *Urban Political Conflict*: Mr. Ross.

(INT.) The development of a framework for the analysis of conflict in local communities through an analysis of community studies to be followed by individual research on political conflict in the Philadelphia metropolitan area. Prerequisites: one year of 200-level work.

[319a. *Problems in Legal Theory*: Mr. Salkever.]

321a. *Problems in Public Management*: Mr. Fisher (at Haverford).

[322b. *The Nature of Legal Reasoning*: Mr. Gaskins.]

323a. *American Political Process: The Congress*: Mr. Waldman (at Haverford).

335a. *Comparative Politics: Modernization*: Mr. Glickman (at Haverford).

336b. *African Politics*: Mr. Glickman (at Haverford).

[340b. *Latin American Politics*.]

391a. *Research Seminar in American Politics: The Congress*: Mr. Waldman (at Haverford).

394a. *Research Seminar in Comparative Politics and Foreign Policy: American Policy Towards Africa*: Mr. Glickman (at Haverford).

399a. *Senior Conference*:

Each major is required to take at least one half-unit from the advanced research colloquia (399a at Bryn Mawr, 391-396 at Haverford) in the fall of her senior year and to write a senior research paper in the spring (399b). The colloquium will offer the student experience in conducting original research in political science. A student will normally take the colloquium in the fall of her senior year after having completed or while completing her other work in the appropriate area of concentration. The senior research paper will normally be in either of the student's two fields of concentration and will be supervised by a member of the Department whose specialty is in the same or related fields. The seniors will meet as a group towards the end of the second semester to share their research findings. A student may take more than one colloquium. Honors majors

can fulfill their Senior Conference requirement in one of three ways: (1) they may take two colloquia in the first semester of their senior year, (2) they may take one colloquium in the fall and write their senior research project in the fall, or (3) they may take one colloquium in the fall and write their senior research paper in the spring.

Sections for 1978-79

1. *Political Socialization*: Mr. Frye.

A cross-cultural examination of how people acquire characteristic patterns of political orientation and behavior.

2. *Topics in International Politics*: Mr. Kennedy.

An examination of recent United States foreign policy.

3. *Political Theory*: Mr. Salkever.

399b. *Senior Research*: Members of the Department.

Students will conduct independent research under the direction of a member of the 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 (at Haverford); problems in contemporary American political theory (at Haverford); philosophical basis of social science.

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 (at Haverford); problems in contemporary American political theory (at Haverford); elections and political change; public opinion and public policy.

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 (at Haverford); comparative politics: political development (at Haverford); community politics.

4. *International Politics and Law*: international law; international politics; courses on Asia and Europe; international relations and organization (at Haverford); politics and international relations in the Middle East and North Africa (at Haverford); international politics of Communism (at Haverford).

401. *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 157 and 154.

*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 Professors*: Clark McCauley Jr., PH.D.

Earl Thomas, PH.D.

*Assistant Professor*: Jill T. Wannemacher, PH.D.‡

*Visiting Lecturers*: Harold D. Fishbein, PH.D.

Larry Stein, PH.D.

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‡On leave for the year 1978-79.

*Laboratory Coordinators:* Erika Rossman Behrend, PH.D.

Alice S. Powers, PH.D.

*Assistants:* Laura Daruns, B.A.

Elizabeth DelPezzo, M.A.

Esther Grauer, M.A.

Paul LeBuffe, B.A.

Donald Leitner, M.A.

The department, in coordination with that at Haverford College, offers to the major student a representative account of methods, theory and findings in comparative, developmental, experimental, personality, physiological and social psychology. The program of work 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 and two courses from each of the following groupings of courses: (a) Psychology 201a, 202b, 203a, 204b (or Haverford course 240b), (b) Psychology 206a, 207b, 208b (or Haverford course 208a), Haverford courses 200a, 209a (or 215b), 238b, (c) Psychology 301b, 302b, 305b, Haverford courses 309a, 344b; 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 permission of the Department, 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. McCauley, Mr. Thomas, Mr. Yarczower.

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 a 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. *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. McCauley.  
Measurement, descriptive statistics, probability, association, testing of hypotheses, the design of experiments and associated problems.
- 206a. *Developmental Psychology*: Mr. Snyder.  
Development and behavior. The ontogeny of attention, perception, learning, language, intelligence and social interaction.
- [207b. *Language and Cognition*: Miss Wannemacher.]
- 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.
- 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.
- 305b. *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*: Mr. Yarczower.  
Primarily a laboratory course concentrating on the comparative analysis of aggressive behavior in Siamese fighting fish, pigeons, and rats.

Students will participate in the entire experimental process, beginning with the theoretical framework within which the research will be cast, the design of the experiments, the analysis of the results, and the writing of a paper. Prerequisite: Psychology 202b.

312a. *Selected Problems in Physiological Psychology*: Members of the Department.  
& b.

313a. *Selected Problems in Experimental Psychology*: Members of the Department.  
& b.

314b. *Selected Problems in Social Psychology*: Mr. McCauley.

Process and 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 Department.  
& b.

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 is required. Lecture two hours, laboratory two hours a week.

399. *Senior Conference*:

Seniors select four of the seven to ten mini-seminars offered by individual members of the faculty on topics announced late in the junior year. The topics vary from year to year, but each focuses on contemporary research in the faculty member's area of specialization. A paper is required in each seminar.

401. *Honors Work*:

One unit of Honors work may be taken by students nominated by the Department.

403. *Supervised Research in Psychology*: Members of the Department.

Laboratory or field research under the supervision of a member of the Department.

#### COURSES AT HAVERFORD

200a. *Human Learning and Memory*: Miss Naus.

208a. *Social Psychology*: Mr. Perloe.

- 209a. *Theories of Personality*: Mr. Heath.  
215a. *Personality and Culture*: Mr. Davis.  
[238b. *Psychology of Language*: Mr. D'Andrea.]  
[240b. *Perception*: Miss Naus.]  
306b. *The Psychology of Human Differences*: Miss Naus.  
309a. *Psychology of the Abnormal Personality*: Mr. Davis.  
344b. *Growth of the Healthy Personality*: Mr. Heath.

## Religion

AT HAVERFORD COLLEGE

*Associate Professor*: Richard Luman, PH.D.

*Assistant Professors*: Ross Kraemer, PH.D.

Ronald F. Thiemann, PH.D., *Chairman*

The Department of Religion is concerned with the historical study of religious traditions in the archaic, ancient, classical and Judeo-Christian-Islamic West and with the philosophical study of religious thought, particularly in its modern forms of expression.

*Major Requirements*: The exact structure of the student's program must be determined in consultation with the major advisor, whom the student chooses, in consultation with the chairman, from among the regular members of the Department. The program must include the following courses:

- a. Religion 101a or b; Religion 102a or b; and 399b.
- b. Seven additional half-year courses. Introductory courses (100 level) will not be accepted as satisfying this requirement. Two of these courses may, with Departmental permission, be *upper-level* courses in other Departments, including foreign languages. Also among the seven courses must be a two-course sequence drawn from among the following sets: (a) 201a, 202b; (b) 207a, 208b; (c) 235a, 236b; (d) 243a, 244b, 245a (two of three). Or, at Bryn Mawr College: (e) 207b,



208b; (f) 201a, 213b. Other advanced courses to complete the seven courses total may be taken at either College.

Each student's program and record will be reviewed annually with the Department, in the first two weeks of the fall semester.

Final evaluation of the major program will consist of written work and oral examinations to be administered during the senior year in the context of the work for Religion 399b.

Where necessary for the major program, the Department strongly urges the study of appropriate foreign languages.

- 101a. *Religion in Traditional Culture*: Mr. Luman.  
or b.
- 102a. *Religion in Modern Culture*: Mr. Thiemann.  
or b.
- 201a. *History of Western Religious Thought and Institutions*: Mr. Luman.  
& 202b.
- 203a. *Dionysys and Isis in the Greco-Roman World*: Mr. Kraemer.
- 204b. *Jewish Christianity in the Greco-Roman World*: Mr. Kraemer.
- [207a. *Origins and Growth of Classical Christian Literature*: Staff.]  
& 208b.
- [209b. *Literature as Religion*: Staff.]
- 215a. *Modern Critics of Christianity*: Mr. Thiemann.
- [221a. *Classical Religions of the Greeks and Romans*: Staff.]
- [226a. *The German Church Struggle*: Mr. Thiemann.]
- [235a. *The Late Medieval Church*: Mr. Luman.]
- [236b. *The Protestant Reformation*: Mr. Luman.]
- 240b. *History and Principles of Quakerism*: Mr. Bonner.
- [242b. *Paradigms in Religious Behavior*: Staff.]
- 243a. *Religion in the Age of Reason*: Mr. Thiemann.
- 244b. *Crisis and Recovery: The Theology of the Nineteenth Century*: Mr. Thiemann.
- [245a. *Contemporary Religious Thought*: Mr. Thiemann.]
- 255b. *Anthropology of Religion*: Mr. Whitehead.
- [270a. *Religion and Morality*: Mr. Thiemann.]

- 282b. *The Scandinavian North: The Icelandic Sagas*: Mr. Luman.
- 305a. *Christian Social Philosophy*: Staff.
- 310a. *Life and Theology of Martin Luther*: Mr. Luman.
- 338a. *Philosophy of Religion*: Mr. Thiemann.
- 343b. *Seminar in Religious Thought*: Mr. Thiemann.
- 345a. *Seminar in Western Religious History*: Mr. Luman.
- 350a. *Women in Religion*: Mr. Kraemer.
- 350b. *Seminar in History of Religions* (topic to be announced).

## Russian

*Associate Professors*: Dan E. Davidson, PH.D., *Chairman*

Ruth L. Pearce, PH.D.‡

*Assistant Professor*: George S. Pahomov, PH.D.

*Lecturers*: Nina M. Baranov, M.A.

Frederick R. Patton, M.A.

*Instructor*: Catherine Bowers, M.A.

*Professor of Philosophy*: George L. Kline, PH.D.‡

*At Haverford*:

*Professor of Economics*: Holland Hunter, PH.D.

*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 pre-revolutionary and contemporary Russia. The study of the Russian language is combined with a study

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‡On leave for the year 1978-79.

in depth of one of the following areas of concentration: Russian literature, economics, Russian history or 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 a semester language program (senior year) in Leningrad or Moscow. Residence in the Russian House for at least one year is advisable.

*Requirements in the Major Subject:* Three years (or the equivalent) of work in the Russian language, two years of work in the area of concentration (Russian literature, economics, history or philosophy) of which one must be at the advanced level, one year of work outside the area of concentration and Senior Conference. A paper based on sources in Russian is required for an advanced course in the area of concentration. A comprehensive examination in the Russian language and in the area of concentration is given.

*Allied Subjects:* Any language or literature, Economics, History, History of Art, Music and Philosophy.

001. *Elementary Russian:* Members of the Department.

The basic grammar is learned with enough vocabulary to enable the student to speak and understand simple Russian and to read simple texts. The course meets five times a week.

- [100. *Intensive Russian.*]

101. *Intermediate Russian:* Members of the Department.

Continuing grammar study, conversation and vocabulary building. Readings in Russian classics and contemporary materials. The course meets five times a week.

200. *Advanced Training in the Russian Language:* Members of the Department.

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:* Mrs. Pearce.]

203. *Russian Literature in Translation:* Mr. Davidson, Mr. Pahomov.

A study of Russian literature from its beginnings. Readings in representative works in various schools and genres with special emphasis on the nineteenth and twentieth centuries.

- [204a. *Tolstoy in Translation:* Mr. Davidson.]

- [204b. *Dostoevsky in Translation:* Mr. Davidson.]

[302. *Pushkin and His Time.*]

[303a. *Twentieth-Century Russian Literature.*]

[303b. *Twentieth-Century Russian Literature.*]

305c. *Advanced Russian Grammar*: Members of the Department.

Intensive practice in speaking, reading, and writing. Advanced training in grammar and stylistics; study of texts of both literary and general cultural interest. With the addition of a third hour each week, the course may be taken as either 305a or 305b. Conducted in Russian.

306a. *Russian Literature of the Second Half of the Nineteenth Century*: Mr. Pahomov.

A study of selected prose writings of major Russian authors of the period. Lectures and readings in Russian.

306b. *Russian Prose and Poetry from Classicism to the Rise of Realism*: Mr. Davidson.

A study of selected works of representative writers from Lomonosov to Gogol. Lectures and readings in Russian.

399. *Senior Conference*: Members of the Department.

The Senior Conference is intended to supplement course work. 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.

401. *Honors Work*:

Honors work is offered to students recommended by the Department.

SEE ALSO

conomics 206b. *International Economic Theory and Policy*: Mr. Farley.

conomics 225a. *Developing Economies*: Mr. Farley.

philosophy 333b. *Russian Philosophy*: Mr. Krugovoy.

philosophy 334b. *Marx and Russian Marxism.*]

COURSES AT HAVERFORD

conomics 211a. *The Soviet System*: Mr. Hunter.

conomics 398a. *Research Seminar*: Mr. Weinstein.

history 244. *Russian History.*]

history 245. *Russia in the Twentieth Century*: Mrs. Gerstein.]

history 356b. *Fin de Siècle: Russia 1890-1914*: Mrs. Gerstein.]

480. *Independent Study.*

# Sociology

*Professor:* Eugene V. Schneider, PH.D., *Chairman*

*Associate Professor:* Judith R. Porter, PH.D.

*Assistant Professors:* Sheila Kishler Bennett, PH.D.

Robert Earl Washington, PH.D.

*Lecturer:* Nancy Woodruff, M.L.S.P.

*Assistants:* Edith B. Gross, M.A.

Sherry Latimer, M.A.

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 and 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. Students should inquire about the possibilities of coordinated work with Haverford.

*Requirements for the Major Subject:* Sociology 102a and b, 265a and 302a and additional work to be chosen from courses offered at Bryn Mawr or 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, 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 interrelations. 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.

[202a. *Social Welfare and the Individual.*]

- 202b. *Social Welfare and the Individual and the Environment*: Mrs. Woodruff.  
Social welfare institutions as mediating the arrangements between the individual and the social environment. Three distinct functions of social welfare will be examined: social control, social change, and the linkage of services and clients. The historical development of social work practice in the United States up until the drafting of Social Security legislation in 1935 is also surveyed.
- 205a. *Social Stratification*: Mrs. Bennett.  
Distribution of wealth, power, authority, status and access to resources in contemporary industrial societies and in historical, comparative perspective. Class and class formation as structural and cultural phenomena. Gender as a principle of status differentiation specifically considered.
- 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 relations in the U.S.; there will be a cross-cultural comparison with race relations in South Africa.
- 209b. *Sociology of Religion*: Mrs. Porter.  
Analysis of the interrelations 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.
- [217a. *Comparative Perspectives on Kinship*: Mrs. Bennett.]
- 218a. *Modernization*: Mr. Washington.  
An introduction to major theoretical approaches to the socio-economic problems confronting developing nations of Africa, Asia, and Latin America: theories of modernization; the Western capitalist, the socialist and the Japanese problems of modernization; social consequences of colonization; feudalism and other pre-modern forms of social organization; the problems of urbanization; social class exploitation, rapid population growth, problems of political order.

- [235b. *Marginal Communities: the Sociology of the Outsider*: Mr. Washington.]
- 240b. *Urban Sociology*: Mr. Washington.  
(INT.) Analyses of urban social structures; the theoretical legacies of classical sociological theory and the Chicago school; demographic and ecological characteristics of American cities; ethnic and racial bases; stratification and political structures; crime and problems of social control; comparative analyses of selected third-world cities.
- [243a. *Social and Cultural Change*: Mrs. Bennett.]
- 245b. *Social Problems*: Mr. Washington.  
A survey of major problems in American society as seen by sociologists and social critics; an examination of analytical perspectives for understanding the sources and consequences of American social problems. Topics considered; crime, poverty, drug addiction, racism, urban crisis, sexism, health care and family disorganization.
- 255b. *The Sociology of Alienation*: Mr. Washington.  
An examination of the phenomena of powerlessness, loss of meaning, estrangement, and inauthenticity from the standpoint of a variety of theoretical approaches; social conditions giving rise to and resulting from alienation; the relationship between alienation and deviant behavior.
- 265a. *Sociological Methods*: Mrs. Bennett.  
An examination of various techniques for conducting empirical enquiry in research design, collection of data, methods of interviewing and analysis.
- [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.
- 306b. *Advanced Fieldwork Methods*: Mrs. Bennett.  
Participation in directed fieldwork. Topic for 1978: the sample survey. Sampling techniques and survey design, pre-testing, administration; coding and data preparation. Participants will assume responsibility for a community survey in urban Philadelphia. Prerequisites: 265a or permission of instructor.
399. *Senior Conference*:  
The form and evaluation of the conference will be determined in

consultation with the senior majors.

401. *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 in The Growth and Structure of Cities. See pages 157, 154.

In general students may enroll for major credit in any course in the Department of Sociology and Anthropology at Haverford. Since alternative programs are possible, the student should consult the Department of Sociology at Bryn Mawr.

## Spanish

*Professors:* Joaquín González-Muela, *D. en Fil.*\*

Willard Fahrenkamp King, PH.D., *Chairman*

*Associate Professor:* Eleanor Krane Paucker, PH.D.

*Assistant Professor:* Enrique Sacerio-Garí, PH.D.

*Professor of Philosophy:* José María Ferrater Mora, *Lic. Fil.*

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 courses treat a selection of the outstanding works of Spanish and Spanish-American literature in various periods and genres.

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\*On leave semester 1.



Students are placed in Spanish 100a or 101a according to the level of proficiency demonstrated on examination given at entrance. 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 a placement test and permission of the instructor. 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* (see page 52) 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 usual course sequence in the major is Spanish 101a and b, 201a or b, 202a or b, at least four semesters of advanced work and the Senior Conference. Spanish 203b should also be included by students planning to study advanced courses in Spanish American literature. Students who spend the junior year in Spain may substitute an advanced literature course for Spanish 202a or 202b, and students whose pre-college training includes advanced work in literature may, with the 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:* Mrs. Paucker, Mr. Sacerio-Garí.

Grammar, composition, oral and aural training, readings on the Spanish and Spanish-American background.

003. *Intermediate Spanish:* Members of the Department

Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish texts.

100a. *Introduction to Literary Texts:* Mr. Sacerio-Garí.

Reading of Spanish and Spanish American works from various periods and genres (drama, poetry, short stories). Special attention to improvement of grammar and oral and written expression.

- 101a. *Readings in Hispanic Literature*: Mr. García-Barrio, Mrs. Paucker (at & b. Haverford).  
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 are emphasized.
- [201a. *Hispanic Literature of the Nineteenth Century*: Mrs. Paucker.]
- 201b. *The Generation of 1898 and Modernismo*: Mrs. Paucker.  
The creation of new styles and new values by José Martí, Rubén Darío, Unamuno, Baroja and others.
- 202b. *Advanced Language Training and Composition*: Mr. Sacerio-Garí.  
Training in phonetics and practice in conversation. Interpretation of texts, translation and original composition in Spanish. Assignments adapted to the needs and level of achievement of the individual student.
- [204a. *Contemporary Spanish American Poetry*.]
- [206a. *Narrative Structure*: Mr. Sacerio-Garí.]
- [208b. *The Mexican Novel since the Revolution of 1910*: Mrs. Paucker.]
- 210a. *Hispanic Culture and Civilization*: Mrs. King.  
(INT.) See INT. 210a in the interdepartmental area of concentration in Hispanic and Hispanic-American Studies.
- [302a. *Medieval Spanish Literature*: Mrs. Paucker.]
- [303a. *Modern Poetry in Spain*: Mr. González-Muela.]
- [303b. *The Modern Novel in Spain*: Mrs. King.]
- 304a. *Cervantes*: Mrs. King.  
Primarily a study of *Don Quijote*—its structural innovations and its synthesis of the conflicting aesthetic and ideological currents of Cervante's Spain.
- [304b. *Spanish Poetry and Drama of the Golden Age*: Mrs. King.]
- 350b. *Masters of the Short Story*: Mr. Sacerio-Garí.  
Study of short fiction in Spanish America with special attention to the fantastic and the detective tale: Quiroga, Borges, Carpentier, Rulfo, Cortazar, and Fuentes.
399. *Senior Conference*:  
a. In the first semester a senior seminar is devoted to the 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 are 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 157.)

401. *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 area of concentration in Hispanic and Hispanic-American Studies. See page 157.

*Teaching Certification:*

A sequence of work offered by the Department of Spanish and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

COURSES AT HAVERFORD

- 203b. *Introduction to Spanish American Literature:* Mr. García-Castro.  
205a. *Studies in the Spanish American Novel:* Mr. García-Castro.  
207b. *Spanish American Theater:* Mr. García-Castro.  
333b. *Nineteenth-Century Spanish Theater:* Mr. García-Barrio.

# 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 an opportunity for students to work in these new areas, the faculty has approved the following interdepartmental majors and interdepartmental area of concentration. Similar kinds of interdepartmental courses are offered at Haverford College under General Programs.

## I. Interdepartmental Majors

### Classical Languages

*Major Advisors:* Professor Lang (Greek)  
Professor Scott (Latin)

The major in classical languages 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 98 and 115 for descriptions of courses and conferences.

### Classical Studies

*Major Advisors:* Professor Lang (Greek)  
Professor Scott (Latin)  
Professor Ridgway (Classical and Near Eastern Archaeology)

The major in classical studies 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 and b, 206a and b), ancient

philosophy (Philosophy 101a or b, 231a, 232b), classical archaeology (Classical and Near Eastern Archaeology 101, 202a, 203a, 203b, 205b, 301a, 302a, 302b, 304b), Greek (all courses except 213a and 215b), Latin (all courses except 204a and 205a and 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.)

## The Growth and Structure of Cities

*Director of the Program:* Professor Barbara Miller Lane\*

*Major Advisor:* Professor Catherine Lafarge

*Lecturer:* George Thomas

In this interdisciplinary major, the student will study the city from several points 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 200b (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 any one department 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:* Anthropology, Fine Art, Classical and Near Eastern Archaeology, Economics, Greek, History, History of Art, Latin, Political Science, Sociology. Occasionally, with the permission of the Dean of the Graduate School, courses in Social Work and Social Research.

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\*On leave semester 1.

190. *The Form of the City*: Mr. Thomas, 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.

[200b. *Urban Society*: Mrs. Lane, Mr. Ross.]

(INT.)

[202a. *Ancient Greek Cities and Sanctuaries*: Mrs. Ridgway.]

(INT.)

[204a. *The Ancient City*: Mr. Scott.]

(INT.)

206a. *Modern Architecture*: Mr. Thomas.

(INT.) The course will examine the transformations in western architecture over the past 200 years, relating changes in technics, philosophy, work and community to the continuous evolution of style and form. Various building types, the railroad station, the factory, the library, the house will be examined separately, and in the context of architectural theory and social values.

[206b. *Ancient Near Eastern Architecture*: Mr. Ellis, Miss Mellink.]

(INT.)

[207a. *Latin America: Colonies and Revolutions*: Mrs. Dunn.]

(INT.)

215b. *Urban Economics*: Mr. Gubins (at Haverford).

(INT.) See Economics 215b.

[218b. *Community Politics: A Cross-Cultural Approach*: Mr. Ross.]

(INT.)

240b. *Urban Sociology*: Mr. Washington.

(INT.) See Sociology 240b.

[295a. *Paris in the Seventeenth and Eighteenth Centuries*: Miss Lafarge.]

(INT.)

[300b. *The American City in the Twentieth Century*: Mr. Speizman.]

(INT.)

302a. *Greek Architecture*: Mr. Wright.

(INT.) See Classical and Near Eastern Archaeology 302a.

302b. *Roman Architecture*: Mr. Scott.

(INT.) See Classical and Near Eastern Archaeology 302b.

- [304b. *The Dynamics of Environmental Systems*: Mr. Anderson.]  
(INT.)
- [305a. *The Italian City-State in the Renaissance*: Mrs. Lane.]  
(INT.)
- [306b. *Architecture in Philadelphia*: Mr. Thomas.]  
(INT.)
- 307b. *Medieval Cities: Islamic, Byzantine and Western*: Mr. Brand.  
(INT.) See History 307b.
- [316b. *Ethnic Group Politics*: Mr. Ross.]  
(INT.)
- [317a. *Mexico: Independence to the Present*: Mrs. Dunn.]  
(INT.)
- 318a. *Urban Political Conflict*: Mr. Ross.  
(INT.) See Political Science 318a.
- [328b. *Colonial Towns in North and South America*: Mrs. Dunn.]  
(INT.)
- [335a. *A History of Blacks in the American City*: Mr. Holbrook.]  
(INT.)
- 350b. *Topics in the History of Modern Architecture*: Mrs. Lane.  
(INT.) Architecture in Europe and the United States since 1850. The course emphasizes the relations between architectural styles, intellectual developments, and official political ideologies. A reading knowledge of French or German or Italian is desirable.
399. *Senior Conference*: Mr. Thomas, Mrs. Lane and members of the Committee on The 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 or Spain or both. 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 and Hispanic-American 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.

(INT.) 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 101a, [204a], [305a], [306b], 313b, [INT. 308], [INT. 312b], History [207a], [211b], 212, 307b, [308a], [INT. 317a], [INT. 328a], H355a, History of Art [213], History of Religion 104a, [300b], [328a], Philosophy [314b], Political Science H335a, [340b],



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. Many interdepartmental courses are open to all students without prerequisite. For students who have progressed to the more complex aspects of their major subjects, advanced 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.

190. *The Form of the City*: Mr. Thomas, Mrs. Lane.  
 (INT.) See INT. 190 in the interdepartmental major in The Growth and Structure of Cities.
- [200b. *Urban Society*: Mrs. Lane, Mr. Ross.]  
 (INT.)
- [204a. *The Ancient City*: Mr. Scott.]  
 (INT.)
- 206a. *Modern Architecture*: Mr. Thomas.  
 (INT.) See INT. 206a in the interdepartmental major in The Growth and Structure of Cities.
- [206b. *Ancient Near Eastern Architecture*: Mr. Ellis, Miss Mellink.]  
 (INT.)
- 207a. *Latin America: Colonies and Revolution*: Mrs. Dunn.  
 (INT.) See History 207a.
- 210a. *Hispanic Culture and Civilization*: Mrs. King.  
 (INT.) See INT. 210a in the interdepartmental area of concentration in Hispanic and Hispanic-American Studies.
- 213a. *Myth in Practice and Theory*: Miss Lang.  
 (INT.) 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.

- 215b. *The Ancient Stage*: Mr. Hamilton.  
(INT.) See Greek 215b.
- [218b. *Community Politics: A Cross-Cultural Approach*: Mr. Ross.]  
(INT.)
- 24ob. *Urban Sociology*: Mr. Washington.  
(INT.) See Sociology 24ob.
- 25ob. *Germanic Mythology*: Mr. Jaeger.  
(INT.) See German 25ob.
- 260a. *Forms of the Epic*: Mr. Forsyth.  
(INT.) An exploration of the epic genre with special emphasis on the conventions which govern its compositions and its reception by the audience. Prerequisite: some reading knowledge of either Greek, Latin, or French, or consent of the instructor.
- [290. *La Civilisation française*: Mr. McCarthy, Mr. Silvera.]  
(INT.)
- [295a. *Paris in the Seventeenth and Eighteenth Centuries*: Miss Lafarge.]  
(INT.)
- [295b. *Littérature, histoire et société de la Renaissance à la Révolution*: Mr. Guggenheim.]  
(INT.)
- 297a. *L'Histoire a l'époque romantique: historiens, auteurs dramatiques, romanciers*: Mr. Salmon.  
(INT.) See History 297a.
- [300b. *The American City in the Twentieth Century*: Mr. Speizman.]  
(INT.)
- 302a. *Greek Architecture*: Mr. Wright.  
(INT.) See Classical and Near Eastern Archaeology 302a.
- 302b. *Roman Architecture*: Mr. Scott.  
(INT.) See Archaeology 302b.
- [304b. *The Dynamics of Environmental Systems*: Mr. Anderson.]  
(INT.)
- [305a. *The Italian City-State in the Renaissance*: Mrs. Lane.]  
(INT.)

- [306b. *Architecture in Philadelphia*: Mr. Thomas.]  
(INT.)
- [307a. *Introduction to Celtic Civilization*: Miss Dorian.]  
(INT.)
- 307b. *Medieval Cities: Islamic, Byzantine and Western*: Mr. Brand.  
(INT.) See History 307b.
- [308a. *Language in the Social Context*: Miss Dorian.]  
& b.
- [310a. *Introduction to Linguistic Techniques*: Miss Dorian.]
- [311b. *Diachronic Linguistics*: Miss Dorian.]
- [312b. *Field Methods in Linguistics*: Miss Dorian.]
314. *History of Scientific Thought*: Miss Oppenheimer.  
(INT.) See History 314.
- [316b. *Ethnic Group Politics*: Mr. Ross.]  
(INT.)
- [317a. *Mexico: Independence to the Present*: Mrs. Dunn.]  
(INT.)
- 318a. *Urban Political Conflict*: Mr. Ross.  
(INT.) See Political Science 318a.
- [328a. *Colonial Towns in North and South America*: Mrs. Dunn.]  
(INT.)
- [335a. *A History of Blacks in the American City*: Mr. Holbrook.]  
(INT.)
- 350b. *Topics in the History of Modern Architecture*: Mrs. Lane.  
(INT.) Architecture in Europe and the United States since 1850. The course emphasizes the relations between architectural styles, intellectual developments, and official political ideologies. A reading knowledge of French or German or Italian is desirable.
- 353a. *Biochemistry: Macromolecular Structure and Function*: Mr. Prescott, Mr. Strothkamp.  
(INT.) See Biology 353a.
- 353b. *Biochemistry: Intermediary Metabolism*: Mr. Conner.  
(INT.) See Biology 353b.

- 357a. *Computer Usage in the Life Sciences*: Mrs. Pruett.  
& b. See Biology 357a.  
(INT.) See Physics 357b.
361. *From Myth to Epic*: Mr. Forsyth.  
(INT.)
- 392a. *European Romanticism*: Miss Chadwick.  
(INT.) See English 392a.
- 393b. *Self-Portrait of England in the Sixteenth and Seventeenth Centuries*: Mrs. Foster.  
(INT.) See History 393b.

## IV. General Programs

### COURSES AT HAVERFORD

The courses in this program are under the direction of the Committee on General Programs: Professor Harvey Glickman, Chairman.

These courses are offered by members of the various departments of the College with a distinct focus upon the student who is a non-major. They may be thoroughly introductory in approach and undirected toward further work in the major; or, in another mode entirely, they may attempt to bring the insights and techniques of one discipline to bear on the problems important to another. They attempt to introduce students to intellectual experiences which diverge from the ones they might otherwise choose. They have no prerequisites except where explicitly stated. Consult the Haverford College catalogue for course listings and descriptions.

## Performing Arts

- 101a. *Dance Composition*: Mrs. Mason, Mrs. Haviland.  
& b. 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. Haviland.]
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.

Linda Caruso Haviland, M.ED.

Elaine E. Johnson, M.S.

Paula Carter Mason, B.S.

Jenepher Shillingford, M.ED.

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.

There is a two-year requirement to be completed preferably by the end of 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 the 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

The program provides a Physical Education Profile Test optional for freshman and sophomores. Above-average performance releases the student from physical education for one year.

Areas contributing to a physical education profile to be determined by testing, using standardized tests and procedures adapted to college women:

1. Aptitude and Achievement Battery (performance skill)
  - a. Standing long jump
  - b. Sandbag throw
  - c. Obstacle course
2. Fitness Battery (strength and endurance)
  - a. Standing long 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, modern dance, golf, hockey, riding\*, swimming, tennis, volleyball, Advanced Life Saving, jogging, and trampoline.

*Winter:* badminton, basketball, modern dance, ballroom dancing, fencing, gymnastics, riding\*, swimming, volleyball and American Red Cross

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\*with permission of the chairman of the Department

Water Safety Instructor Training Course.

*Spring:* archery, modern dance, golf, gymnastics, lacrosse, riding\*, swimming, tennis, trampoline, Advanced Life Saving and jogging.

A Modern Dance Club and Varsity teams are open to students with special interests in those areas.

The Department of Physical Education and the Haverford Department of Athletics allow students to choose activities on either campus towards fulfillment of requirements.

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\*with permission of the chairman of the Department

## 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 coordinated 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 Achievement Scholarship program. As sponsor, the College awards several scholarships through the National Merit Corporation. National Achievement 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 \$2800. Requests for financial aid are reviewed by the Scholarship Committee and judged on the basis of the student's academic promise and achievement, and on 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. There are no financial aid funds in



the award of the College which are awarded solely on merit. 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 Financial Aid Form. 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 190.

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 the Financial Aid Form. These forms must be filed with the College and with the College Scholarship Service *no later than January 15* of the student's final year in high school in the case of regular applicants and *no later than November 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*.

As the cost of tuition continues to increase, the number of applicants requiring financial assistance also increases. The funds available for award, however, are not growing at the same rate and the competition for financial aid funds therefore increases. Each year the College is in the position of admitting some academically qualified applicants who need financial assistance but to whom no aid can be granted.

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 \$149,597 is to be used for undergraduate scholarships with preference being given to students from Ohio. (1968)

*The Alumnae Bequest Scholarship Fund*, now totaling \$8,696, 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 and may be renewed each year. The awards are made by local alumnae committees. 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 \$81,989, 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)

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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 \$55,063. (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 Star K. Bloom and Estan J. Bloom Scholarship Fund* was established by a gift of \$10,000 from Star K. Bloom of the Class of 1960 and her husband, Estan J. Bloom. The income is to be awarded to academically superior students from the southern part of the United States with first preference being given to residents of Alabama. (1976)

*The Book Shop Scholarships* are awarded annually from the income from the Book Shop Fund, which now amounts to \$98,630. (1947)

*The Bertha Norris Bowen and Mary Rachel Norris Memorial Scholarship Fund* was established by bequest under the will of Mary Rachel Norris of the Class of 1905 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 of the Class of 1939 in honor of her parents. 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 Hannah Brusstar Memorial Scholarship Fund* was established by a bequest from the estate of Margaret E. Brusstar of the Class of 1903. The

income from this fund is to be awarded annually to an undergraduate student who shows unusual ability in Mathematics. (1976)

*The Bryn Mawr Alumnae Physicians Fund for Premedical Students* was established under the sponsorship of two alumnae Directors of the College. The income from this fund is to provide a flexible source of financial help to women at Bryn Mawr who have decided to enter medicine, whether or not they choose to major in physical sciences. (1976)

*Bryn Mawr at the Tenth Decade — Undergraduate Student Aid.* A pooled fund was established in the course of the Tenth Decade Campaign for those who wish to contribute to endowment for undergraduate student aid, but who do not wish to designate their gift to a specific named fund.

*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 \$25,150. 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 \$13,491 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 \$45,495 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 \$5,075 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 \$12,305 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 \$36,804 from the James H. and Alice I. Goulder Foundation Inc. of which Alice Ireman Goulder of the Class of 1943 and her husband are officers. Members of the Class of 1943 and others add to the fund which continues to grow, and it is hoped 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 (Class of 1971), Ruth Gais (Class of 1968), Robin Johnson (Class of 1969) and Diane Ostheim (Class of 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 \$61,933 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 \$13,000, 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 Ida L. Edlin Scholarship Fund* was established by a bequest from the estate of Ida H. Edlin. The income only is to be used for scholarships for deserving students in fine arts or humanities. (1977)

*The Frances C. Ferris Scholarship Fund* was established by a bequest of \$8,000 from the estate of Frances C. Ferris. The income from this fund is to be used to assist Friends who would otherwise be unable to attend Bryn Mawr College. (1977)

*The Susan Grimes Walker Fitzgerald Fund* was established by a gift from Susan Fitzgerald of the Class of 1929 in honor of her mother Susan Grimes Walker Fitzgerald of the Class of 1893. It is to be used for foreign graduate and undergraduate students studying at Bryn Mawr or for Bryn Mawr students doing research abroad in the summer or during the academic year. (1976).

*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*, for students majoring in English has been funded by the Warwick Foundation since 1967 and currently is in the amount of \$2,000 per year. In addition, from the 40th reunion gift

of \$20,000 from Helen Hartman Gemmill of the Class of 1938, the amount of \$1,600 is awarded annually. (1967)

*The Edith Rockwell Hall Scholarship Fund* was established by a bequest of \$20,000 from the estate of Florence R. Hall in memory of her sister Edith Rockwell Hall of the Class of 1892. (1977)

*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 Alice Ferree Hayt Memorial Prize* was established by a bequest of \$5,000 from the estate of Effie Todd Hayt in memory of her daughter Alice Ferree Hayt. The income of the fund is to be awarded annually to one or more students of the College in need of financial assistance for their personal use. (1977)

*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 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 \$51,050, 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 Scholarship 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 of the Class of 1924; 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 \$30,126 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 \$10,060. 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 their classmates Constance Lewis and Martha Rockwell Moorhouse. (1920)

*The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Scholarship Fund*, amounting to \$13,094, 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 \$39,766, was established by the Class of 1944. The Class on its 25th reunion in 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 Pacific Northwest Student Aid Endowment Fund* was established by a gift from Natalie Bell Brown of the Class of 1943 for Bryn Mawr at the Tenth Decade. The fund is to be used for students needing financial aid, with preference given to students from the Pacific Northwest. (1977)

*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 \$13,634 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 being 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 \$25,562 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 black students. (1975)

*The Constance Schaar Scholarship Fund*, now totalling \$4,866, 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 \$43,674, 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 Anna Lord Strauss Scholarship and Fellowship Fund* was established by a gift from Anna Lord Strauss to support graduate and undergraduate students in need of financial assistance who are interested in fields leading to public service or which involve education in the process of government. (1976)

*The Summerfield Foundation Scholarship* was established by a gift from the Solon E. Summerfield Foundation. The income from this fund, which now totals \$19,000, 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 \$20,771, 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 \$35,146 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*, were established by a gift of \$25,000, made by Amos and Dorothy Peaslee in 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 \$2,681 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 \$50,185 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 Japanese Scholarship Committee Fund* was established in 1978 when the Japanese Scholarship Committee of Philadelphia, founded in 1893, turned over its assets of \$18,028.85 to Bryn Mawr College. The income from this fund is to be used for scholarships for Japanese women. (1978)

*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 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 a student 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 The Bryn Mawr European Fellowship, page 184). (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 and 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 commit-

tee of the faculty on the basis of the work submitted. The income only is to be used. (1958)

*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 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 from 1918 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 of \$1,000 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)

*The Lillie Seip Snyder Memorial Prize Fund* was established by Frances L. Snyder and Nellie Fink, daughters of Lillie Seip Snyder. An annual prize is awarded from the income of this fund to a graduate or undergraduate in musicology. (1978)

### 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 a 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 Financial Aid Form 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.

While the student is in college no interest is charged, and 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 repaid within five years of 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 in 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 race, 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 of 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 interest rate is three percent and interest begins to accrue as of the date of graduation. The entire principal must be repaid within five years of the time the student leaves college at the rate of twenty percent each year.

c. 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 Alfred and Mary Douty Loan Fund*, an expendable loan fund for student loans, was established in 1976 by an initial donation of \$5,000 from the Trustees of the Alfred and Mary Douty Foundation. The fund will be augmented by a pledge from the Foundation of \$22,500 to be paid through the years 1977 to 1983. Loans from this fund may be made to graduate or undergraduate students. Repayment of the principal of the loan begins nine months after graduation, withdrawal, or cessation of at

least half time study. The entire principal must be repaid within five years from the date the first payment becomes due at the rate of twenty percent (20%) each year plus interest of 3% per annum on the unpaid balance.

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 Financial Aid Form prepared by the College Entrance Examination Board. The three percent interest rate and repayment of the loan 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 in an economically depressed area as defined by the H.E.W. National Register or who work with handicapped children are allowed cancellation of their debts at the rate of 15% per year for the first and second years, 20% per year for the third and fourth years and 30% for the fifth year or total cancellation over five years.

*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 Federally Insured or State Guaranteed Student Loan Programs* are government subsidized programs which were instituted to enable students to meet educational expenses. Application is made through the students' home banks. An undergraduate student may borrow up to \$2,500 per year 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 Financial Aid Form 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.

# Alumnae Representatives

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Cleveland . . . . . Mrs. Edward J. Stevens III, 16106 Chadbourne Road,  
Cleveland, Ohio 44120

Columbus . . . . . Mrs. Harold E. Coon, 1901 Coventry Road,  
Columbus, Ohio 43212

*District VII:* Illinois, Iowa, Wisconsin, Minnesota, North Dakota, South Dakota,  
Nebraska, Kansas, Missouri

*Councillor,* To be appointed

*District Admissions Coordinator:* Mrs. John H. Morrison, 2717 Lincoln Street,  
Evanston, Illinois 60201

*Club Presidents:*

Chicago . . . . . Mrs. John H. Morrison, 2717 Lincoln Street,  
Evanston, Illinois 60201

St. Louis . . . . . Ms. Judith Newmark, 410 North Newstead, Apt. 5W,  
St. Louis, Missouri 63108

Kansas City . . . . . Mrs. Walter M. Dickey, 8133 Sagamore Road,  
Leawood, Kansas 66206

*District VIII:* Colorado, Arizona, New Mexico, Texas, Oklahoma

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Houston, Texas 77030

*District Admissions Coordinator:* Mrs. Irwin L. Bernstein,  
3526 West Northview Avenue, Phoenix, Arizona 85021

*Club Presidents:*

Colorado . . . . . Mrs. George A. Lincoln, 32854 Upper Bear Creek Road,  
Evergreen, Colorado 80439

Tucson . . . . . Mrs. Thacher Loring, 10858 East Tanque Verde Road,  
Tucson, Arizona 85715

Dallas . . . . . Mrs. Robert L. Lichten, 6338 Aberdeen Avenue,  
Dallas, Texas 75230

Houston . . . . . Ms. Margaret K. Klineberg, 2109 Goldsmith,  
Houston, Texas 77025

Austin . . . . . Ms. Linda K. Norelli, 7214 Marywood Circle,  
Austin, Texas 78723

Greater Phoenix . . . To be appointed

*District IX:* California, Nevada, Utah, Hawaii

*Councillor,* Mrs. Pauline A. Adams, 1020 San Mateo Drive, Menlo Park,  
California 94025

*District Admissions Coordinator:* Mrs. Richard C. Walker, 927 Candlelight Place,  
La Jolla, California 92037

*Club Presidents:*

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Street, San Francisco, California 94109

Southern California . . Ms. Anette Klingman, 119 South Kilkea Drive,  
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San Diego . . . . . Mrs. Richard C. Walker, 927 Candlelight Place,  
La Jolla, California 92037

*District X:* Washington, Oregon, Idaho, Montana, Wyoming, Alaska

*Councillor,* Mrs. Samuel H. Brown, 11604 Interlaaken Drive S.W.  
Tacoma, Washington 98498

*District Admissions Coordinator:* Mrs. Eve Bachman, 4436 S.W. Warrens Way,  
Portland, Oregon 97221

*Club President:*

Portland . . . . . Mrs. Charles H. Geoffroy, 11511 Southwest Military Lane,  
Portland, Oregon 97219

Seattle . . . . . Mrs. J. Finley Cooper, 4114 Boulevard Place,  
Mercer Island, Washington 98040



## Foreign

*Argentina:* Miss Ana M. Barrenechea, Coronel Diaz 1815,  
8 A, 1425 Buenos Aires

*Canada:* Mrs. I. Bernard Schacter, 411 Richview Avenue, Toronto 10, Ontario  
Mrs. H. H. Nixon, 150 McLeod Street, Ottawa, Ont. K2P, 0Z7

*Denmark:* Mrs. Harald Vestergaard, Hambros Alle 19, 2900 Hellerup

*England:* Mrs. Fortunato G. Castillo, 40 Brompton Square, London S. W. 3, 2AF

*France:* Mme. Jean Maheu, 1 Rue Clovis, Paris V

Mme. Michel Worms de Romilly, 63, rue Notre-Dame-des-Champs 75006,  
Paris

Mrs. Alice Rosenblum Loubaton, 127 Rue Jeanne D'Arc, 75013, Paris

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*Greece:* Miss Elizabeth Douli, Korae 18, Nea Smyrne, Athens

*India:* Miss Harsimran Malik, 7 Palam Marg, Vasant Vihar, New Delhi 57

*Italy:* Mrs. Enrico Berra, Piazzale Biancamano, 20121, Milano

*Japan:* Miss Taki Fujita, 20-4, 2-chome, Higashi-Nakana, Nakano-ku, Tokyo

*Libya:* Mrs. E. A. Eriksen, Esso Standard Libya Inc. Essofield P. O. Box 385,  
Tripoli

*Mexico:* Mrs. Arturo Gomez, El Experimento, De Convivencia Internacional,  
Varsovia 44, Mexico 6 DF

*Norway:* Mrs. Harald Sommerfeldt, Hoff Terrace 4, Skoyen, pr Oslo

*Philippine Islands:* Mrs. Ofelia Torres Reyes, 14 Ilagan Street,  
San Francisco del Monte, Quezon City

*Turkey:* Dr. Suna Kili, Bogazici Universitesi, P.K. 2, Bebek-Istanbul

*Venezuela:* Mrs. Oscar deSchnell, Apartado 69, Caracas

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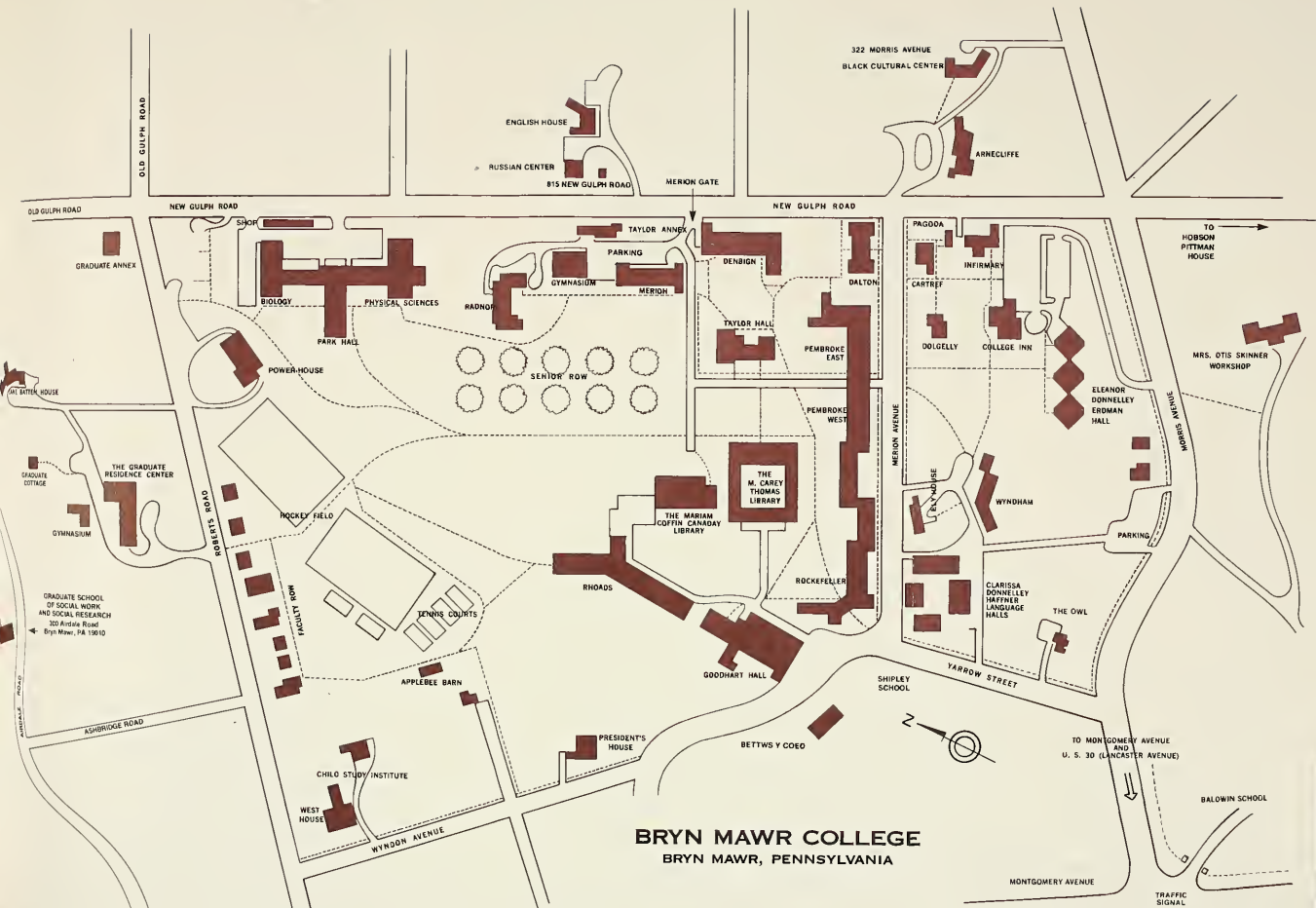


# Directions to Bryn Mawr College

*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 COLLEGE**  
 BRYN MAWR, PENNSYLVANIA







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BRYN  
MAWR

*Undergraduate College*

1978-79

**BRYN MAWR  
COLLEGE CALENDAR**

**THE GRADUATE SCHOOL  
OF SOCIAL WORK &  
SOCIAL RESEARCH**

**1978-79**







Bryn Mawr College Calendar  
The Graduate School  
of Social Work and Social Research

Issue for the Session 1978-79  
September 1978 *Volume LXXI 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, a one-year post-Master's program leading to the degree of Master of Law and Social Policy, and an advanced program leading to the degree of Doctor of Philosophy.

The Master of Social Service 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 Master of Law and Social Policy program is a new curriculum designed for professionals in social work, administration, and public policy fields. It examines how legal processes work, how they relate to problems in the social services, and what their role should be in shaping public policy.

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.

The degree of Master of Social Service is accredited by the Council on Social Work Education.

Bryn Mawr College is accredited by the Middle States Association of Secondary Schools and Colleges.

## Correspondence

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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## Ethnic Minority Content in the Curriculum

Because racism constitutes a profound problem in this country and because its expression violates basic values and purposes in social welfare, The Graduate School of Social Work and Social Research seeks to directly combat racism in its educational program. Special attention is paid to the development of content concerning ethnic minorities in the curriculum. Such material is fostered in each of the courses taught in the School including special, required courses centered on ethnic minority issues.

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.

# Academic Calendar 1978-79

## The Graduate School of Social Work and Social Research

### First Semester—1978

- Sept. 5 *Graduate residences open. Orientation programs begin.*
- Sept. 6 *Registration of all social work students.*
- Sept. 8 *Ph.D. Foreign Language Examinations..*
- Sept. 11 *First semester seminars begin.*
- Sept. 14 *First day of practicum in first semester.*
- Oct. 6 *Ph.D. Foreign Language Examinations.*
- Oct. 20 *Fall vacation begins at 5:00 p.m. (Practicum continues on regularly scheduled days.)*
- Oct. 20-27 *Ph.D. Preliminary Examinations.*
- Oct. 25 *Fall vacation ends at 9:00 a.m.*
- Nov. 22 *Thanksgiving holiday begins after last seminar. (No practicum.)*
- Nov. 27 *Thanksgiving holiday ends at 9:00 a.m.*
- Dec. 12 *Last day of seminars for first semester. (Practicum continues on regularly scheduled days.)*
- Dec. 18-20 *Examinations.*
- Dec. 20 *Winter vacation begins at 6:00 p.m.*

### 1979

- Jan. 4 *Practicum resumes on regularly scheduled days.*
- Jan. 12 *Last day of practicum in first semester.*

**Second Semester—1979**

- Jan. 15 *Convocation. Second semester seminars begin. (Practicum resumes on regularly scheduled days.)*
- Feb. 1 *Ph.D. dissertations must be submitted to the Office of The Graduate School of Social Work and Social Research for Oral Examination prior to April 1. (See March 28 below for Oral Examination after April 30.)*
- Feb. 2 *Ph.D. Foreign Language Examinations.*
- Mar. 9 *Spring vacation begins at 5:00 p.m. (Practicum continues on regularly scheduled days.)*
- Mar. 9-16 *Ph.D. Preliminary Examinations.*
- Mar. 19 *Spring vacation ends at 9:00 a.m.*
- Mar. 28 *Final Date for submission of Ph.D. dissertations to the Office of The Graduate School of Social Work and Social Research for Commencement, 1978. (Oral examination will be scheduled after April 30.)*
- Apr. 6 *Ph.D. Foreign Language Examinations.*
- Apr. 26 *Last day of seminars and practicum.*
- Apr. 30 *Master's Papers due.*
- May 2-4 *Examinations.*
- May 13 *Conferring of degrees and close of 94th academic year of the College and the 63rd year of the School. Graduate residences close.*

The information in this Calendar is the best available at the time of publication. The contents are subject to change and are not binding on the College.

# 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, Master of Law and Social Policy, 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. (Information concerning locations for taking the MAT is available upon request.) 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 \$25 must accompany the application. This fee is not refunded or credited toward tuition. The closing date for applications is February 1.

A personal interview is not required but is encouraged and may be arranged with the Coordinator of Admissions 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.

The principal practice focus for the first year in the Master of Social Service program is either Social Casework or Community Social Work. Students are admitted into one or the other of these categories, and their academic course flows from this initial choice. Permission to transfer from one practice focus to another in the first year is rarely granted.

## 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); the Miller Analogies Test is not required. For information concerning the TOEFL write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540.

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.

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 must be completed if during the preceding two years the student has resided with parents or received more than \$600 financial support from parents or has been claimed as an exemption on the parents' federal income tax return.

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.

## Occupational Outlook

The following information refers to 1977 Master of Social Service degree graduates:

Option	Total	Seeking Work in U.S.	Number Reporting Salaries	Salary Range	Median
Clinical Social Work	30	29	15	\$10,500-13,000	\$11,650
Social Service Management	9	9	6	9,500-11,930	11,421
Program Planning and Administration	18	17	9	11,500-13,500	12,300
Policy Research and Development	6	5	3	12,000-14,000	12,500

## Endowed Funds

*Emily Greene Balch Lecture Fund for Social Work and Social Research.* Inspired by the alumna niece of Emily Greene Balch, A.B. '89, this permanent lecture fund honors one of the two American women ever to receive the Nobel Peace Prize.

*Agnes M.H. Byrnes Memorial for Social Work and Social Research.* Established for The Graduate School of Social Work and Social Research by the bequest of Miss Byrnes, who received her Ph.D. in Social Work in 1920.

*The Fanny Travis Cochran Scholarship Fund.* Established in 1936 on the occasion of the 50th Anniversary of the College. Miss Cochran was a member of the Class of 1902.

*Alfred and Mary Douty Student Loan Fund.* A gift from the Alfred and Mary Douty Foundation established this self-perpetuating student loan fund.

*Marguerite N. Farley Scholarship Fund.* Established in 1956 to provide scholarships for foreign students.

*Anita D. Lichtenstein Memorial Fund.* Established in memory of Anita Lichtenstein, M.S.S. 1966 and a candidate for the Ph.D. when she died. The fund, established by her husband, friends, and colleagues, is used to provide an annual colloquium in which a family theorist or therapist lectures and conducts workshops for social work professionals and students.

*Margaret Friend Low Fund for General Purposes—School of Social Work and Social Research.* Established by an alumna of the Class of 1911 impressed by the work of graduate students in Social Work and Social Research.

*Lillian and Jack Poses Scholarship Fund.* Established by Lillian Shapiro Poses, a former student in Social Work and Social Research, and her husband, for student aid in The Graduate School of Social Work and Social Research.

*Joan Sall Rivitz Memorial Scholarship Fund for Social Work and Social Research.* This scholarship fund was established as a memorial by the father of an alumna of the Bryn Mawr Graduate School of Social Work and Social Research. Mrs. Rivitz received her M.S.S. in 1963 and her Ph.D. in 1972.

*J. Henry Scattergood Scholarship.* Established by a grant of the Friends Freedmen's Association to scholarship endowment for the support of black students at Bryn Mawr. The fund is named in memory of a former Trustee who served as Treasurer of the College for 26 years.

*Lelia Woodruff Stokes Fund for Faculty Support in The Graduate School of Social Work and Social Research.* This fund

was created by an alumna of the Class of 1907 shortly before her death. Lelia Woodruff Stokes was a friend and classmate of Carola Woerishoffer, whose legacy was the impetus for establishing The Graduate School of Social Work and Social Research.

*Chair in Social Work and Social Research Fund.* A \$10,000 gift from an anonymous donor established this fund as a nucleus to attract further donations.

## 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 chairperson.

*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.

Ph.D. students may petition for transfer of credits to the Ph.D. program, and decisions are made on an individual basis after one semester's work is completed at Bryn Mawr.

## Residence Requirements

For both the Ph.D. and Master's degrees one year in full-time coursework 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 during the academic year 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 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 dissertations 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. The Dean may grant such leaves up to a total period of two years. Students may not continue on leave of absence for more than two years without applying for, and receiving, approval from the Doctoral Faculty. Without such approval the student will be dropped from the program.

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

In special cases arrangements may be made for doctoral students to continue research during the summer or to enroll for tutorials or independent study. Such requests should be discussed with the student's adviser and the Dean before the end of the second semester.

## Continuing Education

The Continuing Education Program is open to individuals who wish to refresh or add to their current knowledge of the field of social welfare or social work practice.

The program includes the regularly scheduled electives offered by The Graduate School of Social Work and Social Research to its degree candidates as well as special institutes and seminars.

If you are interested in applying to the program, please contact the Admissions Office for an application. Upon receipt of your completed application, the Admissions Office will inform you of the status of your application. A major factor in this decision will be the number of openings in the course(s) you have selected. First preference for the course(s) will be given to students enrolled for the degree.

Students who have taken courses in the Continuing Education Program and who wish to apply to the program leading to the degree of Master of Social Service, Doctor of Philosophy or Master of Law and Social Policy are free to do so. However, the admissions procedures are *different* and *separate* from those in the Continuing Education Program. A student who is admitted to the M.S.S. Program may receive transfer credit for four courses taken within the three years previous to enrollment in the degree program. Transfer credits in the M.L.S.P. and Ph.D. Programs will be considered on an individual basis.

The costs for the Continuing Education Program are prorated according to the fee structure for The Graduate School of Social Work and Social Research. See page 54.

## Registration

Every student in The Graduate School of Social Work and Social Research must register for courses during the registration period.

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.

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*. Ph.D. students may be given extensions to November 1 if there are extenuating circumstances. 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.

First-year Master of Social Service students must complete all work by July 31 in order to move into the second year. Extensions beyond the date the Grade Sheets are due in the Dean's Office are given only when there are extenuating circumstances.

## 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.

It is the instructor's responsibility to provide the student with an evaluation (i.e., Satisfactory, Unsatisfactory, or Incomplete grade) for the course or seminar on the provided Grade Sheet. A qualitative analysis of oral or written presentations, examinations, or other educational performances is required. In addition, the instructor may choose to provide a written analysis of the student's performance, which is a private communication between the instructor and the student.

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, and (b) prepare and sign for the

instructor and the Dean an end-of-semester evaluation of faculty performance. These evaluations make systematic the student contribution to the development of the School, particularly with regard to questions of faculty reappointment, promotion, and tenure. Completion and signing of an additional end-of-semester analysis of the instructor's performance, which is a confidential communication between the instructor and the student, is optional.

## 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; 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.

In the M.S.S. program the adviser consults with first-year students about choice of second-year practice options and the option of the Master's Paper.

## 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. 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 Chairperson 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.

## Membership in Professional Organizations

We strongly recommend that students join one or more related professional organizations, such as the National Association of Social Workers, the Council on Social Work Education, American Public Welfare Association, Child Welfare League of America, the Association for Clinical Social Workers, the Gerontological Society and the Alliance of Black Social Workers. These organizations offer reduced rates for students and provide a number of benefits, including publications and insurance programs. The National Association of Social Workers, particularly through its state chapters and local divisions, gives students an immediate opportunity to participate in professional activities with leaders in the field.

## Cancellation of Courses

The School reserves the right to cancel scheduled courses on the basis of size of enrollment or availability of instructors.

# Programs and Degrees

Bryn Mawr College awards the degrees of Master of Social Service, Master of Law and Social Policy, and Doctor of Philosophy in The Graduate School of Social Work and Social Research.

## Graduate Program for the Master of Social Service

The program for the M.S.S. degree is designed to prepare graduates for Clinical Social Work, Social Service Management, 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, day care, drug and alcohol dependency and abuse, education, family services, housing, intergroup relations, legal services, legislative offices, maternal and child health, mental retardation, neighborhood organization, physical rehabilitation, psychiatric services, public assistance, public education, public health, public welfare administration, school social work, social planning, social welfare research, teaching undergraduate programs, women's issues, and youth services.

*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. The applicant's entire academic record, performance on the Miller Analogies Test, life experience, and letters of recommendation are evaluated by the Admissions Committee in relation to the applicant's stated career objectives and in relation to the qualifications of other applicants.

### 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, excluding the practicum and practice seminars, 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. Further information about the part-time program is available upon request.

#### PROGRAM OF WORK

The 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)

Social Statistics (one semester) and Research Design

(one semester)

Personality Theory *or* Normal Growth and Behavior:

Childhood, Adolescence, and Early Maturity *or* Normal

Growth and Behavior: From the Age of Thirty Onwards

Social Theory and Social Work

Social Welfare Policy and Services: Historical Perspectives,

*or* Social Welfare Policy and Services: Social Policy

Analysis

In addition, the student is expected to select one elective during the first year. Thus, the usual first-year program is composed of ten semester courses.

It is possible for students to waive by written examination to be given at the beginning of fall and spring semesters any required course with the exception of the practicum and practice seminars. This does not reduce the number of courses required for the M.S.S. degree, but the student may take an elective in place of the waived course.

The courses required in the second year are in part determined by the student's area of concentration in social work practice. The second-year options are: 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 Policy Research and Development or 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.

Students in Clinical Social Work are required to take any three of the following course offerings:

Comparative Personality Theory

Normal Growth and Behavior: Childhood, Adolescence, and Early Maturity

Normal Growth and Behavior: From the Age of Thirty Onwards

Personality Theory

Psychopathology: Children and Youth

Psychopathology: Adult

M.S.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: Culture, Poverty and Human Development; Social Work and Ethnic Minorities; and Contemporary Black Life: Implications for Social Services.

## REQUIRED COURSES

### *Community Social Work I & II*

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 two-semester seminar 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 basic practice skills in community work. In the second semester, emphasis is placed on the development of issue-specific technical knowledges and skills.

### *Social Casework I*

The function of social casework in social work as related to the problems of individuals and primary groups is considered. Application of the processes of assessment, contracting, and casework services is examined. Attention is given to understanding the person and the dynamic relationship with his or her social-cultural environment, the conflicts and issues in social work practice, and to the impact of setting on practice.

### *Social Casework II*

Understanding of the basic processes applied to casework practice in varying age groups, areas of problem and agency settings is deepened. Theories of communication, social casework and social group work are examined in terms of their application to practice. 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 concurrently with Social Casework I and II or Community Social Work I and II. Students in the first year spend two days a week in the field, usually the last two work days in the week. These are full work days; the student attends the agency during the regularly scheduled hours of the assigned agency.

### *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: Childhood, Adolescence, and Early Maturity*

This seminar considers major biological, psychological, social, and cultural determinants of normal human growth and behavior through early maturity. 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. (Offered in Department of Education and Child Development.)

*Normal Growth and Behavior: From the Age of Thirty Onwards*

In keeping with the growing body of knowledge which examines the human life cycle from the age of thirty until death, this seminar concentrates on the psychological, social, and cultural determinants of normal adult behavior. It examines the psychological and social dilemmas and tasks confronted by individuals at different developmental stages of adult life. These are explored with sensitivity to specific personal and societal issues, such as selection of life style, selection of profession, and changes in the individual's stance towards societal institutions, and with sensitivity to cultural variation.

*Social Theory and Social Work*

Starting with a general consideration of theory and its relevance to social practice, this course provides a working acquaintance with major contemporary sociological models which have special bearing upon social work. The course emphasizes analyses of the family, the community, social deviance, conflict management, power, professions, bureaucracy, and social movements.

*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, health care, and income maintenance services receive special emphases.

#### SOCIAL RESEARCH AND STATISTICS AREA

*Social Statistics* (one semester) and *Research Design* (one semester) are required of all students. If students pass the written waiver examination in either or both, they may select an elective in place of the waived course. Additional offerings in the Social Research and Statistics Area are coordinated with practice areas of the curriculum.

##### *Social Statistics*

The goal of this seminar is functional knowledge of the basic statistical techniques. Emphasis is on the organization of data, extraction of information from data and interpretation of information contained in formal presentation of data. Classroom time is divided between lectures and discussion of assigned problems. This seminar does not meet the Bryn Mawr College statistics requirement for the Ph.D. degree.

##### *Research Design*

This course is intended as an introduction to formulating research questions and methodologies around social work related issues. Students will develop the skill of critique and evaluation of published research designs, as well as understanding of the skills necessary to successfully design and implement a research project of their own. Methodologies to be discussed are sampling, questionnaires, interviewing techniques, participant observation, and historical and bureaucratic record use. Analytical skills of interpreting data and the ethics of research will also be discussed.

##### *Clinical Research*

This seminar focuses on research as an adjunct to clinical treatment in social casework and mental health. Using existing studies as examples, a range of research designs and data collection techniques are examined. Ethical concerns, as well as selected issues in psychopathology and psychotherapy research are considered.

##### *Evaluative Research*

Various modes of evaluation—process, goal achievement, impact—are viewed in the context of public and agency programming. Related matters, such as responses to requests for proposals,

design of evaluation, administration of evaluative components as well as the relationship of evaluation to budgeting, cost/benefit analysis, policy formation, and information system development are considered.

### *Institutional and Community Research*

Bodies of technique for analyzing larger social units, such as organizations, communities, urban areas, are stressed. The relationship of this mode of analysis to policy formation, social planning, and the legislative process is reviewed. Utilization of existing data series as well as gathering primary data is a keynote.

### *Statistics and Computing*

The practical application of statistical methods to answer research questions is the central focus of this seminar. Computing is taught as a body of skills and as a means of overcoming computational hurdles. Use of SPSS is taught.

## Second Year of the MSS Program

The second-year options are Policy Research and Development, Program Planning or Administration, Clinical Social Work, and Social Service Management. Field Instruction III and IV are coordinated with these choices.

Normally, the first-year preparation for Policy Research and Development or 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)*

Clinical Social Work is concerned primarily with direct service to individuals, families, and small groups. A related concern is improvement of the structure and functioning of social services. Content of the course emphasizes critical analysis of theories of practice and the interventions arising from these, the development of knowledge and skills in the assessment of psychosocial problems and of ways of effecting constructive change.

*Social Service Management (two semesters)*

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 (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 practice concentration provides knowledge and skills required for administering, planning, implementing, and evaluating human service programs. Areas of consideration include conceptual frameworks of social planning, 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.

*Field Instruction III and IV*

A practicum is taken concurrently with Clinical Social Work, Social Service Management, Policy Research and Development, and Program Planning and Administration. For all second-year students the practicum ordinarily consists of three days per week for each of the two semesters. Students who elect two days per week in the field will be required to carry an additional course.

## ELECTIVES

Not all courses are given each semester. The offerings in any given semester depend upon faculty availability and level of student registration.

### *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.)

### *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.

### *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, racism, and sexism. 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 this elective course.

### *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.

### *Contemporary Black Life: Implications for Social Services*

An historical perspective and analysis of social services; their policies, planning, and implementation will be examined in the context of contemporary Black America.

### *Culture, Poverty, and Human Development*

The course reviews concepts utilized for describing poverty, its causes, "cultures," and some of the attempts employed to abolish it. The course relies on the students' effort to detect relationships between the phenomena of racism and the maintenance of poverty. Lectures and videotapes are used occasionally as a basis for discussion.

### *Family Therapy*

The purpose of this seminar is to provide a framework within which students can understand the philosophy and different schools 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 from the current and intergenerational view, 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: 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.

### *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. (Offered in the Department of Education and Child Development.)

### *Individual Psychotherapy with Adults*

This clinical cases seminar is designed to provide the student with an opportunity to discuss the integration of theory and practice with regard to the technique of individual psychotherapy with adults. The analytic, cognitive and interpersonal therapeutic schools of

thought will be emphasized. Each student will be expected to present case material for class discussion. (Limited to second-year students.)

#### *Issues in Supervision*

This seminar is designed for those Master's students who will be expected to assume supervisory responsibilities. The seminar takes its direction from the function of supervision, which is seen primarily twofold: 1) the provision of more effective delivery of service to the consumer; and 2) the education and professional development of staff.

#### *Juvenile Offender Treatment and Delinquency Prevention*

Problems in adolescent development, schools and delinquency prevention, diversion from the criminal justice system, juvenile institutions, therapeutic intervention with youths, juvenile justice, and the problem of teenage violence are discussed.

#### *Marriage Counseling*

This is a clinical seminar which is restricted to second-year students who are currently working with couples in marital therapy. Emphasis is placed on conjoint marital therapy. Students are expected to provide clinical materials, the analysis of which will form the basic content of the seminar.

#### *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 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.

*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.

*Problems and Treatment of Alcoholism and Drug Abuse*

Therapeutic techniques and program planning for alcohol and drug abusers are examined. Focus includes: causation theories, institutional and community programs, abuse and enforcement, the concept of "the addictive personality," prevention, and public education. Special attention is given to the processes of interviewing and counseling drug abusers, as well as the steps involved in the planning, implementation, development, and evaluation of a drug treatment program. Staff members and clients of treatment and planning agencies may be involved as guest lecturers and seminar leaders.

*Psychopathology: Children and Youth*

The goal of the course is to provide students with an intellectual and intuitive understanding of psychological disorders of children. The organization is based partly on theoretical and partly on nosological criteria. Models of viewing children and issues common to various disorders (e.g. nature-nurture, continuity of normal-abnormal, etc.) will be given primary consideration. The course will deal with description, etiology, phenomenology and treatment. Physically-disabled and gifted children will not be discussed. (Offered in the Department of Education and Child Development.)

*Psychopathology: Adult*

Ineffective characteristic styles of dealing with the world are viewed from social and interpersonal vantage points, as well as from an intrapsychic perspective. Compulsive, depressive, sociopathic, psychotic, and paranoid modes of interaction are covered with implications for prevention and intervention. Organicity and psychosomatic problems will also be included. In the discussion of each personality style, specific treatment will be presented in terms of social action, behavior therapy, and psychotherapy.

*Social Welfare Policy and Issues: Specific Areas**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.

### *Community Mental Health*

This is an introduction and historical overview tracing developmental trends, the state of the art, appraisals, and theoretical and ideological issues. The emphasis is on examining collaboration between federal, state, and local entities in the planning of community mental health center programs.

### *Gerontology*

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.

### *Health Care and Social Work Practice*

This course uses the life cycle model to explore the health problems of populations at risk. Health concerns of infants, mothers and children, adults, minorities and the elderly are explored. Additionally uniting each of the subjects is an emphasis on the relationship between social work practice and the social aspects of health care.

### *Women's Issues*

This course explores various aspects of the situation of women in contemporary American society. Social policies with particular relevance for women are examined, and women are discussed as both consumers and providers of social services. Among the specific areas covered in the course are AFDC and other income maintenance strategies, the women's health movement, family planning policies, child care and other policies affecting working women. Particular attention is paid in this course to the situation of minority women.

### *Social Work and Ethnic Minorities*

This course considers some of the special social welfare problems of ethnic minorities in American society, particularly blacks, Puerto Ricans, Mexican Americans, and Native Americans. The course undertakes to help students work realistically with problems of culture, prejudice and ethnic difference. Special attention is given to

increasing understanding of the underlying causes of prejudice and stereotyping, and to developing ways of dealing with these problems in direct practice and policy planning.

#### *Treatment of Children in Families*

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.

#### *Treatments of the Criminal: History, Myths, Current Trends, Clinical Methods, and Radical Approaches*

An analysis of the criminal justice system with an emphasis on the structure and impact of the prison is presented. Diversion from the system, the "criminal personality" concept, current issues in probation and parole, correctional administration and reform, international corrections, clinical interviewing in the penal setting, and treatment of the female offender are also covered. Video presentations and guest presenters from the correctional field will also be part of the course.

#### *Urban Economics*

The course is concerned with the application of economic analysis to problems of metropolitan areas. Topics include the financing of urban services, benefit-cost analysis as applied to social welfare programs, crime, housing, transportation, labor markets, poverty and income maintenance programs, and education.

Students may also elect courses from the program in Law and Social Policy. See course descriptions on pages 39-41.

#### 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 certification 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 is designed for beginning field instructors. Content emphases are the functions of supervision, learning patterns, and structuring of the educational experience. 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.

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 Community Social Work; in the second year in Clinical Social Work, Social Service Management, Policy Research and Development, and Program Planning and Administration. 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

Day care

Drug and alcohol dependency and abuse

Education

Family services

Health services

Housing

Intergroup relations  
Legal services  
Legislative offices  
Maternal and child health  
Mental retardation  
Neighborhood organization  
Physical rehabilitation  
Psychiatric services  
Public assistance  
Public education  
Public health  
Public welfare administration  
School social work  
Social planning  
Social welfare research  
Teaching—undergraduate programs  
Women's issues  
Youth services

### FIELD INSTRUCTION SETTINGS

Students were placed during 1977-78 in the following agencies and organizations:

ACORN  
Albert Einstein Medical Center, Community Mental Health Center  
Bryn Mawr Hospital, Social Service Department  
Bryn Mawr Youth Psychotherapy Center  
Bucks County Opportunity Council, Inc.  
Camden Regional Legal Services  
Carrier Clinic Foundation  
Catholic Social Services  
Central Montgomery Mental Health/Mental Retardation Center  
Chester County Children's Services  
Chester County Services for Senior Citizens

BRYN MAWR COLLEGE

Child Care Service of Delaware County

Media Office

Eastern Community Office, Upper Darby

Children's Cottage, Lima

Child Study Institute of Bryn Mawr College

Children's Aid Society of Pennsylvania

Children's Hospital of Philadelphia, Division of Oncology,  
Pediatrics

CHOICE

COACT

CO-MHAR

Community College of Philadelphia, Division of Social and  
Behavioral Sciences and Human Service Careers

Community Legal Services

Community Life Services, Inc. of Delaware County, Base Service  
Unit II

Office of Congressman Robert Edgar

Crime Prevention Association

Crozer-Chester Medical Center

Community Mental Health Center

Inpatient Psychiatric Unit

Maternal and Infant Care Unit

Out-patient Mental Health/Mental Retardation Unit

Delaware County Juvenile Court, Probation Department

Delaware County Mental Health/Mental Retardation Board

Delaware County Services for the Aging

Delaware Guidance Services for Children and Youth, Inc.

State of Delaware: Division of Social Service

Drenk Memorial Guidance Center

Family Service of Montgomery County

Family Service of Philadelphia

North District Office

Northeast District Office

West District Office

Family Service-Mental Health Centers of Chester County

GKS, Inc.

Hahnemann Medical College and Hospital

Center City Child Clinic

Peberdy Clinic

Poplar Guidance and Counseling Clinic

Health and Welfare Council, Inc.  
Delaware County Area Office  
Montgomery County Area Office

Horsham Hospital

Human Development Office, Dover Air Force Base

INTERACT

INTERACT - Hillside/Hilltop Senior Citizens Center

Irving Schwartz Institute for Children and Youth

Jewish Family Service of Philadelphia

Kendal at Longwood

Lehigh Valley Child Care

Leonard Davis Institute of Health Economics, SCAT Evaluation Unit, University of Pennsylvania

Life Guidance Services, Oakmont Base Service Unit

The Lighthouse

Lorton Reformatory (Virginia), Youth Center I

Lutheran Settlement House

Marital Abuse Project of Women's Action Coalition, Inc.

Medical College of Pennsylvania, Division of Social Sciences, Clinical Training Program, Department of Psychiatry

Montgomery County Mental Health/Mental Retardation Programs

Mood Clinic, Depression Research Unit, University of Pennsylvania

State of New Jersey: Department of Corrections

New World Consulting

Northwest Center for Mental Health/Mental Retardation Programs, Children's Services

Northwest Community Housing Association, Inc.

Northwest Interfaith Movement

Northwestern Institute of Psychiatry

Nutritional Development Services (Archdiocese of Philadelphia)

Olde Kensington Redevelopment Corporation, Senior Wheels East

Opportunity Board of Montgomery County

Parents' Union for Public Schools

Penn Legal Assistance Office

Commonwealth of Pennsylvania: Department of Public Welfare, Office of Family Assistance

BRYN MAWR COLLEGE

- Commonwealth of Pennsylvania: Department of Public Welfare,  
Southeast Regional Office, Medical Assistance Operations Man-  
agement Division
- Commonwealth of Pennsylvania: Eastern Pennsylvania Psychiatric  
Institute, Children's Unit
- Commonwealth of Pennsylvania: Governor's Council on Oppor-  
tunity for the Spanish Speaking
- Commonwealth of Pennsylvania: Governor's Office of Human Re-  
sources
- Commonwealth of Pennsylvania: Haverford State Hospital
- Commonwealth of Pennsylvania: State Health Department  
Pennsylvania Hospital  
Department of Sick and Injured  
The Institute
- Pennsylvania Prison Society
- Philadelphia Child Guidance Clinic
- City of Philadelphia: Counseling and Referral Services, Family  
Court
- City of Philadelphia: Court of Common Pleas
- Philadelphia Corporation for Aging
- Philadelphia Council of Neighborhood Organizations
- Philadelphia Foundation
- Philadelphia Health Management Corporation
- Philadelphia Prisons
- Philadelphia Psychiatric Center
- Planned Parenthood Association of Southeastern Pennsylvania  
Project Prepare, Widener College
- St. Christopher's Hospital for Children, Psychiatric Center
- School District of Philadelphia, District V
- Temple University Hospital, Inpatient Psychiatric Unit
- Thomas Jefferson University Hospital, Social Service Department
- United States Department of Health, Education, and Welfare,  
Office of Child Support Enforcement
- United States Department of Health, Education, and Welfare,  
Office of Human Development, Office of Aging
- United States Senate Human Resources Committee
- Office of United States Senator Joseph Biden
- United Way of Southeastern Pennsylvania

SOCIAL WORK AND SOCIAL RESEARCH

University of Pennsylvania Women's Center  
Valley Forge Medical Center and Hospital  
Veterans Administration Center, Wilmington  
Veterans Administration Hospital, Coatesville  
West Philadelphia Community Mental Health Consortium  
William Penn School District  
Women Against Abuse, Emergency Shelter  
Youth Service, Inc.



# Graduate Program for the Master of Law and Social Policy

The Law and Social Policy program is a new curriculum designed for professionals in social work, administration, and public policy fields. It provides a rigorous examination of how legal processes work, how they relate to problems in the social services, and what their role should be in shaping social policy.

The integrated program of eight required courses starts with basic skills of legal analysis, legal research, and techniques of advocacy. The core of the program is the application of these skills toward resolving important substantive issues in such areas as mental health, welfare, the family, race, administrative process, and the criminal justice system. In addition to surveying issues, the program encourages students to identify and to work critically with fundamental questions of practice and policy common to all these areas—questions of fair procedure, equal treatment, and personal liberty. Students also take part in supervised fieldwork and other activities sponsored by the program.

Students who hold a Master's degree in Social Work or a related field are eligible to apply. Students enrolled in Bryn Mawr's program may enroll concurrently in Law and Social Policy courses, usually after the first year at Bryn Mawr, but must submit a separate application to be considered for the degree of Master of Law and Policy. Up to four Law and Social Policy courses may be counted as electives toward the M.S.S.

Applicants who may not meet these criteria but who wish to enroll in specific courses in the program should contact the Coordinator.

The Law and Social Policy program differs from joint-degree programs with law schools in that it does not require students to complete a conventional J.D. program alongside course work in another professional school. The concepts and materials of legal study have been reorganized for the benefit of professionals who do not intend to become practicing members of the bar. While lawyers have participated in planning the program and will be among those teaching, a significant effort has been made to create new courses that analyze law as part of a larger social process, drawing on social science and normative methods to supplement legal analysis.

As the program grows, these goals may lead to the sponsoring of special summer institutes devoted to specific issues in law and social policy.

## Foundation Courses

### *The Courts and Social Policy*

This is a study of how courts interpret, apply, and in an important sense, make the law. It probes the judicial method of argument—mastery of which is sometimes called “thinking like a lawyer”—as it is used by judges and advocates. Students will learn how to read a court opinion and how to frame an argument in legal terms. The courts will also be studied from a social and political perspective. The course will pose the question of the competence of courts to deal with such complex social problems as the enforcement of desegregation and the supervision of public institutions, such as mental health facilities and prisons.

### *Legislative and Administrative Processes*

In contrast to the preceding course, this one will concentrate on the more consciously political, less formal and legalistic branches of the legal system: the legislative process with its broad scope for deliberation over the end of public policy, and administrative bodies, whose role in modern society has increased enormously. This course will be built around a series of case studies designed to illustrate the variety of influences on legislative and administrative action, influences in addition to the formal and legal restraints which are built into each process. Specific case studies will explore the varieties of legislative regulatory devices, delegation of authority and oversight, the scope of administrative discretion, and the interaction of state and federal agencies, courts, and legislatures.

### *Legal Research*

This course introduces students to the basic techniques of legal research and to methods of legal research used in advocacy and policy analysis. Brief lectures and library exercises will be used to communicate essential research skills, including use of court opinions, statutes, regulations, government documents, and legal periodicals. Students will be given a variety of individual research assignments and supervised practice in writing legal memoranda and reports.

## Seminars

### *Advocacy and Negotiation I and II*

This two-semester sequence will emphasize the informal techniques and interpersonal skills of successful practice in the

border areas between law and social service. A series of problems will be presented that encourage role-playing and critical analysis in various settings: client interviews, negotiating sessions, administrative hearings, and formal testimony of experts in court. Themes will be selected from family law, mental health, corrections and rehabilitation, community action, and contacts with bureaucracy. The course will be taught by a team of lawyers and social workers, and the workshop format is designed to encourage students to see and sense the reactions of both professions to the same set of problems. Social work students will experience some of the conflicts of working alongside lawyers, but they will also discover the rich possibilities in successful collaboration.

### *Equality and the Law*

Equality is central to the legal process as a goal of public policy, as a constitutional value, and as the formal ideal of all adjudication. There is, however, an important tension between the material or substantive notions of equality found in policy planning and the more formalistic sense of equality developed in the judicial process. This conflict will be explored in depth in at least four areas: racial segregation, public education, poverty, and sex discrimination. An examination will be made of some of the landmark constitutional cases that have led the law toward more substantive interpretations of equality. The seminar will also see how the abstractness of the standards and imperfections of legal enforcement with respect to the Constitution have shifted the conflict between substance and formalism more into the legislative arena. Recent sociological and economic literature on race, education, and poverty will also be discussed.

### *Personal Rights and the Public Interest*

This course will explore the legal and social consequences of marking off a private sphere of action free from public control. At least two distinct traditions have encouraged this concern for individual rights: the classical liberal objections to state interference in autonomous social and economic areas, and more recent arguments for protecting the individual personality from encroachments by either the state or civil society. Both of these trends will be assessed in a variety of substantive areas: sexual privacy and abortion, the right to treatment, the right to refuse treatment, and family law. A search will be made for the legal substance behind these and other purported rights—in recent Constitutional theory, in the state action doctrine extending the powers of the federal government, and in the procedural safeguards that have accompanied governmental power in its modern expansion.

*Special Topics in Law and Social Policy*

Each year the program will offer at least one course devoted entirely to policy and practice in a specific substantive field. The first such course was *Income Maintenance*. For 1978-79 the topic will be *Mental Health Law*.

PRACTICUM

The Law and Social Policy program continues the tradition of the Graduate School of Social Work and Social Research that classroom instruction should be supplemented by work in the field. Students in this program will be assigned placements that emphasize the interaction of law and social service. Arrangements will be as flexible as possible to allow for individual schedules and interests, including block placements during the summer. At the minimum students will be expected to spend one semester (at least two days per week) or part of one summer (at least six weeks) in an approved field setting.

# Graduate Program for the 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 is 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 pursuit 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 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 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.
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. 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 and 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.

Not all courses are given each semester. The offerings in any given semester depend upon faculty availability and level of student registration.

## 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.

### *Community Mental Health Issues and Problems*

This seminar provides a detailed review of contemporary issues and problems in the delivery and financing of comprehensive mental health services.

### *Comparative Social Welfare: Social Service Programs*

Social welfare 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.

### *The Contribution of Social Science to Social Policy and Practice*

This seminar examines how policy-related social science is organized and financed in the United States, then questions the usefulness of such research and what strategies might make such research more relevant for social policy and social practice.

### *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.



*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.

*Social Policy: From Theory to Practice*

Five themes are examined: theory and ideology in teaching, studying, and developing social policy; the design of policy; policy implementation; the nature of practice; what contribution does social science make to policy, design, implementation, and practice.

*Social Policy and the Family*

The main theme of this course is the relationship between the state and the family. Various social policies regulating family life are examined from a historical and contemporary perspective. Among the specific issues discussed are the recent rise of single-parent families, child care policies, juvenile justice policies, and current developments in marriage and divorce laws.

*Social Security: Its Past, Present, and Future*

After a brief review of the Social Security Program from 1935 to the present, the course focuses on probable developments from now to the year 2050, with emphasis on the economic and social consequences and implications of the social security program in the United States. Certain basic principles of economic theory and key concepts in public finance will be introduced as a background for the analyses of issues relative to financing, cost projection, benefit structure including treatment of women, inflation and unemployment, retirement practices, and complementary and alternative income security mechanisms.

*The Study of Studies in Social Services*

The object of the course is to examine how problems are set and how policy recommendations are reached in empirical studies of social services. To pursue this objective a number of studies of personal social services will be systematically studied.

## 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. 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.

*Fact and Value in Recent Social Theory*

A study of reasons for and reactions to the methodological division between fact and value and the related separation of theory and practice in social policy. Positions surveyed will include the positivistic and phenomenological residues of Weber's theories, neo-Marxism, ethno-methodology, and structuralist models.

*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 early collaborators forms the focus of the seminar.

*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.

*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. (Offered in the Department of Education and Child Development.)

*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, the entrance of women into professional roles, and related issues. Particular attention is paid to human service professions.

*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.

*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.

*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. More specifically, attention will be given to areas of information essential for understanding common acute and chronic diseases and health issues, and their associated social and psychic problems. The possible role of the social worker as contributing agent for change will be examined. Specific content may include information re: normal body functions and changes, birth control and obstetrics, childhood diseases, common diseases (e.g. circulatory, gastrointestinal, venereal, arthritic, sensory, neurological); doctor, patient, and social worker relations; epidemiology; systems of health care delivery, as well as when and how to use them; and economics and medical care. A brief overview will be included of planning in preventive and remedial health care, as well as community systems of resources and how to use them effectively.

*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 problem of ideology consists of clarifying the standpoint of the observer (or agent) who wishes to understand (or change) society. It forces us to ask what kind of value structure we impose on our social environment and what the consequences are for social theory and public policy planning. The course begins with a careful reading of two classic sources on the nature of ideology (Marx and Mannheim) and then turns to consider the positivistic challenge to ideological thinking posed by natural scientific method. Particular attention will be given to modern critiques of science and technology which find elements of relativism and ideology hidden behind the pretense of objectivity (Kuhn, members of the Frankfurt School). Finally, the problem of ideology in the area of public policy will be discussed, particularly as it affects the choice between legal and political methods of social control.

*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, and the professional woman.

## Social Research

### *Clinical Research*

This seminar focuses on research as an adjunct to clinical treatment in social casework and mental health. Using existing studies as examples, a range of research designs and data collection techniques is examined. Ethical concerns, as well as selected issues in psychopathology and psychotherapy research are also considered.

### *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 are developed.

### *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 and path analysis, problems of handling cross-cultural data, and techniques for developing data to test social policy. The seminar concludes with an introduction to models used in the social sciences. Students are expected to prepare a paper based on an original multi-variable data analysis executed on the computer (usually through use of SPSS).

### *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.

### *Qualitative Data Collection: Theory and Method*

This course introduces students to the analysis and methodology 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.

### *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.

## 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.

#### *Politics and Practice of Contemporary Social Policy Development*

The course will develop and apply a variety of analytic tools for the examination of a range of social policies. It will apply these frameworks with a concern for distinguishing the different governmental levels of policy formulation and implementation as well as the different stages in the process of policy development. The student is expected to develop in-depth knowledge of one substantive field through his/her analysis of a contemporary issue at the federal level.

#### *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.

### 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. The experiences of international social agencies in community development are also explored.

*Program and Agency Evaluation*

This seminar focuses on appropriate processes and systems for evaluating human service organizations and their individual programs. Various approaches to evaluating effectiveness and efficiency are carefully examined. Practical problems of implementation are discussed. Students create an evaluation design, have it criticized, and criticize other designs. Skills in evaluative research are sharpened.

*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.

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.

*Descriptive Analysis of a Range of Interventive 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 with the class.

*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 professional leadership. These areas are examined in the light of the history of clinical social work and the developing trends within the context of societal factors and the state of knowledge.

*Specific Intervention Strategies: Family Therapies*

This seminar analyzes various approaches in family therapy in relation to theory, research, population needs, and issues of training.

## Law and Social Policy

Doctoral students may also enroll in courses from the program in Law and Social Policy as electives. See course descriptions on pages 39-41.

## 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 during the academic year for doctoral students of Bryn Mawr College. For information regarding the reciprocal arrangement with the University, see the section under Admissions (page 13).



# Fees

Application: \$25 (non-refundable).

## Tuition

Full-time Students: \$4,180 a year (1978-79).\*

Part-time or Continuing Education Students: \$700 a semester for each course or seminar.

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

Students are charged a general materials fee of \$20 per semester. Students taking only one course are charged \$10.

Students enrolled in the practicum are charged a practicum materials fee of \$30 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 \$200 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. 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. The Dean may grant such leaves up to a total of two years. Students may not continue on leave of absence for more than two years without applying for, and receiving, approval from the Doctoral Faculty. Without such approval the student will be dropped from the program.

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\*Tuition in 1979-80 is expected to increase.

## 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 6	100%*
Withdrawals September 6 through October 31	50%*
Withdrawals November 1 to end of semester	0%

### For Semester II

Withdrawals prior to January 15	100%
Withdrawals January 15 through March 9	50%
Withdrawals March 10 to end of semester	0%

For those students living at the Graduate Residence Center, the charge for residence is \$2110 in 1978-79. In accordance with the above schedule, if a student withdraws from graduate study a refund will be made of that portion of the fee which represents room, with the proviso that the College is able to reassign the student's space to some other student not previously in residence. The student is not entitled to dispose of the room he or she leaves vacant.

Appropriate reduction or remission will also be made for that portion of the residence fee which represents the cost of food.

*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.

Tuition is due at registration or upon receipt of bill. 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.

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\*Less the non-refundable \$100 enrollment fee.

## Summary of Expenses for the Academic Year 1978-1979

### Regular

Tuition Fee .....	\$4,180
One Semester Course or Seminar .....	700
Residence in graduate student housing .....	2,110

### Contingent

Application Fee—Degree Programs .....	\$ 25
Application Fee—Continuing Education .....	\$ 10
Charge for microfilming Ph.D. Dissertation .....	40
Continuing Enrollment Fee .....	400
Dispensary Fee .....	50
Graduation Fee for all Graduate Degrees .....	25
Health Insurance (United States citizens) .....	60
Health Insurance (foreign students) .....	70
Late Registration Fee <sup>1</sup> .....	10
General Materials Fee .....	40
Practicum Materials Fee (Master's Students only) .....	60
Add-Drop Fee .....	10
(after the first week of classes)	

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<sup>1</sup>Effective after September 13, semester I, and January 24, semester II.

## Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of education records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, 330 Independence Avenue, SW, Washington, D.C. 20201, concerning alleged failures by the institution to comply with the Act.

Copies of Bryn Mawr's policy regarding the Act and procedures used by the College to comply with the Act can be found in the Office of the Dean. The policy is printed in the Bryn Mawr-Haverford Academic Regulations, which also list all education records maintained on students by this institution.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Graduate Dean.

## Designation of Directory Information

Bryn Mawr College hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I Name, address, dates of attendance, class

Category II Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred

Category III Date of birth

Category IV Telephone number

Category V Marital Status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification which must be in the Office of the Recorder, Taylor Hall, by 5 p.m. the last Friday in September. Forms requesting the withholding of "Directory Information" are available in all deans' offices and in the Office of the Recorder.

Bryn Mawr College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

# 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 475,000 books and regularly receive more than 2000 periodicals as well as many scholarly series. The Library is open throughout the year with a liberal schedule of hours. 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 700,000 entries into one file. In addition, the Library is a member of the Union Catalogue of Pennsylvania, which locates approximately 7,200,000 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.

# 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 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 thirty-four schools in the United States 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. Bryn Mawr is currently a member of the Council on Social Work Education, successor to the American Association of Schools of Social Work and the accrediting body for social work education.

The Graduate School of Social Work and Social Research currently has approximately one hundred seventy-five full-time students. A number of factors have contributed to this expansion: the acquisition in 1958 of a separate building at 815 New Gulph Road and increased Federal support for education for social work, especially scholarship aid in the form of traineeships.

There are more than eighty graduate schools of social work accredited by the Council on Social Work Education in the United States and Canada. 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 1,150 living graduates. Since its inception it has granted awards to more than 1,300 persons; this includes awards of professional certificates and M.A. degrees, neither of which has been offered since 1947. The School has granted 80 Ph.D. degrees and, since 1947, more than 1,100 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

retardation, 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.

In the fall of 1975 the School celebrated its sixtieth anniversary. At the same time it moved to a new building at 300 Airdale Road. In the academic year 1976-77 a new degree of Master of Law and Social Policy was established. Over the course of its sixty-three 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, lamps and curtains. Students should bring towels, pillows 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 \$2,110 a year, payable one half at registration 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 provided, residence on campus covers the period 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 fee paid by graduate students living in campus housing entitles them to treatment in the College dispensary, and to inpatient care in the Infirmary at a nominal charge during the year, and to attendance by the college physicians during this time.

Graduate students who do not live in campus housing may pay a \$50.00 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 clinical social workers and consulting 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 are entitled to the Bryn Mawr College Student Health care insurance at a cost of about \$60 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.

All foreign students will be automatically enrolled in the Student Health Service at a cost of \$50 for non-residents.

## Child Care Center

Child care is available for Bryn Mawr and Haverford college families at the New Gulph Children's Center, 1109 County Line Road, Rosemont, just five minutes from campus. Children 3 months through 5 years are eligible. The center is open five days a week, 8:30 a.m.-5 p.m.

The center, conducted by a professional staff, incorporates appropriate age group developmental activities with high quality group care, plus a nursery school program. 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 three months.

The fee scale is based on the age of the child and the number of hours in attendance at the center. Tuition for the semester is payable in advance. Financial assistance is available. Early registration for all programs is essential. For information contact the Director at 525-7649.

## Career Planning Office

Graduate students are invited to make use of the services of the Career Planning Office. 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 Career Planning Office 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 admits students of any race, color, national or ethnic origin as well as the handicapped to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, or national or ethnic origin or handicap in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.

As required by Title IX of the 1972 Federal Education Amendments, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities, or employment practices. Inquiries regarding compliance with Title IX and other policies on non-discrimination may be directed to the Assistant to the President, Taylor Hall, or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, DC.

Bryn Mawr College is an equal opportunity employer.

# 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.

## 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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\*Nominated by the Alumnae Association

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- Merle Broberg PHD (The American University) *Acting Dean of The Graduate School of Social Work and Social Research Semester I*
- Mary Maples Dunn PHD (Bryn Mawr College) *Acting Dean of the Undergraduate College*
- Robert R. Mayer PHD (Brandeis University) *Dean of the Graduate School of Social Work and Social Research effective Semester II*
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- Milton D. Speizman PHD (Tulane University) *Secretary of the Faculty of The Graduate School of Social Work and Social Research*
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‡On partial leave.

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Mr. Merle Broberg (Semester I)

Mr. Robert R. Mayer (Semester II)

# Faculty of The Graduate School of Social Work and Social Research for the Academic Year 1978-79

- Leslie B. Alexander PHD (Bryn Mawr College) *Assistant Professor*  
Merle Broberg PHD (The American University) *Associate Dean of  
The Graduate School of Social Work and Social Research, Act-  
ing Dean Semester I, and Associate Professor*  
Dennis Brunn PHD (Washington University) *Visiting Lecturer,  
Semester I*  
Yung-Ping Chen PHD (University of Washington) *Visiting Lecturer*  
William K. Conrad MSW (University of Pennsylvania) M Div  
(Princeton Theological Seminary) *Visiting Lecturer*  
Sandra S. Cornelius PHD (Bryn Mawr College) *Assistant Professor*‡  
Renee Garfinkel PHD (Lund University) *Visiting Lecturer*  
Richard H. Gaskins JD, PHD (Yale University) *Assistant Professor  
and Coordinator of the Law and Social Policy Program*  
Barbara Granger-Jaffe MCP (University of Pennsylvania) *Visiting  
Lecturer*  
Samuel Gubins PHD (The Johns Hopkins University) *Visiting  
Lecturer*  
Stephen Holden PHD (Bryn Mawr College) *Assistant Professor*  
Carole Joffe PHD (University of California, Berkeley) *Assistant  
Professor*  
Toba S. Kerson DSW, PHD (University of Pennsylvania) *Assistant  
Professor*  
Jane C. Kronick PHD (Yale University) *Associate Professor*  
Joyce Lewis MSS (Bryn Mawr College) *Assistant Professor*  
Philip Lichtenberg PHD (Western Reserve University) *Professor*  
Katherine D.K. Lower PHD (University of Wisconsin) *Professor  
Emeritus*  
Robert R. Mayer PHD (Brandeis University) *Dean-Elect and  
Professor-Elect*  
Ruth W. Mayden MSS (Bryn Mawr College) *Caroline S. Rogers and  
Lucia Rogers Vorys Visiting Lecturer*  
Laurie N. McNally MSS (Bryn Mawr College) *Lecturer and Coor-  
dinator of Admissions*  
Mary Patterson McPherson PHD (Bryn Mawr College) *President of  
the College*

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‡On leave semester I, 1978-79.

- Braulio Montalvo MA (Columbia University) *Visiting Lecturer*  
 Soraya Moore MSS (Bryn Mawr College) *Lecturer*  
 Robert Mutzel MSS (Bryn Mawr College) *Lecturer*  
 Kathleen Pokstefl MSS (Bryn Mawr College) *Lecturer and Coordinator of Field Instruction*  
 Mapule F. Ramashala-Addy EDD (University of Massachusetts) *Visiting Lecturer*  
 Martin Rein PHD (Brandeis University) *Visiting Professor*  
 Letha A. See MSW (University of Arkansas) *Lecturer*  
 Milton D. Speizman PHD (Tulane University) *Professor and Secretary of the Faculty of The Graduate School of Social Work and Social Research*  
 Ruth O. Stallfort MSS (Simmons College) *Third-Year Certificate (Columbia University) Associate Professor*  
 James Tanis THD (University of Utrecht) *Director of Libraries*  
 William W. Vosburgh PHD (Yale University) *Associate Professor*  
 Clarice D. Walker MS (Columbia University) *Visiting Lecturer*  
 Joanna K. Weinberg JD (Harvard Law School) *Lecturer in the Law and Social Policy Program*  
 Tawana Ford Whaley MSS (Bryn Mawr College) *Lecturer*  
 Robert J. Wicks PSYD (Hahnemann Medical College) *Assistant Professor*  
 Cathie J. Witty PHD (University of California, Berkeley) MPA (Harvard University) *Assistant Professor*  
 Nancy D. Woodruff MSW (Temple University) MLSP (Bryn Mawr College) *Lecturer Semester II*  
 Greta Zybon DSW (Western Reserve University) *Associate Professor*

## Administration of The Graduate School of Social Work and Social Research

- Robert R. Mayer PHD (Brandeis University) *Dean-Elect*  
 Merle Broberg PHD (The American University) *Associate Dean and Acting Dean Semester I*  
 Milton D. Speizman PHD (Tulane University) *Secretary of the Faculty*  
 Kathleen Pokstefl MSS (Bryn Mawr College) *Coordinator of Field Instruction*  
 Laurie N. McNally MSS (Bryn Mawr College) *Coordinator of Admissions*  
 Grace M. Irish AB (Vassar College) *Administrative Assistant*

## Standing Committees of the Faculty of The Graduate School of Social Work and Social Research for 1978-79

*Secretary of the Faculty*  
Mr. Speizman 1976-79

*Committee on Nominations*  
Ms. Joffe 1976-79  
Mr. Gaskins 1977-80, *Chair*  
Mrs. Stallfort 1978-81

*Committee on Policy*  
Acting Dean Broberg, *Chair, Semester I*  
Dean Mayer, *Chair, Semester II*  
Mr. Speizman, *ex officio*  
Mr. Gaskins 1976-79  
Mrs. Kronick 1978-80  
Mrs. Stallfort 1978-81

*Committee on Admissions and  
Financial Awards*  
Acting Dean Broberg, *Chair*  
Mrs. McNally, *ex officio*  
Ms. Moore, *ex officio*  
Miss Pokstefl, *ex officio*  
Mrs. Alexander 1978-80  
Mr. Holden 1978-80

*Committee on Master's Curriculum*  
Acting Dean Broberg, *ex officio, Semester I*  
Dean Mayer, *ex officio, Semester II*  
Mr. Lichtenberg 1977-79  
Mrs. Stallfort 1977-79, *Chair*  
Mr. Holden 1978-80  
Mrs. Kronick 1978-80

*Committee on Evaluation of  
Educational Performance of  
Master's Students*  
Acting Dean Broberg, *Chair, Semester I*  
Dean Mayer, *Chair, Semester II*  
Miss Pokstefl, *ex officio*  
Mrs. Kerson 1978-79  
Ms. Witty 1978-79

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†On leave semester I, 1978-79.

*Committee on Field Instruction  
and Placement*

Miss Pokstefl, *Chair*  
Mr. Broberg, *Vice Chair*  
Mrs. McNally 1977-79  
Miss Zybon 1978-80

*Committee on Initial Appointments  
to the Faculty*

Acting Dean Broberg, *Chair, Semester I*  
Dean Mayer, *Chair, Semester II*  
Mr. Gaskins 1978-79  
Ms. Whaley 1978-79  
Mr. Vosburgh 1978-79

*Doctoral Committee*

Mr. Vosburgh, *Chair*  
Acting Dean Broberg, *ex officio, Semester I*  
Dean Mayer, *ex officio, Semester II*  
Mrs. Alexander  
Mrs. Cornelius†                      Mr. Speizman  
Mr. Gaskins                              Mr. Wicks  
Mr. Holden                                Ms. Witty  
Ms. Joffe                                    Miss Zybon  
Mrs. Kerson                                and  
Mrs. Kronick                               All students enrolled in the  
Mr. Lichtenberg                            Doctoral Program

**Representatives to the  
Advisory Board**

Mrs. Kerson 1978-79  
Ms. Joffe 1978-79

**Representatives to Committee  
on Computer Facilities**

Ms. Witty 1978-80  
Mrs. Kronick 1978-80

**Representative to the  
Committee to Supervise the  
Degree of Doctor of Philosophy**

Mr. Speizman 1978-80

## 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 the Pennsylvania Turnpike or U.S. 30. 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 Avenue. School is located at 300 Airdale Road.

From the south, take I-95 North to exit for Pa. #320 North. Follow #320 North to U.S. 30; turn right on U.S. 30 to the third light at Airdale Road in Bryn Mawr. Turn left on Airdale Road. The School is located at 300 Airdale Road.

From the north, take the New Jersey Turnpike South to Exit 6 for the Pennsylvania Turnpike. Proceed to the Valley Forge Exit and continue as above.

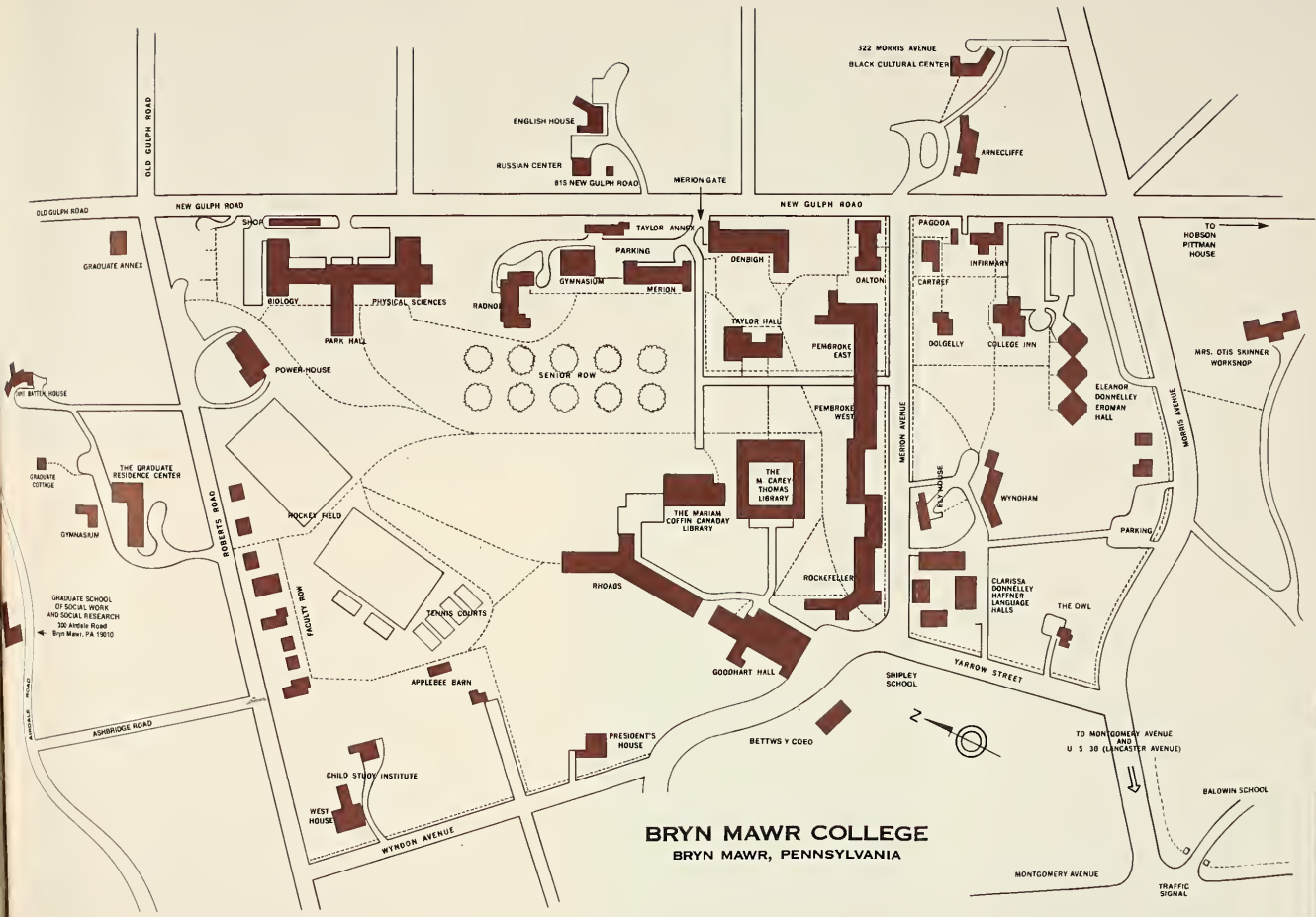
Parking is available at The Graduate School of Social Work and Social Research.

*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**  
 BRYN MAWR, PENNSYLVANIA

GRADUATE ANNEX  
 GRADUATE RESIDENCE CENTER  
 GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH  
 30 Ardara Road  
 Bryn Mawr, PA 19010

ENGLISH HOUSE  
 RUSSIAN CENTER  
 815 NEW GULPH ROAD

322 MORRIS AVENUE  
 BLACK CULTURAL CENTER

ARNECLIFFE

OLD GULPH ROAD  
 NEW GULPH ROAD  
 MERRION GATE  
 PARKING  
 BIOLOGY  
 PHYSICAL SCIENCES  
 PARK HALL  
 POWER-HOUSE  
 SENIOR ROW  
 GYMNASIUM  
 MERRION  
 TAYLOR ANNEX  
 DENBIGH  
 DALTON  
 TAYLOR HALL  
 PEMBROKE EAST  
 PEMBROKE WEST  
 THE M. CAREY THOMAS LIBRARY  
 THE MARIAN COFFIN CANADAY LIBRARY  
 RHODAS  
 RHODES  
 ROCKEY HILL  
 ROCKEY FIELD  
 TENNIS COURTS  
 APPLEE BARN  
 PRESIDENT'S HOUSE  
 CHILD STUDY INSTITUTE  
 WEST HOUSE  
 WYNDHAM AVENUE  
 WYNDHAM  
 CLARISSA DONNELLEY HAYFNER LANGUAGE HALLS  
 THE OWL  
 GOODHART HALL  
 BETTWS Y COEO  
 SHIPLEY SCHOOL  
 YARROW STREET  
 MONTGOMERY AVENUE  
 TO MON GOMERY AVENUE AND U S 30 (LANCASTER AVENUE)  
 BALOWIN SCHOOL  
 TRAFFIC SIGNAL  
 MORRIS AVENUE  
 ELEANOR DONNELLEY FROMAN HALL  
 COLLEGE INN  
 DOLGELLY  
 CARTER  
 INFIRMARY  
 PAGODA  
 TO HOBSON PITMAN HOUSE  
 MRS. OTIS SKINNER WORKSHOP







BRYN MAWR COLLEGE CALENDAR  
BRYN MAWR, PENNSYLVANIA 19010

SECOND CLASS POSTAGE  
PAID AT BRYN MAWR  
PENNSYLVANIA

ADDRESS CORRECTION REQUESTED

Bryn Mawr  
College Calendar

The Graduate School  
of Arts & Sciences

1978-79



Bryn Mawr College Calendar  
The Graduate School  
of Arts and Sciences

Issue for the Session of 1978-79

July 1978 *Volume LXXI 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, Pennsylvania.*

# 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.

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

*Philosophy*

*Physics*

*Political Science*

*Psychology*

*Russian*

*Sociology*

*Spanish*

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 1978-79

## The Graduate School of Arts and Sciences

### First Semester—1978

- Aug. 1    *Applications for loans due*
- Aug. 20    *Final date for filing completed applications for admission for 1978-79*
- Aug. 31, Sept. 1, 5, 6, 7, 8, 11, 12    *Registration period for semester I*
- Sept. 5    *Graduate residences open*
- Sept. 7    *Convocation*  
*Work of the 94th academic year begins at 9 A.M.*
- Oct. 7    *Spanish, Italian, Russian, Latin, Statistics examinations for M.A. and Ph.D. candidates*
- Oct. 20    *Fall vacation begins after last seminar*
- Oct. 25    *Fall vacation ends at 9 A.M.*
- Oct. 28    *French examinations for M.A. and Ph.D. candidates*
- Nov. 4    *German examinations for M.A. and Ph.D. candidates*
- Nov. 22    *Thanksgiving holiday begins after last seminar*
- Nov. 27    *Thanksgiving holiday ends at 9 A.M.*
- Dec. 1    *Final date for filing completed applications for admission for semester II*
- Dec. 4-13    *Registration period for semester II*
- Dec. 21    *Winter vacation begins*

## Second Semester—1979

- Jan. 15    *Convocation*  
*Work of semester II begins at 9 A.M.*
- Jan. 17    *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 scholar-*  
*ships (foreign students) for 1979-80*
- Feb. 1     *Final date for filing completed applications for fellow-*  
*ships, scholarships, and grants (citizens of the United*  
*States and Canada) for 1979-80*
- Feb. 17    *German examinations for M.A. and Ph.D. candidates*
- Feb. 24    *Spanish, Italian, Russian, Latin, Statistics examina-*  
*tions for M.A. and Ph.D. candidates*
- Mar. 3     *French examinations for M.A. and Ph.D. candidates*
- Mar. 9     *Spring vacation begins after last seminar*
- Mar. 19    *Spring vacation ends at 9 A.M.*
- Mar. 28    *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 for May 1979*  
*degree*
- Apr. 4-6   *Spring registration period for semester I, 1979-80*
- Apr. 13    *M.A. papers due for candidates away from Bryn Mawr*
- Apr. 18    *Ph.D. dissertations in the natural sciences and Mathe-*  
*matics must be submitted to the Office of The Graduate*  
*School of Arts and Sciences for May 1979 degree*
- Apr. 27    *Last day of seminars*
- May 13    *Conferring of degrees and close of 94th 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, indicating 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 for foreign students presently in the United States, there is an application fee of \$25.00 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 Examinations should be addressed to Graduate Record Examination, Educational Testing Service, Box 955, Princeton, New Jersey 08540 or to 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 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 must be complete by August 20. Graduate Record Examinations: October 21, December 9, 1978; January 13, February 24, April 28, and June 9, 1979. Graduate School Foreign Language Tests: October 14, 1978; February 3, April 14, and June 23, 1979.

2. *Foreign applicants:*

The closing date for admission is August 20, except for the Department of Education and Child Development, for which the closing date is February 1. 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.

For information concerning the TOEFL write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. Tests are given on September 23 and December 18, 1978; February 10, April 7, and May 19, 1979. 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 10 (see page 84).

## 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 Library in the M. Carey Thomas Library, contain over 475,000 books and regularly receive more than 2000 periodicals as well as many scholarly series. The Library is open throughout the year with a liberal schedule of hours. 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 700,000 entries into one file. In addition, the Library is a member of the Union Catalogue of Pennsylvania, which locates approximately 7,200,000 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 and Adelman collections expand the opportunities for the study of the graphic book-arts. The Adelman Collection also substantially increases the Library's holdings of literary and related manuscripts. 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 Abacherli 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 an-

tiquities are also represented at Bryn Mawr in addition to the Ward Canaday Collection of outstanding examples of most of the known ceramic and textile traditions 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. The Department is also a map repository for the U.S. Geological Survey and the Defense Mapping Agency.

In addition, students 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 photomicrography and for glassblowing; there is a machine shop with expert instrument makers 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 (see page 87), 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 to 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 seminars at Bryn Mawr.

## Equality of Opportunity

Bryn Mawr College admits students of any race, color, national and ethnic origin as well as the handicapped, to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, or national or ethnic origin or handicap in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs or in its employment practices.

To aid the handicapped, regional alumnae/i will provide reading services, orientation sessions and other services to applicants who make the College aware of their physical disabilities.

As required by Title IX of the 1972 Federal Education Amendments, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities, or employment practices. The admission of women in the Undergraduate College is in conformity with a provision of the Act. Inquiries regarding compliance with Title IX and other policies of non-discrimination may be directed to the Assistant to the President, Taylor Hall, or the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

## 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 devoted to the dissertation and the special field in which it has been written.

8. The publication of the dissertation in whole or in part. Micro-filming 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 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 1978-79

## Graduate Seminars and Courses

Graduate seminars and courses vary from year to year. Parentheses 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

*Associate Professors:* Philip L. Kilbride PHD *Chairman*  
Judith R. Shapiro PHD

*Assistant Professor:* Richard H. Jordan PHD‡

*Lecturers:* Richard S. Davis PHD  
Mary M. Voigt PHD

*Professor of Linguistics in Anthropology and German:*  
Nancy C. Dorian PHD‡

*Prerequisites.* A good undergraduate preparation in Anthropology or a closely related discipline is desirable. Scores of the Graduate Record Examination Aptitude Test are required for admission. Students whose undergraduate training is not entirely adequate will be required to take such undergraduate courses as may seem necessary.

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‡On leave 1978-79

*Language Requirements.* Candidates for the M.A. or Ph.D. must offer one of the following two options: (1) two modern languages (French, German, Russian, Spanish) or (2) one modern language (French, German, Russian, Spanish) and statistics or computer science. Language skills may 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. Competence in statistics and computer science will be acknowledged when the student satisfactorily passes an approved graduate course in statistics or computer science. The statistics requirement may also be fulfilled by passing an examination administered by the Department.

*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. Those who enter Bryn Mawr College with an M.A. in Anthropology may petition the Department to proceed directly to the Ph.D. program.

*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 three four-hour written examinations and an oral examination of one hour. Students must also have a research proposal approved by the supervising committee.

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

*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 listed below indicate the areas in which seminars will be offered according to the needs of students.

Mr. Davis

*Paleoecology*

Miss Dorian

*Linguistic Techniques and Field Methods*

*Socio-Linguistics*

Miss Goodale

*Topics in Oceanic Ethnography* (Australia, Melanesia, Polynesia and Micronesia)

*Methods in Ethnographic Research*

*Social Organization*

Mr. Jordan

*Arctic Archaeology*

*Environmental Archaeology*

*History of Archaeological Theory*

*Human Evolution and Old World Prehistory*

Mr. Kilbride

*Topics in African Ethnography*

*Psychological Anthropology*

*Cultural Dynamics and Modernization*

*Quantitative Methods of Analysis*

Miss Shapiro

*Topics in Lowland South American Ethnography*

*Sex Roles*

*Linguistic Anthropology*

*Topics in Social and Cultural Theory*

*Missionization*

Miss Voigt

*Near Eastern Civilization*

SELECTED UNDERGRADUATE COURSES

- 303 *Oceania: Topics in Melanesian Ethnography*: Miss Goodale  
313 *Linguistic Anthropology*: Miss Shapiro  
314 *Comparative Hunters and Gatherers*: Mr. Davis  
315 *Middle Eastern Cultures*: Miss Voigt  
320 *Cultural Theory*: Miss Shapiro  
321 *Psychological Anthropology*: Mr. Kilbride

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

# Biochemistry

*Committee on Biochemistry:*

*Professor of Biology:* Robert L. Conner PHD

*Professor of Chemistry:* George L. Zimmerman PHD

*Associate Professor of Biology:* David J. Prescott PHD *Chairman*

*Assistant Professor of Chemistry:* Kenneth G. Strothkamp 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 degree with a major or its equivalent in either Biology or Chemistry.

*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 unit of seminar or course work in either Biology or Chemistry and an additional unit of work in Biochemistry. A third unit of work 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.

*Program and Examinations for the Ph.D.* All students must take the core curriculum in Biochemistry, which includes Biochemistry 353a and b, or its equivalent if taken elsewhere, and a series of graduate courses and seminars in Biochemistry. Students should note that one semester of physical chemistry emphasizing thermodynamics is a pre- or co-requisite for admission to the graduate courses in Biochemistry. At least one-half unit of physiology, cell biology,



genetics or developmental biology is also required. 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.

*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.

SELECTED UNDERGRADUATE COURSES

See listings under the Departments of Biology and Chemistry.

## Biology

*Professor:* Robert L. Conner PHD *Chairman*

*Associate Professors:* Anthony R. Kaney PHD  
David J. Prescott PHD<sup>†</sup>

*Assistant Professors:* Patricia J. Olds-Clarke PHD  
Steven N. Treistman PHD

*Lecturers:* Kathryn Z. Orkwiszewski PHD  
Patricia Onderdonk Pruett PHD §

*Professor of History of Science:* Jane M. Oppenheimer PHD

*Assistant Professor of Chemistry:* Kenneth Strothkamp 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

<sup>†</sup>On leave semester II

§On partial sabbatical leave 1978-79

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.

*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, neurochemistry, 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 or by examination administered by the Biology Department. 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 the general field of Biology.

*General Degree Requirements for the M.A. and Ph.D.* The Department expects all graduate students to become biologists who are professionals both in research and in education. It is anticipated that all graduate students will gain experience in teaching, usually in the capacity of a teaching assistant. See also pages 13-15.

## GRADUATE COURSES

Mr. Prescott

*Advanced Biochemistry*—semester I

A detailed examination of the structure and function of selected proteins. Physical and chemical means of determining the structure of macromolecules will be emphasized. Two hours' lecture. Prerequisite or equivalent—Interdepartmental 353a and b. Prerequisite or co-requisite or equivalent—semester I of Chemistry 203.

Mr. Strothkamp

*Advanced Biochemistry*—semester II

The kinetics and mechanisms of several enzyme systems will be examined in detail. Metalloenzymes will be emphasized. Two hours' lecture.

*For Statistics:* See offerings in The Graduate School of Social Work and Social Research and the Department of Psychology.

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

## SEMINARS

All seminars and advanced undergraduate courses arranged for seminar credit are offered for one semester each year. Four seminars are offered each year, with each area being offered in alternate years. The topics considered in any semester are selected in accordance with the needs and desires of the students enrolled. A list of seminar topics offered by each instructor in recent years is given below:

Mr. Conner

*Cellular Physiology*

Membrane Structure and Function  
Regulation of Lipid Metabolism  
Molecular Endocrinology

Mr. Kaney

*Genetics*

Somatic Cell Genetics  
Genetics of Ciliated Protozoans  
Structure and Function of the Chromosome

Mrs. Olds-Clarke

*Developmental Biology*

Gametogenesis and Development  
Fertilization  
Sex Differentiation

Mr. Prescott

*Biochemistry*

Neurochemistry

Protein Structure and Chemistry

Peptide Hormones

Mr. Treistman

*Neurophysiology*

Organization of Motor Systems

Cyclic Nucleotide Involvement in Neural Functioning

#### SELECTED UNDERGRADUATE COURSES

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

350b *Problems in Cell Physiology*: Mr. Conner

351a *Problems in Genetics*: Mr. Kaney

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

355a *Problems in Neurophysiology*: Mr. Treistman

(356 *Biophysics*: Miss Hoyt)

358a *Analysis of Development*: Mrs. Olds-Clarke

362a *Cellular Physiology*: Mr. Conner

Int. 357a *Computer Usage in the Life Sciences*: Mrs. Pruett

## Chemistry

*Professors*: Jay Martin Anderson PHD†

Ernst Berliner PHD

Frank B. Mallory PHD‡

George L. Zimmerman PHD *Chairman*

*Associate Professor*: Joseph Varimbi PHD

*Assistant Professor*: Kenneth G. Strothkamp PHD

*Lecturers*: Frances Bondhus Berliner PHD

Cecile K. Dalton PHD

*Associate Professor of Biology*: David J. Prescott PHD†

†On leave semester II

‡On leave 1978-79

*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 academic or industrial research or in teaching. 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, and of biochemistry: kinetics of electrophilic substitution and addition, relative reactivities of polynuclear aromatic systems, 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, heterogeneous reaction mechanisms, nonequilibrium thermodynamics, nuclear magnetic resonance as applied to nuclear relaxation, molecular collision dynamics, structure and function of copper proteins, evolution of metalloproteins, and binding of metal ions to nucleic acids.

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. See page 11.

*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 organic, inorganic, or physical chemistry; they may also specialize in biochemistry within the biochemistry program. See page 19. The allied subject for the Ph.D. may be chosen from the fields of mathematics, physics, inorganic geology, biology 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 two of the following: German, French, Russian, or demonstrated skill in

digital computation, numerical analysis, and the theory of error. This skill is tested 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 or oral 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 or theoretical 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 an 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.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

*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.

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.

Mr. Anderson

*Intermediate Quantum Mechanics*  
*Non-equilibrium Thermodynamics*  
*Nuclear Magnetic Resonance*

Mr. Berliner

*Physical Organic Aspects of Aromatic Chemistry*  
*Physical Organic Chemistry*  
*Structure and Physical Properties of Organic Compounds*

Mrs. Dalton

*Reactive Organic Free Radicals*  
*Stereochemistry of Organic Molecules*

Mr. Mallory

*Organic Photochemistry*  
*Recent Methods in Organic Synthesis*  
*Spectral Applications in Current Organic Chemistry*

Mr. Varimbi

*Inorganic Chemistry*  
*Statistical Thermodynamics*  
*Theory of Electrolytic Solutions*

Mr. Strothkamp

*Spectroscopic Methods for Studying Biological Macromolecules*  
*Occurrence and Function of Metal Ions in Biological Systems*

Mr. Zimmerman

*Surface Chemistry*  
*Theory of Radiative and Non-radiative Transitions*  
*Photochemistry*

For additional seminars in Biochemistry, see the Department of Biology.

## 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. Berliner, Mrs. Dalton  
 303a *Quantum Mechanics of Atoms and Molecules*:  
 Mr. Anderson and Mr. Chesick  
 303b *Atomic and Molecular Spectroscopy*:  
 Mr. Zimmerman and Mr. Gavin  
 353 *Biochemistry*: Mr. Conner, Mr. Prescott, Mr. Strothkamp  
 356b *Biochemical Mechanisms*: Mr. Strothkamp, Mr. Lerman  
 (at Haverford)

## Classical and Near Eastern Archaeology

*Professors*: Machteld J. Mellink PHD *Chairman*  
 Kyle M. Phillips, Jr. PHD *Resident Director*  
*of Massenzia, Rome*  
 Brunilde S. Ridgway PHD

*Associate Professor*: Richard S. Ellis PHD

*Assistant Professors*: James C. Wright PHD  
 Kathleen S. Wright PHD

*Lecturer*: Gloria F. Pinney PHD

*Mary Flexner Lecturer*: Erika Simon PHD

*Dean of The Graduate School of Arts and Sciences and Professor of  
 Classical and Near Eastern Archaeology and of History of Art*:  
 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 hours) 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. Bryn Mawr College now sponsors a graduate study center in Rome, Massenzia. 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, or the archaeology of Anatolia, Syria, Palestine, or Cyprus. One of the papers may be written in an allied field. The Final Examination is devoted to the dissertation and the field in which it has been written.

*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.<sup>1</sup> The final publication is being prepared on the basis of the joint field reports of 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.<sup>2</sup>

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<sup>1</sup>cf. *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; 79 (1975) 349-355; 80 (1976) 377-391.

*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, (see page 11), students may register for a unit of work at the University or pursue research at the University Museum.

SEMINARS AND GRADUATE COURSES

Seminar topics are determined for each semester in consultation with the graduate students. Some of the recent seminar topics are listed below.

Mrs. Bober

*The Survival of Antiquity in the Renaissance*  
(*Roman Sarcophagi, Problems in Style and Iconography*)

Mr. Ellis

*Ugarit*  
(*Early Mesopotamian Archaeology*)  
(*The Royal Cemetery of Ur*)  
(*Mesopotamian and Syrian Sculpture*)  
(*Syro-Phoenician Metalwork and Ivories*)  
(*Problems of Ancient Technology*)

Miss Mellink

*The Early Bronze Age in Anatolia*  
(*Aegean Archaeology*)  
(*Anatolian Architecture*)  
(*Field Seminar in Anatolia*)  
(*The Orientalizing Period of Greece*)

Mr. Phillips

(*Greek Vase Painting*)  
(*Corinthian Pottery*)  
(*The Western Greeks*)  
(*Ancient Monumental Painting*)  
(*Etruscan Archaeology*)

Mrs. Pinney

*Research Projects in Vase Painting*  
(*Greek Vase Painting*)  
(*Etruria in the Sixth Century B.C.*)

Mrs. Ridgway

*Research Projects in Ancient Art*  
(*Greek Sculpture of the Fifth Century B.C.*)  
(*Hellenistic Sculpture*)

<sup>2</sup>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; 77 (1973) 319-326; 78 (1974) 265-278; 79 (1975) 357-366; 81 (1977) 85-100.

BRYN MAWR COLLEGE

*(Architectural Sculpture)*  
*(Greek Funerary Monuments)*  
*(Architecture of Magna Graecia)*  
*(The Parthenon)*

Mr. Wright

*Mycenaean Citadels*  
*The Early Bronze Age in the Aegean*  
*(Problems in Greek Architecture)*

Mrs. Wright

*Colonies and Cities in Roman Greece*  
*(The Near East in Hellenistic and Roman Times)*  
*(Problems in Roman Pottery Trade)*

SPECIAL SEMINAR: SEMESTER I 1978-79

Erika Simon

*Festivals of the Athenians*

SELECTED UNDERGRADUATE COURSES

- 201a *Egypt and Mesopotamia Before 1600 B.C.*: Mr. Ellis  
203a *Greek Sculpture*: Mrs. Ridgway  
203b *Hellenistic and Roman Sculpture*: Mrs. Pinney  
204b *Egypt and Mesopotamia 1600-500 B.C.*: Mr. Ellis  
205a (History) *The Ancient Near East*: Mr. Ellis  
205b *Aegean Archaeology*: Mr. Wright  
301a *Greek Vase-Painting*: Mrs. Pinney  
302a *Greek Architecture*: Mr. Wright  
302b *Roman Architecture*: Mr. Scott  
304b *Monumental Painting*: Mrs. Pinney  
305b *The Bronze Age in Syria and Palestine*: Mr. Ellis  
306b *Hittite Archaeology*: Miss Mellink

## Economics

*Professor*: Richard B. DuBoff PHD *Chairman*†

*Associate Professors*: Noel J. J. Farley PHD  
Helen Manning Hunter PHD

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†On leave semester II

*Prerequisites.* An undergraduate major in Economics, with work in such related fields as History and Political Science. Superior applicants with majors in other disciplines may be admitted. Applicants must submit scores on the Aptitude Test and Advanced Tests of the Graduate Record Examinations. 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 show either reading proficiency in a second modern foreign language or 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, and 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 will be devoted to the subject matter of the dissertation.

*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. DuBoff

*American Economic Development*  
*Economic History and Growth 1750-1970*

Mr. Farley

*International Economic Development*  
*International Trade Policy*  
*International Trade Theory*

Mrs. Hunter

*Econometrics*  
*Macroeconomic Analysis*  
*Monetary Theory and Institutions*

Instructor to be announced

*Corporate Financial Theory*  
*Industrial Organization*  
*Microeconomic Analysis*  
*Public Finance*

## Education and Child Development

*Professors:* Janet L. Hoopes PHD *Director*

*Child Study Institute*  
Ethel W. Maw PHD *Chairman*

*Associate Professors:* Susan E. Maxfield MS *Director*

*Phebe Anna Thorne School*  
Emmy A. Pepitone PHD  
Faye P. Soffen EDD

*Assistant Professors:* Fred Rothbaum PHD

Samuel S. Snyder PHD

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 program is carried on in a

setting of service to public and laboratory schools and to 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.

*Prerequisites:* An undergraduate preparation in the liberal arts which must include work in general Psychology and statistics. 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 and adolescent development, clinical evaluation, counseling and guidance, history and philosophy of education, educational psychology, social psychology and sociology of education, secondary education, elementary education, early childhood education, and psychological disorders of children. 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 demonstrate a reading knowledge of one modern foreign language and competence in statistics. The statistics requirement for both degrees may be satisfied by passing the course *Foundations of Research* at a satisfactory level or by demonstrating equivalent competencies. 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 the 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 and an oral examination. The Final Examination is an oral examination devoted to the dissertation and the field in which it has been written.

*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 childhood 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.) Some seminars are offered in alternate years.

Miss Hoopes

*Clinical Evaluation*

*Advanced Theory and Practice in Clinical Evaluation*

*Assessment in Early Childhood*

Mrs. Maw

*Research and Statistics*  
*Social Statistics*  
*Educational Psychology*

Miss Maxfield

*Development in Early Childhood*  
*Developmental Psychology*  
*Early Childhood Education*  
*Theory in Practice: Early Childhood Education*

Mrs. Pepitone

*History and Philosophy of Education*  
*The Social Psychology of the School*  
*Social Theories*  
*Family Theory*  
*Issues in Urban Education*  
*The American School*  
*Research in Children's Cooperation and Competition*

Mr. Rothbaum

*Foundations of Research*  
*Social and Personality Development*  
*Psychopathology: Children and Youth*  
*Psychological Disorders of Children*

Mr. Snyder

*Cognitive Growth*  
*Normal Growth and Behavior: Childhood, Adolescence and*  
*Early Maturity*  
*Critical Issues in Human Development*  
*Topics in Developmental Psychology*

Mrs. Soffen

*Principles and Organization of the Guidance Program*  
*The Counseling Process: Theory and Practice*  
*The Group Process in Counseling and Guidance*  
*The Psychology of Occupations*  
*Advanced Theory and Practice in Counseling and Guidance*

#### SELECTED UNDERGRADUATE COURSES

206a *Developmental Psychology*: Mr. Snyder

207b *Adolescent Development*: Mr. Rothbaum

301a *Principles of Teaching in the Secondary School*:

Mrs. Maw

302a *Principles of Teaching in the Elementary School*:

Mrs. Maw

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:* Carol L. Bernstein PHD‡  
Thomas H. Jackson PHD  
Joseph E. Kramer PHD *Chairman*

*Assistant Professors:* Sandra M. Berwind PHD  
Peter M. Briggs PHD‡  
Katrin Ristkok Burlin PHD‡  
E. Jane Hedley PHD  
Eileen T. Johnston PHD  
Annette Niemtzow PHD

*Andrew W. Mellon Post-Doctoral Fellow:* Elizabeth Chadwick 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 and a sample of recent critical writing.

*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 doctoral candidate will satisfy these requirements at the beginning of the second year of graduate study; they must be completely satisfied before the doctoral candidate takes the Preliminary Examinations.

Language skills may be tested by either the Graduate School Foreign Language Test (GSFLT) of the Educational Testing Service

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‡On leave 1978-79

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 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 on 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 being accepted for doctoral candidacy, the student will take Preliminary Examinations in five parts: four written (four hours each) and one 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 adviser 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 devoted to the dissertation and the field in which it has been written.

The Department offers an apprenticeship program in teaching for students who have advanced beyond the M.A.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

#### SEMINARS

Seminars run for one semester and subjects are chosen from the following areas.

Mrs. Bernstein

*Romantic Poetry*

*Victorian Poetry and Prose*

*Nineteenth Century English Novel*

Mrs. Berwind

*James and Joyce*

*Modern Poetry*

BRYN MAWR COLLEGE

Mr. Briggs

*Swift and Pope*  
*Restoration and Eighteenth Century Literature*  
*Satire*

Mrs. Burlin

*Jane Austen, the Brontës, and George Eliot*  
*Fiction*

Mr. Burlin

*Old English Literature*  
*Chaucer*  
*Medieval Drama*

Mrs. Hedley

*Spenser*  
*Renaissance Literature*

Mr. Jackson

*Twentieth Century Literature*  
*Modern Criticism*

Mrs. Johnston

*Victorian Literature*

Mr. Kramer

*Shakespeare*  
*Renaissance Drama*  
*Modern Drama*

Miss Niemtzw

*American Literature*

Miss Stapleton

*Studies in Poetry or Prose*  
*Milton*  
*Seventeenth Century Literature*

SELECTED UNDERGRADUATE COURSES

323b *Forms of Renaissance English Tragedy*: Mr. Kramer

326a *Theater of Ben Jonson*: Mr. Kramer

330 *The Seventeenth Century*: Miss Stapleton

355b *Major Victorian Poets*: Mrs. Johnston

375b *W. B. Yeats and Wallace Stevens*: Mrs. Berwind

389a *Studies in Twentieth Century Criticism*: Mr. Jackson

Int. 392a *European Romanticism*: Miss Chadwick

# French

*Professors:* Gérard Defaux *D ès L Chairman*

Michel Guggenheim PHD

Pauline Jones PHD

Mario Maurin PHD

*Associate Professor:* Catherine Lafarge PHD

*Assistant Professor:* Grace Armstrong 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 required 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 other than French, *or* German, *or* evidence of extensive training in Mediaeval or advanced Latin. For the Ph.D. degree, *either* a reading knowledge of two modern languages (including one Romance language other than French) *or* superior competence in one. Students may satisfy the latter requirement by completing satisfactorily at least one unit of graduate work at Bryn Mawr in a Romance literature other than French, or in German literature. Language requirements must be fulfilled before the doctoral candidate takes 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.* 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 is devoted to the dissertation and the field in which it has been written.

*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

*(Villon, Charles d'Orléans, Marot)*

*(Poètes du XVI<sup>e</sup> siècle)*

*(Conteurs des XV<sup>e</sup>-XVI<sup>e</sup> siècles)*

*(Montaigne)*

(Rabelais)

XVIIth-Century Drama: France and Spain (with Mrs. King)—  
semester I

Mr. Guggenheim

(Rousseau et le préromantisme)

(Précieux, mondains et moralistes du XVII<sup>e</sup> siècle)

(Voltaire)

Techniques narratives (XIX<sup>e</sup> et XX<sup>e</sup> siècles)—semester II

Miss Jones

Verlaine et Rimbaud—semester I

(Mallarmé, Laforgue)

(Vigny et Camus)

(Baudelaire)

Miss Lafarge

(Stendhal et Flaubert)

(Le Thème de la prison au XIX<sup>e</sup> siècle)

Marivaux, Giraudoux—semester II

(Diderot)

Mr. Maurin

(Essayistes du XX<sup>e</sup> siècle)

(Le Théâtre de 1940 à 1960)

(L'Autobiographie de Chateaubriand à Sartre)

(Réalisme et naturalisme)

(Valéry, Claudel, Proust, Gide)

(Travaux pratiques sur la littérature moderne)

(Romancières du XX<sup>e</sup> siècle)

Mrs. Savage

(L'Art du conte et de la nouvelle des Cent Nouvelles Nouvelles  
à Flaubert)

Philologie et littérature médiévales—semesters I and II

#### SELECTED UNDERGRADUATE COURSES

(301b *La démolition du héros: Pascal, Molière, La Rochefoucauld*)

302b *Racine et la critique moderne: Mr. Defaux*

303a *La Vision de la femme dans la littérature française: Miss  
Lafarge*

(304a *Le Roman du XVIII<sup>e</sup> siècle*)

306b *Le Théâtre de 1880 à 1939: Miss Jones*

(307a *Ecrivains engagés de Montaigne à Sartre*)

309a *Gide et Sartre: 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 in fields other than French. 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 *Chairman*  
William A. Crawford PHD  
Lucian B. Platt PHD  
W. Bruce Saunders 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. Applicants must submit scores in the Aptitude Test of the Graduate Record Examinations.

*Major and Allied Subjects.* Students may specialize in 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.* At least three units of work are required, one of which will consist of a field or laboratory research project under the direction of a member of the faculty. The results of the research project must be reported in a Master's thesis. The student must also pass a Final Examination consisting of a four-hour written and a one-hour oral test.

*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. A set of Preliminary Examinations which test general knowledge in Geology, knowledge in the candidate's special field, and either an allied subject or an additional field in Geology must be passed before the student becomes deeply involved in the research project. A Final Examination follows the completion of the Ph.D. dissertation. This examination is devoted to the dissertation and the field in which it has been written.

Every graduate student in the Department is expected to assist in the work of the Department.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

#### SEMINARS AND GRADUATE COURSES

Two or three courses or seminars are offered each semester. These are usually chosen so that each is offered once every other year. The specific content of the seminars is determined by the current interests of faculty and students. Students wishing to do so may also attend graduate courses at the University of Pennsylvania under the Reciprocal Plan (see page 11).

Mr. Crawford

##### *Geochemistry and Analytical Techniques*

Selected topics in the geochemistry of the earth combined with instruction in wet chemical and instrumental means of silicate analysis.

##### *Igneous Petrology*

Selected subjects in the structure, physical chemistry, and origin of igneous rocks. Prerequisite: Geology 303a, *Thermodynamics for Geologists*, or its equivalent.

Mrs. Crawford

##### *Metamorphism*

The physical and chemical processes of metamorphism, accompanied by regional studies. Prerequisite: Geology 303a, *Thermodynamics for Geologists*, or its equivalent.

##### *Advanced Mineralogy*

The study of selected rock-forming mineral groups accompanied by instruction in optical, chemical, and x-ray techniques.



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.

*Sedimentary Petrology*

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

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

## German

*Professor*: Hans Bänziger PHD\*

Nancy C. Dorian PHD‡

*Associate Professors*: Gloria Flaherty PHD

C. Stephen Jaeger PHD *Acting Chairman*

*Assistant Professor*: Susan Joan Erickson 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. They are also encouraged to write to the Chairman and seek a personal interview with the members of the Department whenever possible.

*Major and Allied Subjects*. Students may specialize in either German literature or German philology. One of these two fields or an

\*On leave semester I

‡On leave 1978-79

area in the humanities, especially the literatures, may serve as the allied subject. Graduate students can acquaint themselves with the theory and practice of teaching German by close cooperation with a member of the faculty.

*Language Requirements.* Normally French for the M.A.; French and another language, preferably Latin, for the Ph.D. 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 or Germanic philology or both after one full year of study and before proceeding to complete 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 and/or philology, or in German literature and philology and an allied field. In addition to providing familiarity with the field in general, the M.A. program is designed to introduce the student to various historical and critical approaches to the study of literature and language. Each student must demonstrate competence in spoken and written German. After completion of course work, each student must submit a Master's paper to the department clearly demonstrating independent research. The final examination, covering the student's general knowledge of the history of German literature, 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. Graduate students in German at Bryn Mawr may register for one class each semester at the University of Pennsylvania, or for one class in the area of Medieval Studies at Princeton. 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 is devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

SEMINARS

Mr. Bänziger

*(Brecht and Dürrenmatt)*

*(Franz Kafka)*

*(Gottfried Keller and German Realism)*

*(Hofmannsthal and Rilke)*

*(Thomas Mann and Max Frisch)*

Miss Dorian

*(Comparative Germanic Grammar)*

*(Old High German)*

*(The Structure of German)*

Miss Erickson

*(German Realism)*

Miss Flaherty

*Bibliography and Methods in Criticism*

*(German Baroque Literature)*

*(Goethe and Schiller)*

*(Romanticism)*

Mr. Jaeger

*Wolfram's Parzival*

*(German Renaissance Literature)*

*(Middle High German Literature)*

SELECTED UNDERGRADUATE COURSES

- 300b *A Survey of German Literature*: Mr. Bänziger  
301a *History of the German Language*: Miss Dorian)  
302a *Vernacular Literature in Mediaeval Germany*:  
*The Courtly Romance*: Mr. Jaeger  
303a *Modern German Prose*: Mr. Bänziger)

- (304b *The German "Novelle"*: Miss Erickson)  
 (305b *The Modern German Drama*: Mr. Bänziger)  
 (307b *The Literature of the Renaissance and the Reformation*:  
 Mr. Jaeger)  
 (308a *Introduction to Middle High German*: Mr. Jaeger)  
 (310b *Lessing and the Enlightenment*: Miss Flaherty)

## Greek

*Professor*: Mabel L. Lang PHD *Chairman*

*Associate Professors*: Gregory W. Dickerson PHD  
 Richard Hamilton PHD

*Andrew W. Mellon Post-Doctoral Fellow*: Neil Forsyth 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. Candidates for the Ph.D. degree must first complete an M.A. degree.

*Allied Subjects*. Any literature, ancient or modern, ancient history, ancient philosophy, Classical Archaeology, linguistics.

*Language Requirements*. Latin, 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.

*Program and 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 is devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

SEMINARS AND GRADUATE COURSES

Mr. Dickerson

*Oresteia*—semester I

Mr. Hamilton

*Euripides*—semester II

Miss Lang

*Homer*—semesters I and II

SELECTED UNDERGRADUATE COURSES

The following undergraduate courses are open to graduate students in other fields.

101 *Tragedy and Herodotus*: Mr. Hamilton, Mr. Dickerson

102a *Homer*: Mr. Dickerson

201 *Plato and Thucydides; Tragedy*:

Mr. Hamilton, Mr. Dickerson

301 *Hesiod and Pindar; Aeschylus and Aristophanes*:

Mr. Hamilton, Mr. Dickerson

Int. 260a *Forms of the Epic*: Mr. Forsyth

Int. 361b *From Myth to Epic*: Mr. Forsyth

## History

*Professors*: Charles M. Brand PHD *Chairman*

Arthur P. Dudden PHD

Mary Maples Dunn PHD *Acting Dean of  
The Undergraduate College*

Elizabeth Read Foster PHD

Barbara M. Lane PHD\*

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\*On leave semester I

Jane M. Oppenheimer PHD  
 J.H.M. Salmon LITD  
 Alain Silvera PHD  
 James Tanis THD *Director of Libraries*

*Associate Professor:* Phyllis S. Lachs PHD

*Assistant Professors:* Wendell Holbrook PHD  
 Stephen Poppel PHD

*Visiting Lecturer:* Richard R. Beeman PHD

*Fields of Study.* 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 allied with it.

*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 (GSFLT) of the Educational Testing Service before beginning their graduate studies.

*Language Requirements.* Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

At least one modern foreign language, to be approved by the Department, is required of M.A. degree candidates. Either the College language examination or the GSFLT must be attempted before the end of the first semester's work; the examination must be passed before the end of the following summer or before candidacy for the degree is requested, whichever is earlier.

At least two modern foreign languages, the choice of which must be approved by the Department during the student's first academic year, are required of the Ph.D. candidates. Students entering with an A.B. must attempt either a College language examination or the GSFLT before the end of the first semester's work and must pass the examination in one language before they may enter upon a third semester of work. They must attempt an examination in the second language no later than their third semester of work and must pass an examination on this second language before they may enter upon a fifth semester of work. Students entering with an M.A. must attempt examinations in both languages before the end of their first semester and must pass examinations in both before they may enter upon a third semester of work. 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.

In practice, since not all languages are tested by GSFLT and since the College language examinations are scheduled toward the beginning of the second semester, proof of language facility must often be established early in the second semester of work to enable the student to enter upon a third semester of work. In addition, since financial aid decisions are made early in semester II, often before semester II language examinations are completed, students applying for financial aid for the succeeding academic year should demonstrate language competence before the end of 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 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 Oral Examination is devoted to the dissertation and the field in which it has been written; plans for publication will also be reviewed. The department reviews each student's progress and plans for work at all stages.

*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 and the current research interests of the faculty.

*Ancient History*

Students should consult pages 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)*
- (Venice from the Tenth through the Thirteenth Centuries)*

*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 and 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 History)*

Mrs. Dunn

- (Seventeenth Century America)*
- (Eighteenth Century America)*

Mr. Beeman

- 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*)

*African and Afro-American History*

Topic to be announced.

*History of Science*

Miss Oppenheimer

*Embryology in the Nineteenth Century*

SELECTED UNDERGRADUATE COURSES

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

- 301 *Topics in the History of Modern Europe*: Mr. Poppel
- 303b *Topics in the Recent History of the United States*: Mr. Dudden
- 304 *Topics in Revolutionary Europe*: Mr. Silvera
- 307b *Mediaeval Cities*: Mr. Brand
- 314 *History of Scientific Thought*: Miss Oppenheimer
- 315a *Topics in Modern British History: The Victorians*: Mrs. Lachs
- 322 *Religious Forces in Colonial America*: Mr. Tanis
- 332 *Civil War and Reconstruction*: Mr. Holbrook
- 372b *Topics in Modern Jewish History*: Mr. Poppel
- 380a *Topics in the Enlightenment*: Miss Oppenheimer
- 393b *Self-Portrait of England in the Sixteenth and Seventeenth Centuries*: Mrs. Foster

## History and Philosophy of Science

### *Committee on History and Philosophy of Science:*

*Professor of Chemistry:* Ernst Berliner PHD

*Professor of History:* Mary Maples Dunn PHD *Director*

*Professor of History of Science:* Jane M. Oppenheimer PHD

*Professor of Philosophy:* José María Ferrater Mora *Lic Fil*†

*Associate Professors of Philosophy:* Michael Krausz PHD

George Weaver PHD

### *At the University of Pennsylvania:*

*Professors:* Thomas Park Hughes PHD *Chairman*

Charles Rosenberg PHD

Nathan Sivin PHD

Arnold Thackray PHD

Alexander Vucinich PHD

*Associate Professor:* Diana Crane PHD

*Assistant Professors:* Mark Adams PHD

Robert E. Kohler, Jr. PHD

Russell Maulitz 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

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†On leave semester II

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 is devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

SEMINARS AND GRADUATE COURSES

Miss Oppenheimer

*Embryology in the Nineteenth Century*

Mr. Krausz

*Philosophy of History*

*At the University of Pennsylvania:*

Mr. Adams

*Biology in the Last Century*

Miss Crane

*Technology and Society*

Mr. Kohler

*Seminar in American Science*

Mr. Vucinich

*Comparative Study of Scientific Institutions*

UNDERGRADUATE COURSES

314 *History of Scientific Thought*: Miss Oppenheimer

# History of Art

*Professors:* Charles G. Dempsey MFA PHD‡  
Charles Mitchell B LITT LITD  
James E. Snyder MFA PHD

*Associate Professor:* Dale Kinney PHD *Acting Chairman*

*Assistant Professor:* Steven Z. Levine PHD

*Dean of The Graduate School of Arts and Sciences and Professor of  
Classical and Near Eastern Archaeology and of History of Art:*  
Phyllis Pray Bober PHD

*Museum Assistant:* Maureen Pelta MA

*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 occasionally admitted. All applicants must submit scores in the Aptitude Test of the Graduate Record Examinations.

*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 languages other than their own, to be approved by the Department.

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.

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‡On leave 1978-79

*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 of these and one allied subject). After two or three years at Bryn Mawr, students normally go abroad for a period of research on their dissertations.

*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. Among those recently offered are the following:

- Liturgy and Architecture*
- Early Christian and Byzantine Syria*
- The Art and Influence of Montecassino*
- Illustrated Psalters*
- Early Dutch Painting*
- Dutch Paintings from Geertgen to Heemskerck*
- Carel van Mander's Het Schilder-boeck*
- Mediaeval and Renaissance Drawing*
- The Patronage of Julius II*
- Leon Battista Alberti*
- Michelangelo*
- Problems in the Reform of Italian Art, 1550-1600*
- Selected Topics in Baroque Painting*
- Venetian Eighteenth Century Art*
- French Eighteenth Century Painting*
- Monet and Impressionism*
- Cezanne*
- Contemporary Spanish Painting*
- Picasso*

Topics for 1978-79:

Mrs. Bober

*The Survival of Antiquity in the Renaissance*

Mrs. Kinney

*Afterthoughts on the "Age of Spirituality" Exhibition at the Metropolitan Museum—semester II*

Mr. Levine

*Monet and Impressionism—semester II*

Mr. Mitchell

*The Tempio Malatestiano at Rimini*—semester I

Mr. Snyder

*Geertgen tot Sint Jans and The Early Haarlem  
School of Painting*—semester I

Graduate students are sometimes advised to register for selected undergraduate courses which with additional work may be accepted for graduate credit.

#### SELECTED UNDERGRADUATE COURSES

330a *Problems in Byzantine Art*: Mrs. Kinney

331b *Problems in Bosch and Breughel*: Mr. Snyder

332b *Raphael*: Mr. Mitchell

334a *Methodological and Critical Approaches to Art History*: Mr.  
Levine

## History of Religion

*Professor*: Samuel Tobias Lachs PHD

*Professor of History*: James Tanis THD *Director of Libraries*

*Roian Fleck Resident in Religion*: Eberhard Bethge 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, with additional work, may be taken for graduate credit with permission of the major department.

(210a *Rabbinic Ethics and Theology*: Mr. Lachs)

300 *Studies in Early Rabbinic and Mediaeval Judaism*:  
Mr. Lachs

317a *The Church Struggle in Germany, 1933-1945, and its  
Meaning*: Mr. Bethge

# Italian

*Assistant Professors:* Nancy Dersofi PHD  
Nicholas Patruno PHD *Director*

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.

- 301a *Dante:* Miss Dersofi
- (303a *Petrarch, Boccaccio, and the Early Humanists*)
- (303b *Literature of the Italian Renaissance*)
- (305a *Arcadia and Enlightenment*)
- .305b *History of the Italian Theater:* Miss Dersofi

# Latin

*Professors:* Russell T. Scott PHD *Chairman*  
Myra L. Uhlfelder PHD\*

*Associate Professor:* Julia H. Gaisser PHD

*Andrew W. Mellon Post-Doctoral Fellow:* Neil Forsyth 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 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.

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\*On leave semester I

*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, or the history of classical scholarship; one four-hour written paper in the field of the allied subject, and 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 Examination is devoted to the dissertation and the field in which it has been written.

*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 1978-79:

Mrs. Gaisser

*Elegy and Horace*—semester I

*Vergil*—semester II



Mr. Scott

*Roman Biography*—semester I

Miss Uhlfelder

*Augustine and the Classical Tradition*—semester II

SELECTED UNDERGRADUATE COURSES

205a,b *Mediaeval Latin Literature*: Miss Uhlfelder, Mr. Scott

301a *Livy and Tacitus*: Mr. Scott

301b *Vergil's Aeneid*: Mrs. Gaisser

(302a *Cicero and Caesar*: Mr. Scott)

(302b *Lucretius*: Miss Uhlfelder)

## Mathematics

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

*Assistant Professor*: Françoise Schremmer PHD

*Lecturer*: Aigli Papantonopoulou 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.

*General Degree Requirements for the M.A. and Ph.D.* See pages 13-15.

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

#### 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. Oxtoby

*Measure Theory*

*Ergodic Theory*

*Point Set Topology*

*Theory of Functions*

Miss Papantonopoulou

*Algebra*

*Algebraic Geometry*

Mrs. Schremmer

*Partial Differential Equations*

*Applied Mathematics*

*Fluid Mechanics*

SELECTED UNDERGRADUATE COURSES

- 301 *Advanced Calculus*: Mr. Oxtoby  
303a *Introduction to Abstract Algebra*: Miss Papantonopoulou  
303b *Topics in Algebra*: Miss Papantonopoulou  
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)

## Mediaeval Studies

*Committee on Mediaeval Studies:*

*Professor of English*: Robert B. Burlin PHD‡

*Professor of History*: Charles M. Brand PHD *Chairman*

*Professors of History of Art*: Charles Mitchell B LITT LITT D  
James E. Snyder MFA PHD

*Professor of Latin*: Myra L. Uhlfelder PHD

*Professor of Music*: Isabelle Cazeaux PHD

*Professor of Philosophy*: Jean A. Potter PHD

*Professor of Spanish*: Joaquín González-Muela *D en Fil\**

*Associate Professor of German*: C. Stephen Jaeger PHD

*Assistant Professor of French*: Grace Armstrong Savage PHD

*Assistant Professor of History of Art*: Dale Kinney PHD

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 in the future come under the supervision of a particular department; applications are no longer being accepted for doctoral work in Mediaeval Studies.

\*On leave semester I

‡On leave 1978-79

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

*Prerequisites.* The Committee must be satisfied that all candidates 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, and History of Music.

*Language Requirements.* For the M.A. and 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 the dissertation. The candidate will take Preliminary Examinations, written and oral, in three fields representing at least two departments. The three fields may all be mediaeval, or two may be mediaeval (in two different departments) and one an allied field (in a department represented on the Committee, or in a third department). The allied field should pertain either chronologically or topically to the Middle Ages; what constitutes a "field" should be worked out between the candidate and the faculty member concerned, with ultimate consent of the candidate's Supervising Committee. The Final Examination will be devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

#### SEMINARS AND GRADUATE COURSES

See listings under the various departments.

#### SELECTED UNDERGRADUATE COURSES

See listings under the various departments.

# Music

*Professor: Isabelle Cazeaux* PHD *Chairman*

*Assistant Professor: Carl B. Schmidt* PHD

Applications are no longer being accepted for graduate study leading to a degree in Music. Graduate seminars and approved courses may be taken for graduate credit with the permission of the major department.

*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. 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.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

*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.

## SEMINARS AND GRADUATE COURSES

Miss Cazeaux

*Music in Aristocratic Courts*

Mr. Schmidt

*Studies in Music of the Nineteenth Century*

## SELECTED UNDERGRADUATE COURSES

Undergraduate courses taken for graduate credit require additional work.

306b *Opera and Music Drama:* Miss Cazeaux

307a *Music Criticism:* Miss Cazeaux

# Philosophy

*Professors:* José María Ferrater Mora *Lic Fil*†

George L. Kline PHD‡

Jean A. Potter PHD

Isabel Scribner Stearns PHD

*Associate Professors:* Michael Krausz PHD

George E. Weaver, Jr. PHD *Acting Chairman*

*Assistant Professors:* Richard H. Gaskins PHD JD

Tracy M. Taft PHD‡

*Associate Professor of Political Science:* Stephen G. Salkever PHD

*Visiting Professor:* George Krugovoy 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. All applicants are requested to submit scores in the Aptitude Test of the Graduate Record Examination.

*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

‡On leave 1978-79

†On leave semester II

four written papers, two of which are to be in systematic fields and two in authors or periods.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

*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.

SEMINARS

Mr. Ferrater Mora

*(Methods of Research in the History of Philosophy)*  
*(History of Philosophic Concepts)*  
*Kant: Critique of Pure Reason—semester I*  
*(Phenomenology: Husserl and Heidegger)*

Mr. Kline

*(Ethics)*  
*(Hegel)*  
*(Whitehead)*

Mr. Krausz

*(Aesthetics)*  
*(Philosophy of Science)*  
*Philosophy of History*

Miss Potter

*(Mediaeval Philosophy)*  
*Continental Rationalism*  
*(Philosophy of Religion)*

Mr. Salkever

*Political Philosophy*

Miss Stearns

*American Philosophy*  
*(Epistemology)*  
*(Metaphysics)*

Miss Taft

*(Aristotle)*  
*(Plato)*

Mr. Weaver

*(Intensional Logics)*  
*(Completeness and Decidability)*  
*Logic: Homogeneous Universal Models*

## SELECTED UNDERGRADUATE COURSES

331a *Hegel*: Mr. Gaskins333b *Russian Philosophy*: Mr. Krugovoy

# Physics

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

*Associate Professors*: Alfonso M. Albano PHD†  
 Stephen R. Smith PHD

*Assistant Professor*: Peter Beckmann PHD

*Fields of Study and Research.* The graduate program is designed to give students a broad background in physics and a high degree of expertise in a chosen field of research. Seminars and original research are tailored to meet individual needs and goals, which can include interdisciplinary studies, teaching, and applied research, as well as pure research in theoretical and experimental physics. In theoretical physics, the present research activities in the department involve non-equilibrium thermodynamics, nuclear and electron spin interactions, the biophysics of nerve fibers and excitable membranes, and the structure and function of biomembranes and other systems using computer modeling techniques. In experimental physics, present activities include nuclear spin relaxation studies using pulsed nuclear magnetic resonance, nuclear spectroscopy using directional and polarization correlation techniques and photon and intensity correlation studies in laser and laser amplifier emissions. Under the Plan for the Coordination of the Sciences there are special opportunities for research and training in such areas as chemical physics, biophysics and geophysics. See page 87.

*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 courses and seminars. All applicants for admission to

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\*On leave semester I

†On leave semester II



graduate work in Physics are requested to submit scores in the Aptitude Test and Advanced Test of the Graduate Record Examinations.

*Language Requirements.* For the M.A. and the Ph.D. degrees, two languages are required: the first, French, German, or Russian; the second, a computer language approved by the Department. Language skills will be tested by the examinations administered by Bryn Mawr College.

*Qualifying Examination.* An oral qualifying examination must be passed by all graduate students. The subject matter of the examination, which is normally taken in the first semester of graduate work, will include only material ordinarily covered in undergraduate physics courses.

*Program and Examination for the M.A.* The qualifying examination discussed above must be taken during the first year. The three units of work offered for the degree must include the quantum mechanics course and will ordinarily include one unit of experimental physics. The paper will usually consist of a report on a special field related to one of the seminars or units of graduate work offered for the M.A. The M.A. Examination is a one-hour oral examination.

*Program and Examinations for the Ph.D.* Each student is normally expected to have completed the graduate courses in Quantum Mechanics and Electromagnetic Theory, or their equivalents, must have a mathematical preparation acceptable as adequate for the Ph.D. degree, and must 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 it 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 and special relativity; (2) electromagnetic theory including applications to optics; (3) quantum mechanics, including applications to atomic and nuclear physics; (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 be devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and Ph.D.* See pages 13-15.

*Colloquium.* All members of the Department, including graduate students, meet weekly for the discussion of current problems.

#### GRADUATE COURSES

Year long (1 unit) graduate courses in quantum mechanics and electromagnetic theory are offered every year. Although both are normally taken in the first year, one or, if necessary, both, may be delayed a year if it is felt that the student requires prior work at the level of advanced undergraduate courses. Students who have taken equivalent graduate courses elsewhere may be exempted.

*Quantum Mechanics:* Mr. Pruett

Mathematical formalism of matrix and wave mechanics; the Schroedinger, Heisenberg and Interaction Approaches; time-independent and time-dependent perturbation theory; semiclassical theory of radiation; the density matrix; Dirac's relativistic wave equation.

*Electromagnetic Theory:* Mr. Albano, Mr. Smith

Electrostatics, magnetic fields of constant currents, Maxwell's equations and their applications, electromagnetic fields of time-varying currents and of moving charges and radiation of electromagnetic waves.

#### SEMINARS

The seminars reflect both the research activities of the faculty and the research interests of the students. As a result, contents are flexible and are chosen to satisfy individual student's needs and to incorporate recent developments in each field. Seminars may cover either one or two semesters ( $\frac{1}{2}$  or 1 unit). Those listed below are intended only to be representative, offerings in any given year being determined by student needs. Under the Reciprocal Plan, students may also take graduate courses at the University of Pennsylvania. See page 11.

Mr. Albano

*Statistical Mechanics*

*Non Equilibrium Thermodynamics*

*Advanced Quantum Mechanics*

BRYN MAWR COLLEGE

Mr. Beckmann  
*Solid State Physics*  
*Magnetic Resonance*  
*Use of Group Theory in Physics*

Miss Hoyt  
*Topics in Biophysics*  
*Molecular and Chemical Physics*

Mr. Pruett  
*Nuclear Physics*  
*Molecular Physics, with applications to biomembrane structure and function*

Mr. Smith  
*Techniques in Experimental Physics*  
*The Physics of Lasers*  
*Quantum Optics*

Members of the Department  
*Selected Experimental Physics*  
*Advanced Mathematical Physics*

SELECTED ADVANCED UNDERGRADUATE COURSES

308a *Advanced Mechanics of Discrete and Continuous Systems*  
309b *Advanced Electromagnetic Theory*

## Political Science

*The Caroline McCormick Slade Department of Political Science*

*Professors:* Melville T. Kennedy, Jr. PHD  
Gertrude C. K. Leighton AB JD

*Associate Professors:* Charles E. Frye PHD  
Marc Howard Ross PHD *Chairman*  
Stephen G. 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, political behavior, 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 written and oral Preliminary Examinations. An oral Final Examination will be devoted to the dissertation and the field in which it has been written.

*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

*Aspects of Political Behavior*

*International Law*

*Jurisprudence*

Mr. Ross

*American Politics: Political Behavior*

*Community Politics*

Mr. Salkever

*Aristotle*

*Political Philosophy*

SELECTED UNDERGRADUATE COURSES

- 218b *Community Politics*: Mr. Ross  
219a *Constitutional Law*: Mr. Salkever  
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  
312b *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  
319a *Problems in Legal Theory*: Mr. Salkever

## Psychology

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

*Associate Professors*: Clark McCauley, Jr. PHD  
Earl Thomas PHD

*Assistant Professor*: 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 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.

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‡On leave 1978-79

*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 Examinations, which should be taken early in 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 area of comparative psychology as such is not represented in a separate examination: comparative issues are treated in each of the other area-examinations.) 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.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

#### GRADUATE COURSES

Mr. Gonzalez  
*Learning Theory*

BRYN MAWR COLLEGE

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

204a *Sensory Processes*: Mr. Hoffman

(207b *Language and Cognition*: Miss Wannemacher)

302b *Physiological Psychology*: Mr. Thomas

## Russian

*Associate Professors*: Dan E. Davidson PHD *Chairman*  
Ruth L. Pearce PHD‡

*Assistant Professor*: George S. Pahomov PHD

*Professor of Philosophy*: George L. Kline PHD‡

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‡On leave 1978-79

*Prerequisites.* An undergraduate major in Russian or an equivalent preparation with some work in literature. Applicants should submit scores in the Aptitude Test of the Graduate Record Examination, a brief biography written in Russian, and at least one essay written in English on a literary topic. The English essay may have been written for an advanced undergraduate course or graduate seminar previously taken.

*Allied Subjects.* Any language or literature, economics, Russian 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 be devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

#### SEMINARS AND GRADUATE COURSES

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 (see page 11) 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.

Mr. Davidson

*Karamzin and Early Romanticism*

*Old Russian Literature*

*Russian Language: Structure and Teaching Methodology*

*Russian Prose of the Early Modern Period*

*Versification*



Mr. Pahomov

*Chekhov*

*Classics of Russian Drama from Fonvizin to Chekhov*

*Russian Romanticism*

*The Russian Short Story: Karamzin to Chekhov*

*Turgenev and Goncharov*

Mrs. Pearce

*History of the Development of the Russian Literary Language*

*History of the Russian Language: Phonology and Morphology*

*Old Church Slavic: Phonology and Morphology*

*Readings in Old Church Slavic*

*Studies in the Structure of Russian*

Mr. Kline

*Theory and Practice of Literary Translation*

#### SELECTED UNDERGRADUATE COURSES

303 *Twentieth-Century Russian Literature*

305 *Advanced Russian Grammar*

306 *Russian Prose and Poetry of the Nineteenth Century*

Philosophy 333b *Russian Philosophy*

*Cooperation with the University of Pennsylvania.* Attention is drawn to the graduate courses offered by the Department of Slavic Languages at the University of Pennsylvania. Students wishing to do so may register for a unit of work at the University under the Reciprocal Plan (see page 11).

## Sociology

*Professor:* Eugene V. Schneider PHD *Chairman*

*Associate Professor:* Judith R. Porter PHD

*Assistant Professors:* Sheila Kishler Bennett PHD

Robert E. Washington 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 (see page 11).

*Language and Statistics Requirements.* 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 be devoted to the dissertation and the field in which it has been written.

*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>Race Relations</i>
<i>Social Stratification</i>	<i>Sociology of Poverty</i>
<i>Sociology of Religion</i>	<i>Political Sociology</i>
<i>Personality and</i>	<i>Sociology of Developing</i>
<i>Social Structure</i>	<i>Countries</i>
<i>Sociology of Knowledge</i>	<i>Sociology of the Family</i>
<i>Sociological Methods</i>	<i>Social Change</i>
<i>Industrial Sociology</i>	

#### UNDERGRADUATE COURSES

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 Fil\**  
Willard F. King *PHD Chairman*

*Associate Professor:* Eleanor K. Paucker *PHD*

*Assistant Professor:* Enrique Sacerio-Garí *PHD*

*Professor of Philosophy:* José María Ferrater Mora *Lic Fil†*

*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 on 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.

*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,

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\*On leave semester I

†On leave semester II

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 be devoted to the dissertation and the field in which it has been written.

*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.

Mr. González-Muela

- (*The History of the Spanish Language*)
- (*The Mediaeval Castilian Epic and Lyric*)
- (*Mediaeval Prose from Alfonso el Sabio to the Corbacho*)
- Popular and Elite Styles in Golden Age Poetry—semester II*
- (*The Language of Poetry since 1950*)
- (*Stylistics and Advanced Syntactic Analysis*)

Mrs. King

- (*Ideological Currents in Renaissance Spain*)
- (*Cervantes*)
- (*The Spanish Novel of the Sixteenth and Seventeenth Centuries*)
- Seventeenth-Century Drama: Spain and France—semester I*
- (with Mr. Defaux)
- (*Modern Drama*)
- (*Critical Approaches to Literature*)
- Don Quixote and Guzmán de Alfarache—semester II*

Mrs. Paucker

- (*Romanticism and Naturalism*)
- The Urban Novel in Spain—semester I*
- (*Unamuno and Machado*)
- (*The Novel of the Mexican Revolution*)
- (*Gaucho Literature*)

Mr. Sacerio-Garí

- (*Chroniclers of the New World*)
- (*The Argentine Narrative since Independence*)
- Borges and His Literary Ancestors—semester I*
- (*Borges and Cortázar*)
- The Contemporary Latin American Novel—semester II*

## SELECTED UNDERGRADUATE COURSES

- (302a *Mediaeval Spanish Literature*: Mrs. Paucker)
- (303a *Modern Poetry in Spain*: Mr. González-Muela)
- (303b *The Modern Novel in Spain*: Mrs. King)

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- 304a *Cervantes*: Mrs. King  
(304b *Poetry and Drama of the Golden Age*: Mrs. King)  
350b *Masters of the Short Story*: Mr. Sacerio-Garí

Appropriate graduate seminars at the *Centro de Estudios Hispánicos en Madrid* may be included in the program for the M.A. or the Ph.D. (see page 12).

# Fees

Application (payable by citizens of the United States and Canada and foreign students presently in the United States): \$25.

## Tuition

Full-time students:

\$4150 a year (or \$2075 for a semester)

Part-time students:

2 academic units \$2700 a year (or \$1350 a semester)

1 academic unit \$1550 a year (or \$775 a semester)

Auditors:

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

Continuing enrollment (see page 8): \$200 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

Both tuition and residence fees will be billed by semester. The Education Plan of monthly payment in cooperation with the Provident National Bank is available for those who prefer to pay fees in monthly installments. Direct correspondence to the Comptroller of the College.

Students whose fees are not paid on presentation of the 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.

## Refund Policy

In the event of withdrawal from The Graduate School of Arts and Sciences, refunds will be made according to the following schedule:

### For Semester I

Withdrawals prior to Sept. 8	100%
Withdrawals Sept. 8 through Oct. 30	50%
Withdrawals through Jan. 15	0%

### For Semester II

Withdrawals prior to Jan. 16	100%
Withdrawals Jan. 16 through March 10	50%
Withdrawals March 11 to end of semester	0%

For those students living at the Graduate Residence Center, the charge for residence is \$2110 in 1978-79. In accordance with the above schedule, if a student withdraws from graduate study a refund will be made of that portion of the fee which represents room, with the proviso that the College is able to reassign the student's space to some other student not previously in residence. The student is not entitled to dispose of the room he or she leaves vacant.

Appropriate reduction or remission will also be made for that portion of the residence fee which represents the cost of food.

## Medical Leave

In case of absence from the College extending six weeks or more because of illness, there will be a proportionate reduction or remission in the charge for the cost of food.

## Procedure for Securing Refunds

Written notice must be received by the Dean at least one week prior to the effective date of withdrawal. Students who have received loans under NDSL or GSL to meet any educational expenses for the current academic year must make an appointment with the Loan Officer before leaving the campus to arrange for appropriate repayment of the loans in question.

## Summary of Expenses for the Academic Year

### Regular

Tuition Fee (full time) .....	\$4150
Residence in graduate student housing .....	2110

### Contingent

Application Fee .....	\$ 25
Continuing Enrollment Fee .....	400
Course in Reading German or French .....	100
(flat fee from September to February)	
Dispensary Fee .....	50
Health Insurance (United States citizens) .....	61
Health Insurance (foreign students) .....	70
Graduation Fee for all Graduate Degrees .....	25
Charge for Microfilming Ph.D. Dissertation .....	37
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 six 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.

## Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, 330 Independence Avenue, SW, Washington, D.C. 20201, concerning alleged failures by the institution to comply with the Act.

Copies of Bryn Mawr's policy regarding the Act and procedures used by the College to comply with the Act can be found in the Office of the Dean. The policy is printed in the Bryn Mawr-Haverford Academic Regulations, which also list all education records maintained on students by this institution.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Graduate Dean.

## Designation of Directory Information

Bryn Mawr College hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

- Category I Name, address, dates of attendance, class
- Category II Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
- Category III Date of birth
- Category IV Telephone number
- Category V Marital Status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification which must be in the Office of the Recorder, Taylor Hall, by 5 p.m. on the last Friday in Sep-



tember. Forms requesting the withholding of "Directory Information" are available in all Deans' offices and in the Office of the Recorder.

Bryn Mawr College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

## 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. Fellowships carry a stipend of \$2300 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 \$1800 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 (TOEFL) or the examination of the English Language Institute of the University of Michigan must be included.

### 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, Application for Financial Aid for the Academic Year 1979-80. 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 10.

The GAPSEAS 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 91 for loan requirements.)

## Fellowships in the Award or Nomination of the College

*Bryn Mawr College Fellowships* of \$2300 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, 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 and of New York and Southern Connecticut, and from the Alumnae Association of Cambridge and 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 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 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 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.

*The Louise Kingsley Scholarship Fund* was established in 1972 through the bequest of Dr. Kingsley. Income from the fund is used for graduate scholarships and fellowships.

*The Melodee Siegel Kornacker Fellowship in Science* was established in 1976 by Melodee Siegel Kornacker, Class of 1960. The income is used for a graduate fellowship in Biology, Chemistry, Geology, Physics, or Psychology.

*The Samuel H. Kress Foundation Fellowships* in varying amounts are awarded to advanced 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 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 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 students in their final dissertation year. Each fellowship carries a stipend of \$550 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 student 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 \$1800 each in addition to tuition are offered annually to students 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 who are 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 named 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 \$3050-3250 for half-time work, \$2050-2150 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.

## 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 students who are United States citizens and 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 84) 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, available to United States citizens who are studying at least half-time, 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 for more than six weeks 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 from 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 purposes approved by the Committee, who try to provide small loans to meet special emergencies. As a rule, money is not lent students in their first semester of graduate work nor are these loans intended to meet the expenses of tuition. Not more than \$500 may be borrowed by a student in any one year. 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.



## Career Planning Office

Graduate students are invited to make use of the services of the Career Planning Office. 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 Career Planning Office 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.

The Council also plays a major role in devising policies and procedures for on-campus graduate housing.

# Graduate Student Housing

Housing on campus is provided for about sixty graduate students in the Graduate Residence Center and Batten House. There is a separate bedroom for each student. Rooms are furnished except for rugs, lamps and curtains. Students should bring towels, pillows 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 by August 15.

The regular charge for residence (room and board) for graduate students is \$2110 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 provided, residence on campus covers the period 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 fee paid by graduate students living in campus housing entitles them to treatment in the College dispensary, to inpatient care in the Infirmary at a nominal charge during the year, and to attendance by the college physicians during this time.

Graduate students who do not live in campus housing may pay a \$50.00 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 clinical social workers and consulting 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 are entitled to the Bryn Mawr College Student Health care insurance at a cost of about \$60 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 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.

All foreign students will be automatically enrolled in the Student Health Service at a cost of \$50 for non-residents.

## Child Care Center

Child care is available for Bryn Mawr and Haverford college families at the New Gulph Children's Center, 1109 County Line Road, Rosemont, just five minutes from campus. Children 3 months through 5 years old are eligible. The center is open five days a week, 8:30am-5pm.

The center, conducted by professional staff, incorporates appropriate age group developmental activities with high quality group care, plus a nursery school program. 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 three months.

The fee scale is based on the age of the child and the number of hours in attendance at the center. Tuition for the semester is payable in advance. Financial assistance is available. Early registration for all programs is essential. For information contact the Director at 525-7649.

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Robert R. Mayer PHD (Brandeis University) *Dean of the Graduate School of Social Work and Social Research effective Semester II*

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Ernst Berliner PHD (Harvard University) *W. Alton Jones Professor of Chemistry*

Frances Bondhus Berliner PHD (Bryn Mawr College) *Lecturer in Chemistry*

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The notations throughout this section refer to the following footnotes:

\*On leave semester I

†On leave semester II

‡On leave 1978-79

§On partial sabbatical leave 1978-79

- Carol L. Bernstein PHD (Yale University) *Associate Professor of English*‡
- Sandra M. Berwind PHD (Bryn Mawr College) *Assistant Professor of English*
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- Katrin Ristkok Burlin PHD (Princeton University) *Assistant Professor of English*‡
- Robert B. Burlin PHD (Yale University) *Professor of English*‡
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- Isabelle Cazeaux PHD (Columbia University) *Alice Carter Dickerman Professor of Music*
- Elizabeth Chadwick PHD (Yale University) *Andrew W. Mellon Post-Doctoral Fellow and Lecturer in English and in Comparative Literature*
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- José María Ferrater Mora *Licenciado en Filosofía* (University of Barcelona) *Professor of Philosophy and Fairbank Professor in the Humanities*†
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BRYN MAWR COLLEGE

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- Barbara M. Lane PHD (Harvard University) *Professor of History\**
- Mabel L. Lang PHD (Bryn Mawr College) LITTD *Paul Shorey Professor of Greek*
- Richmond Lattimore PHD (University of Illinois) LITTD *Professor Emeritus of Greek*
- Marguerite Lehr PHD (Bryn Mawr College) *Professor Emeritus of Mathematics*
- Gertrude C. K. Leighton AB (Bryn Mawr College) JD (Yale University) *Secretary of the General Faculty and Professor of Political Science*
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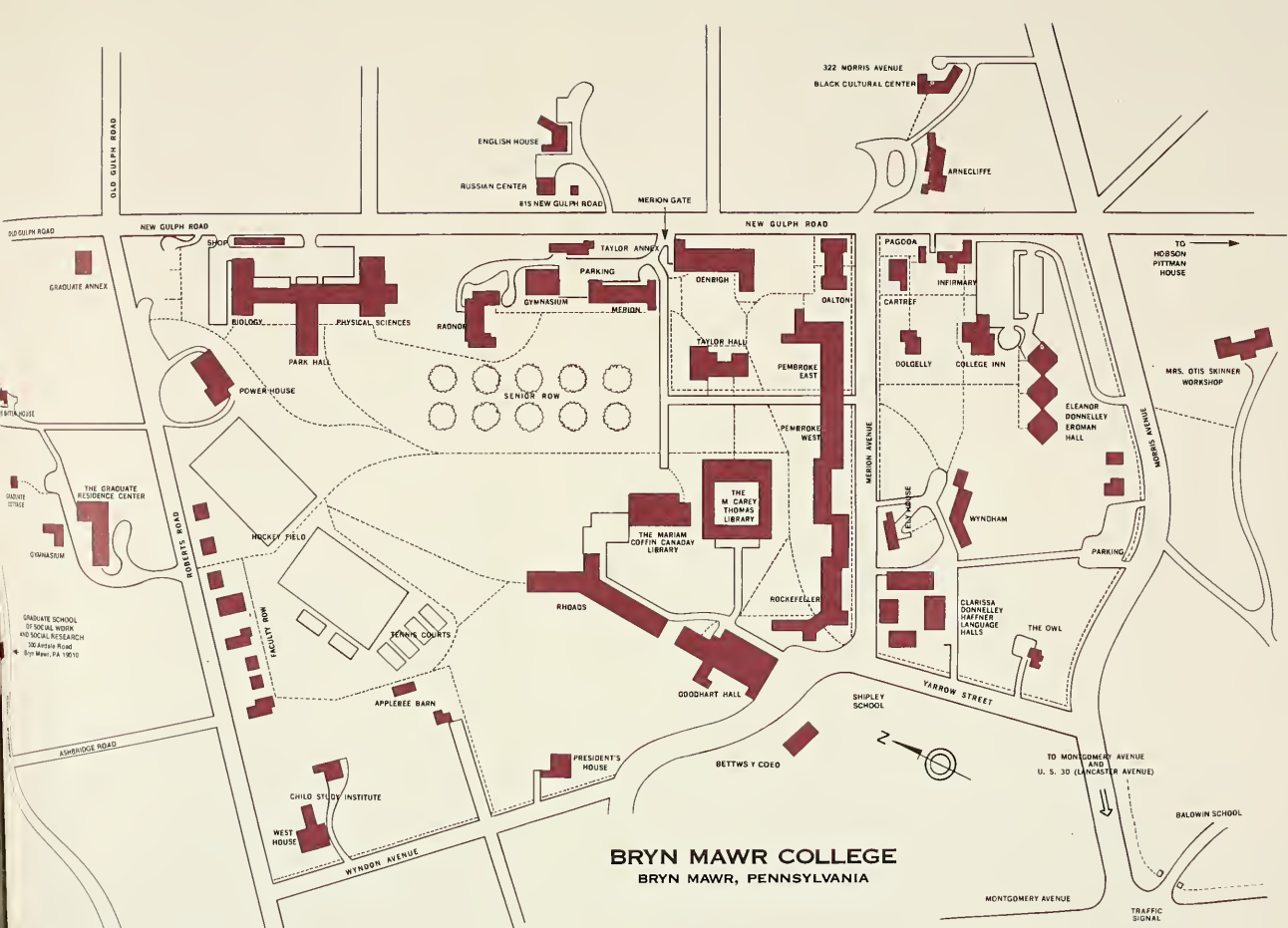
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## Directions to Bryn Mawr College

*By automobile from the East or Southeast* 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 COLLEGE**  
 BRYN MAWR, PENNSYLVANIA

GRADUATE SCHOOL  
 OF SOCIAL WORK  
 AND SOCIAL RESEARCH  
 300 Ashbridge Road  
 Bryn Mawr, PA 19010

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Bryn Mawr, Pennsylvania 19010

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1978-79

*Bryn Mawr College Calendar*

**BRYN  
MAWR**

*Undergraduate College*

**1979-80**



# Bryn Mawr College Calendar

*Undergraduate Courses*

Issue for the Session of 1979-80

August 1979, Volume LXXII, Number 3

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*Bryn Mawr College Calendar.* P.S. 947720 Published April, July, August, and September by  
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*Visitors to the College are welcome and when the College is in session student guides are available to show visitors the campus. Appointment for interviews and for campus tours should be made in advance by letter or by telephone. The Admissions Office is 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: 215 645-5000.

Correspondence about the following subjects should be addressed to:

The President

General interest 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

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The Director of the Career Planning Office

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The Alumnae Association

Regional scholarships and loan fund

## Academic Schedule 1979-80

1979		<i>First Semester</i>
<i>August</i>	31	Halls of residence open to Customs Week Committee
<i>September</i>	1	Halls of residence open to entering class at 8 a.m. Registration of entering undergraduate students
<i>September</i>	4	Halls of residence open to returning undergraduates at 8 a.m. Registration of returning students
<i>September</i>	6	Work of the 95th academic year begins at 9 a.m.
<i>September</i>	7-8	Deferred examinations
<i>September</i>	13	French examinations for undergraduates
<i>September</i>	14	Greek, Latin, Mathematics, and Russian examinations for undergraduates (afternoon)
<i>September</i>	17	German examinations for undergraduates
<i>September</i>	18	Hebrew, Italian, and Spanish examinations for undergraduates
<i>September</i>	20-21	Confirmation of course registration and CR/NC
<i>October</i>	19	Fall vacation begins after last class
<i>October</i>	24	Fall vacation ends at 9 a.m.
<i>November</i>	19-20	Second semester registration
<i>November</i>	21	Thanksgiving holiday begins after last class
<i>November</i>	26	Thanksgiving holiday ends at 9 a.m.
<i>December</i>	11	Last day of semester 1 classes
<i>December</i>	12-13	Review period
<i>December</i>	13	Written work due
<i>December</i>	14-20	College examinations for semester 1
<i>December</i>	20	Winter vacation begins



1980		<i>Second Semester</i>
<i>January</i>	14	Work of the second semester begins at 9 a.m.
<i>January</i>	24-25	Confirmation of registration and CR/NC
<i>January</i>	25-26	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>	24	English 015 Six-weeks papers due
<i>April</i>	11-13	Geology field trip
<i>April</i>	14	French and German examinations for undergraduates
<i>April</i>	15	Greek, Hebrew, and Latin examinations for undergraduates
<i>April</i>	16	Italian and Spanish examinations for undergraduates
<i>April</i>	17	Mathematics and Russian examinations for undergraduates
<i>April</i>	17-18	Registration for 1980-81
<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 30-May</i>	9	College examinations for semester II
<i>May</i>	11	Conferring of degrees and close of the 95th academic year
<i>May</i>	16-18	Alumnae Weekend

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‡On leave 1979-80

\*On leave semester I

†On leave semester II

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- Kathleen Slane Wright, PH.D. (Bryn Mawr College), *Part-time Assistant Professor of Classical and Near Eastern Archaeology*

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- Richard S. Davis, PH.D. (Columbia University), *Part-time Lecturer in Anthropology*
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Timothy Pierson, *Director of the Physical Plant*  
Patricia Onderdonk Pruett, PH.D. (Bryn Mawr College), *Associate Dean for Special Academic Programs*  
Karen Hunzicker Putnam, PH.D. (Yale University), *Associate Director of Resources and Director of Foundations and Corporations Program and Part-time Lecturer in English*  
Ellen Fernon Reisner, M.A. (Bryn Mawr College), *Assistant to the President and Alumna-in-Residence*  
Christina Root, A.B. (Bryn Mawr College), *Assistant to the Director of Admissions*  
Karen Tidmarsh, A.B. (Bryn Mawr College), *Assistant Dean*  
Jo-Anne Thomas Vanin, M.A.T. (Harvard University), *Assistant Dean*  
Sarah E. Wright, *Director of Halls and Associate Director of the Physical Plant*

## Health

- Frieda W. Woodruff, M.D. (University of Pennsylvania School of Medicine), *College Physician*  
Linda Devereux, 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*  
Luella M. Kennedy, M.S.S. (Bryn Mawr College), *Counselor*  
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*  
Linda Caruso Haviland, M.ED. (Temple University), *Part-time Instructor in Dance*  
Elaine E. Johnson, M.S. (Indiana State University), *Instructor in Physical Education*

Paula Carter Mason, B.S. (University of Wisconsin), *Part-time Instructor in Dance*  
Jenepher Shillingford, M.ED. (Temple University), *Instructor in Physical Education*  
Lee Wallington, B.S.ED. (Bowling Green State University), *Instructor in Physical Education*

## Halls of Residence

Catherine Artiguebelle, (Ecole Normale Supérieure de Fontenay-aux-Roses),  
*Warden of French House in Haffner Hall*  
Nina Baranova, M.A. (Norwich University), *Warden of Russian House*  
Fritz Bech, B.A. (Haverford College), *Warden of Erdman*  
Jonita Carder, B.A. (Sweet Briar College), *Warden of Rockefeller*  
Erika Esau, M.A. (University of Denver), *Warden of Rboads*  
Amy Jo Goldman, B.A. (Brandeis University), *Warden of Radnor*  
Catherine Higgins, M.L.S. (Simmons College), M.ED. (Harvard), *Warden of Merion*  
Liane Houghtalin, B.A. (University of Michigan), *Warden of Pembroke West*  
Sheila McManus, B.S. (Chestnut Hill College), *Warden of Pembroke East*  
Franziska Müller, Lizentiat (University of Zurich), *Warden of German House in Haffner Hall*  
Patricia de Nasi, M.A. (Bryn Mawr College), *Warden of Spanish House in Haffner Hall*  
Shoshana Sokoloff, B.A. (Harvard-Radcliffe College), *Warden of Denbigh*

## 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, PH.D. (Bryn Mawr College), *Psychologist*  
Beverly Alexandre, M.S.S. (Bryn Mawr College), *Counselor*  
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*  
Sally Brodie, M.S. (Temple University), *Reading Specialist*  
Emma Dalsimer, PH.D. (Bryn Mawr College), *Counselor*  
Charlotte Diamond, M.S.S. (Smith College), *Counselor*  
Marjorie Edwards, M.S.S. (Bryn Mawr College), *Chief Counselor*  
David M. Ellis, M.D. (Temple University School of Medicine), *Consulting Psychiatrist*  
Kathleen Finnegan, M.A. (Temple University), *Psychologist*  
Joel Goldstein, M.D. (Thomas Jefferson University Medical School), *Consulting Psychiatrist*

Katherine Gordon-Clark, M.A. (Bryn Mawr College), *Psychologist*  
Anita Grinnell, M.S. (University of Pennsylvania), *Psychologist*  
Ann Hamm, M.S.S. (Bryn Mawr College), *Social Caseworker*  
Gloria Harad, M.ED. (Temple University), *Reading Specialist*  
Ann Hartzell, A.B. (Mount Holyoke College), *Reading Specialist*  
Winifred S. Hope, M.ED. (Boston University), *Reading Specialist*  
Bernard Kanter, M.D. (Dalhousie University), *Consulting Psychiatrist*  
Luella M. Kennedy, M.S.S. (Bryn Mawr College), *Part-time Social Caseworker*  
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*  
Eunice R. Packer, M.S. (University of Pennsylvania), *Reading Specialist*  
Frances Rauch, M.S. (University of Pennsylvania), *Reading Specialist*  
Suzanne Ross, M.S. (University of Pennsylvania), *Reading Specialist*  
Janet Simmons, M.ED. (Temple University), *Reading Specialist*  
Russell Sullivan, M.A. (Seton Hall University), *Counseling Psychologist*  
Judith Vaden, M.S.S. (Bryn Mawr College), *Counselor*  
Ann Van Arkel, M.S. (University of Pennsylvania), *Reading Specialist*  
Isabel Westfried, PH.D. (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*  
Sandra P. Juliani, M.ED. (Tufts University), *Assistant Teacher*  
Tess L. Schutte, M.A. (Bryn Mawr College), *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.

As he planned the College Dr. Taylor 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. During the presidency of Harris L. Wofford, 1970-1978, Bryn Mawr strengthened its commitment to increased academic cooperation with Haverford College and to international education. The sixth president, Mary Patterson McPherson, was appointed in 1978.

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

As required by Title IX of the 1972 Federal Education Amendments, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities, or employment practices. The admission of women in the Undergraduate College is in conformity with a provision of the Act. Inquiries regarding compliance with Title IX and other policies of non-discrimination may be directed to the Assistant to the President, Taylor Hall, or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

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. 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 enrollment 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, Swarthmore College, and the University of Pennsylvania in an arrangement which coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees.

The cooperative relationship between Bryn Mawr and Haverford is particularly close since the colleges are only about a mile apart. During 1976-77 a two-college committee comprised of members of the faculties, administrations and student bodies of Bryn Mawr and Haverford was charged with recommending to the faculties and Boards of the two colleges a new proposal for increased two-college cooperation. The two faculties voted to accept the committee's report and as a consequence students may take full advantage of the major offerings at both institutions. Departments met during 1977-78 to develop cooperative academic plans. The objective of the new cooperative arrangement is to strengthen the academic programs offered at both colleges so as to provide greater diversity of the intellectual pursuits while also maintaining the distinctiveness and enhancing the excellence of each college.

The cooperation between Bryn Mawr and Haverford naturally extends beyond the classroom. Collections in the two libraries are cross-listed, and students may study in either library. 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 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 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 Pembroke 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. One of the most active branches of the Self-Government Association is the Student Curriculum Committee, which with the Faculty Curriculum Committee originally worked out the college's system of self scheduled examinations. The joint Student-Faculty Committee meets regularly to discuss curricular issues and to approve new courses and programs. The Self-Government Association also coordinates the activities of many special interest clubs, open to all students; it serves as the liaison between students and College officers, faculty and alumnae.

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 News*, published weekly, welcomes the participation of students interested in reporting and editing.

Students participate actively on many of the most important academic and administrative committees of the college. In addition to the Curriculum Committee, undergraduates elect three rising seniors to serve with members of the faculty on the College Admissions Committee. Along with

alumnae and faculty three students participate in the policy discussions of the Undergraduate Scholarship Committee. Two undergraduates meet with the Board of Trustees, present regular reports to the full Board, and work with the Board's committees. Two undergraduates are also elected to attend meetings of the faculty. At the meetings of both the Board and the Faculty, student members may join in discussion but do not vote.

Black students' organizations have been active in arranging with members of the faculty and staff for new courses in the appropriate departments and in opening, in 1970-71, a Black Cultural Center which sponsors cultural programs open to the College community and provides residence space for a few students.

An active Women's Alliance has been working for several years with various departments and with the Curriculum Committee on the establishment of appropriate courses on women. In 1977-78 the Alliance sponsored a lecture series, and in the fall of 1978 ran a very successful conference on Women's Studies.

Many students who wish to volunteer their services outside the college join Kids Connection, a tutoring service for inner-city children developed and run by Bryn Mawr students.

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 arts 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.

### 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 19010. A fee of \$20 must accompany each application and is not refundable.

Candidates will be notified of the Committee on Admissions' action concerning 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 score of 650 or above satisfies an A. B. degree requirement (see page 47 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 Board, P.O. Box 592, Princeton, New Jersey 08540.

### 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 (215-645-5152). The Office of Admissions is open from nine to five on weekdays and from September to February 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

The Early Decision Plan is intended for promising students who have chosen Bryn Mawr as their first choice college by the fall of the senior year. Candidates under this plan may initiate applications at other colleges but they are expected to make only one Early Decision application. They agree,

if admitted to Bryn Mawr under Early Decision, to accept admission and to *withdraw all other applications*.

Applications must be completed by November 15. Decisions on admission and financial aid will be mailed no later than December 15, and all other applications must be withdrawn by January 1.

A student who is applying for Early Decision should:

1. Complete the Scholastic Aptitude Test (SAT) and three Achievement Tests (ATs) of the College Board no later than November.
2. File the Preliminary Application (a set of four cards), including the Early Decision Agreement Card, together with the twenty dollar application fee, between late spring of the junior year and November 1 of the senior year.
3. See that all other application forms (a personal history form, a secondary school report, two teacher recommendation forms) are returned by November 15.
4. Arrange to have the required interview either at the College or with an alumna area representative before November 15.

Each candidate who has completed the Early Decision Application by November 15 will be notified of the Committee on Admissions' decision no later than December 15. She will: (1) be informed that she has been admitted for the following academic year, or (2) be advised to transfer her application to the Regular Plan of admission, or (3) be refused admission.

A student who is admitted under Early Decision agrees to withdraw all other applications immediately, and she is asked to make a deposit of \$100 by February 1, unless an extension is granted. The deposit will remain with the College while she is enrolled as an undergraduate and will be returned upon graduation or withdrawal from the College after one year of attendance.

### 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 to the Director of Admissions requesting deferred entrance by May 1, the Candidate's Reply Date.



## Advanced Placement and Credit

Students who have carried advanced work in school and who have honor grades (4 and 5) on the Advanced Placement Tests of the College 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.<sup>1</sup> 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 who present the full International Baccalaureate normally receive one year's credit; those who present a partial IB may receive subject credit for excellent work on the higher level examinations. Up to a year's credit is often given for the French Baccalaureate, the German Abitur, and for similar degrees, depending upon the quality of the examination results. 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 by March 15 for entrance in September, or by 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 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 Test. Test registration information may be obtained from the College Board, Box 592, Princeton, New Jersey 08540.

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<sup>1</sup> The grade of 5 is required in English and in History.  
See also pages 45-46, sections II and III.

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 citizens 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. Foreign applications should be filed early in the year preceding entrance and must be complete by February 15. No application fee is required.

Foreign applicants will be asked to take the Scholastic Aptitude Test of the College Board. Achievement Tests are recommended but not required. Test registration information may be obtained from the College Board, Box 592, Princeton, New Jersey 08540. 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 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 to the Educational Testing Service, Princeton, New Jersey 08540.

### Five-Year Master of Arts

Bryn Mawr students who are exceptionally qualified, while undergraduates, may undertake graduate work leading to the degree of Master of Arts. If no departmental program exists, such students should file individual plans of study in advance for approval by the department chairman, the Dean of the Undergraduate College, the Undergraduate Curriculum Committee, the Dean of the Graduate School of Arts and Sciences, and the

Graduate Council. Students must arrange to fulfill all the requirements for the A.B. degree and for the degree of Master of Arts. No unit of academic work may be offered for credit toward both degrees.

### Special Academic Programs

The Office of Special Academic Programs was initiated in 1979 to coordinate the activities of non-traditional students in the undergraduate and graduate colleges. There are now three major programs. Information, application forms and instructions for applying to these programs may be requested from the Coordinator of Special Programs.

#### *Special Students*

Highly qualified men and women who do not wish to undertake a full college program leading to a degree may apply for admission as special students to take courses on a fee basis prorated according to the tuition of the Undergraduate College, space and resources permitting and subject to the approval of the Committee on Admissions and the department concerned.

#### *Post-Baccalaureate Students in Premedical and Allied Health Fields*

Men and women who hold an A.B. degree and need additional undergraduate training before making initial application to medical schools or graduate programs in allied health fields may apply as post-baccalaureate students. Applications are considered only for the fall semester. All forms and supporting credentials should be submitted as early as possible as applications are considered as they are received and decisions are made on a rolling admissions basis.

#### *Josiah Macy, Jr. Scholars*

Each year for three years beginning in the fall of 1979, 1980, and 1981, Bryn Mawr College will admit into the Macy Scholar Program several promising American black students who wish to prepare themselves for entrance to medical school or schools of allied health professions. This program is partially funded by the Josiah Macy, Jr. Foundation for the purpose of increasing the number of black students studying medicine and in related health fields.

The course of study may include advanced work in biology, chemistry, physics or mathematics. Further, candidates who wish to prepare for

MCAT's by retaking a basic science course may do so with the permission of the Director.

Each Macy Scholar Grant covers full tuition, room, board and fees, and a sum for books and personal expenses is given. Before entering the program, all requirements for the A.B. degree should be completed.

### 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 or two semesters and once approved, reinstatement will be granted, contingent upon residential space available at the time a student wishes to return to the College. Application must be made in writing by June 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 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 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 475,000 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 offers students 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 Castle and Adelman collections expand 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 on literature, art, religion and current affairs as well as many classics. The Record Club's collection is also housed and serviced there. The rest of the M. Carey Thomas Library provides offices for many of the faculty in the humanities and social sciences as well as 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 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 Herty 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 Collec-

tion 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.

In 1979-80, the College will acquire a Hewlett-Packard 3000 computer, featuring 768 kbytes memory and 250 mbytes mass storage, tape drive, card reader and two printers. Interactive computing will be supported through eight or more typewriter-like terminals on campus. The languages APL and FORTRAN are available, as well as the packages from IMSL (International Mathematical and Statistical Library) and SPSS (Statistical Package for the Social Sciences). Bryn Mawr is a member of the UniColl Corporation, a regional computer consortium in Philadelphia which provides the resources and technical support of a major facility, offering access to a pair of IBM 370/168 computers and a library of languages and applications.

### 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

Halls of residence on campus provide full living accommodations. 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, Italian and Spanish was opened in the fall of 1970. A Russian House is provided in 1979-80. Perry House is a Black Cultural Center and residence. The Graduate Center houses both graduate and undergraduate students.



Coeducational dormitories on the Bryn Mawr campus were established in 1969-70, housing students from both Bryn Mawr and Haverford. In addition, Haverford College has made available a number of dormitories and suites for Bryn Mawr students. As neither Bryn Mawr nor Haverford allows room retention from one year to the next, the number and kind of coeducational housing units change each year.

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 also work with the student officers in each hall.

The College offers a variety of living accommodations including a few suites, single and double rooms. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, mirrors, 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.

### 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 those who live in houses or apartments of their own choosing after having received permission to do so from both the College and their parents. A student who plans to be married must inform her dean in advance and must make her own living arrangements off campus.

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. Haffner Hall is kept open during the spring vacation and here undergraduates may occupy rooms at \$7.00 per day (including meals).

## Non-Resident Students

For non-resident students, there is a suite of rooms in the College Inn containing study space. College mail and campus notices will be sent to mailboxes in Erdman Hall throughout the academic year. An advisor is available in the Dean's Office for consultation.

Non-resident students are liable for all undergraduate fees except those for residence in a hall. Non-resident students must pay for use of the Student Health Service on a fee for service basis including use of the counselling service.

## Fees

### Tuition

The tuition fee in 1979-80 for all undergraduate students, resident and non-resident, is \$5325 a year.

The entire fee will be billed on July 19, 1979 and due on August 15, 1979. In the event of withdrawal from the College in Semester I, all fees for Semester II will be refunded, and the fees for Semester I will be refunded according to the following schedule:

July 15—August 31, 1979	100%
September 1—September 7	80%
September 8—September 14	60%
September 15—September 21	40%
September 22—September 28	20%
September 29—October 5	10%
After October 5	no refund
In Semester II:	
January 14—January 18, 1980	80%
January 19—January 25	60%
January 26—February 1	40%
February 2—February 8	20%
February 9—February 15	10%
After February 15	no refund

The average cost of educating each undergraduate is over \$7000 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.

### Procedure for Securing Refunds

Written notice of intention to withdraw must be submitted to the Dean. All students receiving financial aid must consult with the Financial Aid Officer, including students who have received federally insured loans, eg. loans guaranteed by state agencies (GSLP) and National Direct Student loans (NDSL) to meet educational expenses for the current academic year. The amount of the refund is determined by the Comptroller's Office according to the schedule above and is based on the date of departure from campus.

### Residence

The charge for residence is \$2300 a year and will be billed with tuition in full in July and be paid in two equal payments, that is, on August 15, 1979 and January 1, 1980. Refunds will be made according to the schedule above.

Students are permitted to reserve a room during the spring semester for the succeeding academic year, prior to payment of room and board fees, if they intend to be in residence during that year. Those students who have reserved a room, but decide later to withdraw from the College or take a leave of absence, will be charged a room change fee of \$25.00. This charge will be deducted from the student's general deposit.

### 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 1979-80

Tuition .....	\$5325
Residence .....	2300

*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) .....	68.00
(For foreign students) .....	99.00

Schedule of Payments

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

For resident students

\$6475 due not later than August 15

\$1150 due not later than January 1

For non-resident students

\$5325 due not later than August 15

No student will be permitted to attend classes or enter residence until payment of the College charges, including a College Fee of \$25, has been made. No student will be registered at the beginning of a semester, or be graduated, or receive a transcript until all accounts are paid, including a single yearly activities fee of \$75 collected by Student Government officers. This fee covers class and hall dues, and support for student organizations such as *The News* and Arts Council. 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 several 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 one year insured tuition plan in cooperation with the Provident National Bank. The College also offers a prepayment plan with monthly payments at no interest and a long-term repayment plan enabling parents to pay four years of College costs over six to eight years with monthly installments of principal and interest. Both plans are offered in cooperation with the Richard C. Knight Insurance Agency.

## 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 both academic and general problems. Each class has its own Class Dean. In addition to 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.

For freshmen and transfer students, the Bryn Mawr-Haverford Customs Week Committee and the Colleges provide a special period of orientation. Freshmen and transfers 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 and transfers with their parents may meet at that time with the President. In addition, faculty members are available for consultation and all incoming students have individual appointments with the deans to plan their academic programs for the year. Activities sponsored by undergraduate organizations at Bryn Mawr and Haverford Colleges acquaint new students with many other aspects of college life.

### Academic Regulations and Standards

Each incoming student is given a copy of the Bryn Mawr-Haverford Academic Regulations which lists rules governing academic work and procedures at Bryn Mawr and at Haverford. All students are responsible for knowing the rules of each college thoroughly.

Each student's 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 some cases the Undergraduate Council may require her to

withdraw for a period of time from the College, and in extreme cases may exclude her.

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 the academic Honor Board which is composed of faculty and students.

### Attendance at Classes

Regular attendance at classes is expected. Responsibility for attendance rests solely with each student. Each instructor will make clear the class standards for attendance.

Absences for health or other urgent reasons are excused by a dean, but the student should consult her instructors about making up the work. If it seems probable to her dean that a student's work may be seriously handicapped by the length of her absence, she may be required to withdraw from one or more courses.

### Exclusion

The College reserves the right to exclude 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.

### Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, 330 Independence Avenue, S. W., Washington, D.C. 20201, concerning alleged failures by the institution to comply with the Act.

Copies of Bryn Mawr's policy regarding the Act and procedures used by the College to comply with the Act can be found in the Office of the Undergraduate Dean. The policy is printed in the Bryn Mawr-Haverford

Academic Regulations, which also lists all education records maintained on students by this institution.

Questions concerning the Family Rights and Privacy Act may be referred to the Office of the Undergraduate Dean.

### Designation of Directory Information

Bryn Mawr College hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

- Category I Name, address, dates of attendance, class
- Category II Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
- Category III Date of birth
- Category IV Telephone number
- Category V Marital status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification which must be in the Office of the Recorder, Taylor Hall, by 5 p.m. on the last Friday in September. Forms requesting the withholding of "Directory Information" are available in all deans' offices and in the Office of the Recorder.

Bryn Mawr College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

### 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 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 a psychiatric social worker and consulting 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 limited in-patient care, 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. A fee for each day in the Infirmary is charged after the "free" days have been used up. A nominal charge is made for medicines and laboratory tests.

Non-resident students may pay for use of the Student Health Service on a fee for service basis including use of the counseling service. The Infirmary offers use of its rooms for sleeping privileges without nursing care for \$6.00 a night.

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 the College 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 about \$70.00 and includes coverage for one full calendar year. Foreign students must carry health insurance valid in the United States. The cost for such insurance taken out at Bryn Mawr is approximately \$100 for a twelve-month period.



Foreign students may obtain application forms for insurance 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 Bryn Mawr curriculum is designed to encourage breadth of learning and training in the fundamentals of scholarship in the first two years, and mature and sophisticated study in depth in a major program during the last two years. The plan of study looks both backward and forward by taking into account changes in secondary education and the necessary preparations for graduate and professional schools, but its main purpose is to prepare the student for the lifelong pleasure of educating herself. It encourages independence within a rigorous but flexible framework of divisional and major requirements.

## The Two-College Cooperative Plan

In May, 1977, the faculties at Bryn Mawr and Haverford Colleges approved a two-college cooperative plan for the curriculum. Virtually all undergraduate courses and all major programs at each college are open to students from both, greatly increasing the range of available subjects. An academic plan of cooperation defines three different kinds of programs.

*Non-counterpart Programs:* Each College will continue to have some majors and programs that do not exist at the other, and, through joint planning, will seek an equitable balance of such programs. These majors and programs will be open to students of both colleges.

*New Federated Programs:* New, two-college majors or programs when developed will be staffed with faculty of both colleges. Again, these programs will be open to students of both colleges.

*Counterpart Programs:* Cooperation at the level of Counterpart Departments aims at strengthening and enriching the major at each college by broadening the range of coverage of the discipline; eliminating unnecessary duplication of effort; and increasing diversity of approach to the subject matter.

In deciding upon a major, whether at Bryn Mawr or Haverford, a student should bear in mind that she must meet the requirements for the A.B. degree from Bryn Mawr as specified below.

## Requirements for the Degree at Bryn Mawr

The degree of Bachelor of Arts is conferred upon students who have completed the requirements described below.

### *Unit Requirement*

All candidates for the A.B. degree shall present 16 units<sup>1</sup> of work. In all cases one of these will be a unit of Senior Conference in the major subject.

### *Divisional Requirement*

Students must complete a full unit of work in one subject for each of the four following disciplinary groups (exception: Group III, see footnote 8), with courses at either Bryn Mawr or Haverford Colleges. The Curriculum Committee will consider petitions from individual students for exceptions to the divisional requirements.

<i>Group I</i>	<i>Group II</i> <sup>5</sup>	<i>Group III</i> <sup>8</sup>	<i>Group IV</i>
History	Biology	English	History
Philosophy	Chemistry	Literature	Philosophy
Anthropology <sup>2</sup>	Geology	Modern	Archaeology
Economics	Physics	Literatures	History of Art
Education	Psychology 101 <sup>6</sup>	Classical	History of Religion <sup>9</sup>
Political Science	[Mathematics] <sup>7</sup>	Literatures	Music <sup>10</sup>
Psychology <sup>3</sup>			
Sociology <sup>4</sup>			

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. A unit of work in laboratory science to meet the *Group II* requirement must include a laboratory that meets a minimum of three hours a week.
6. Or in special cases Psychology 201a and 302b.
7. Mathematics may only be used to fill a *group* requirement under the conditions outlined in A, below.
8. For combinations of literature courses to meet the *Group III* divisional requirement, a student must consult her dean.
9. Or Religion at Haverford.
10. For music courses which meet *Group IV* requirement, a student must consult her dean. Courses in music performance do not meet the requirement.

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. A student majoring in History or Philosophy may count courses in her major as satisfying the requirement in either Group I or Group IV, but not both. A student majoring in Psychology may count courses in her major as satisfying either Group I or Group II, but not both. A student majoring in History of Religion may count courses in her major as satisfying either Group III or Group IV, but not both.

C. English 015 does not meet the divisional requirement in Group III.

D. Interdepartmental courses will be counted toward a given Divisional Requirement when they are cross-listed under departments included in that division.

#### *English Composition and Foreign Language Requirement*

In addition to the divisional requirements, each student must:

A. Include in her program two semesters of English composition (English 015) unless she has achieved a score of 5 on the Advanced Placement Test. The English department also administers an exemption test.

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

- I. She may demonstrate a knowledge in each of two foreign languages by
  - a. passing an examination offered by the College every spring and fall, or
  - b. passing with an average grade of at least 2.0 in one full unit above the elementary level, or
  - c. attaining a score of at least 650 (in one language) on a College Board Achievement Test taken in the junior or senior year in high school 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 an average grade of at least 2.0 in Mathematics (one full unit, to include at least one-half unit of calculus).

3. She may offer one language to an advanced level of proficiency to be demonstrated by passing with an average grade of at least 2.0 one full unit at the 300 level.

### *Major Requirements*

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 units plus one unit of Senior Conference in the major subject and two units of allied work. No student will be required to offer more than six units 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:

- A. a unit of work in English composition, unless she is exempt
- B. work to demonstrate the required level of proficiency in  
one foreign language, or  
two foreign languages, or  
one foreign language and mathematics
- C. four units of work, one from each of the divisions I-IV
- D. a major subject sequence of at least four units of work and two units of allied work and a Senior Conference
- E. 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 independent 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 it for one semester or year course.

A student who majors at Haverford College must meet the major requirements of Haverford College.

### *Standards of Work*

A. Bryn Mawr uses a numerical grading 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.

B. The degree of Bachelor of Arts may be awarded *cum laude*, *magna cum laude*, or *summa cum laude*. A student who has satisfactorily completed Honors work in her major subject and received a grade of at least 3.3 in the Senior Conference is awarded the degree with Honors in that subject.

C. Credit for work taken elsewhere is given as follows:

1. Transfer credits (see page 28).
2. Credits from cooperating institutions

Full-time students at Bryn Mawr may register for courses at Haverford College, Swarthmore College and the University of Pennsylvania during the academic year without payment of additional fees. Credit toward the Bryn Mawr degree will be granted for such courses.

3. Summer School Work

A student who wishes to present summer school work for credit should first obtain approval of her plan from her 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. A total of no more than sixteen semester hours (two units of Bryn Mawr credit) earned in summer school may be counted toward the degree. Of these, no more than eight semester hours (one Bryn Mawr unit) may be earned in any one summer.

### *Supplementary Requirements*

1. Physical Education. All students must meet the requirement in Physical Education (see page 164).

2. Residence. Every candidate for the degree of Bachelor of Arts will normally attend Bryn Mawr College for a period of four years. She must complete a minimum of eight units of work while enrolled at Bryn Mawr

College. 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. For all students, 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 discussions is presented each year by the College Health Service. Such topics as drug addiction, sexuality, 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 to meet 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. A second course in biology may also be required by some medical schools.

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 191). 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 Associate Dean, 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 she may make appropriate curriculum plans. (See page 76.)

### 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, and The Growth and Structure of Cities; an interdepartmental area of concentration in Hispanic and Hispanic-American Studies (see page 158) 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). Students of music, creative writing and the dance may receive elective academic credit for courses in these fields. For details see the Performing Arts, Music and English.



## Language Houses

Haffner Hall, which opened in the fall of 1970, is comprised of separate units for qualified students of French, Italian, German and Spanish. Students from Bryn Mawr and Haverford interested in the study of Russian have separate facilities.

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.

### *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 a 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. 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 Junior Year Abroad programs, or develop individual programs for study abroad 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. In recent years students have studied in France, Spain, Germany, Italy, Switzerland, Great Britain, the Soviet Union, Africa, Israel, Japan, Hong Kong, Canada, South America and Greece. 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 for 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.

### 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 Children's Center, Conestoga and Sproule Roads, Villanova, just minutes from campus. Children 3 months through 5 years old are eligible. The center is open five days a week, 8:30 am-5 pm.

The center, conducted by a professional staff, incorporates appropriate age group developmental activities with high quality group care, plus a nursery school program. 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.

The fee scale is based on the age of the child and the number of hours in attendance at the center. Tuition for the semester is payable in advance. Financial assistance is available. Early registration for all programs is essential. For information contact the Director at 688-5099.

### 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. These conferences, made possible by a grant from the William C. Whitney Foundation

in memory of Alexandra Colt Werkman '60, have focused within recent years on careers for women in law, medicine, the arts and business and management.

In cooperation with the Alumnae Association, the office provides students with access to a network of alumnae who make themselves available to students for personal consultation on career-related questions and who in practical ways assist students in determining their career fields. Students interested in exploring specific career fields may participate during the spring vacation in the Extern program, working as "shadow colleagues" with alumnae and other sponsors who are specialists in these fields.

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 167.)

## Courses of Study 1979-80

### *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
- 200-299 indicate second-year courses
- 300-398 indicate advanced courses in the major work; 399 is used for the Senior Conference in the major subject.
- 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 twelve 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.

*Associate Professors:* Philip L. Kilbride, PH.D. *Chairman*  
Judith R. Shapiro, PH.D.

*Assistant Professor:* Richard H. Jordan, PH.D.

*Lecturer:* Richard S. Davis, PH.D.

*Assistant:* Diana Putman, A.B.

*Professor of Linguistics in Anthropology and German:* Nancy C. Dorian, PH.D.

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 or 203b (Haverford), 320a, two additional half-units of work in archaeology/biological anthropology or one-half unit in archaeology/biological anthropology and one in linguistics, one 300-level semester course in the area of ethnography, plus 399a and b (Senior Conferences). Two and one-half additional units of major or allied work are required, which may be taken at Bryn Mawr or Haverford, at least one-half unit at the 300-level.

*Allied Subjects:* Biology, The Growth and Structure of Cities Program, Classical and Near Eastern Archaeology, Economics, English Literature, Geology, History, History of Art, History of Religion, Linguistics, Philosophy, Political Science, Psychology, Sociology and inter-departmental "Culture and Civilization" courses (such as INT. 290 "La Civilisation française," INT. 210a "Hispanic Culture and Civilization," and INT. 307b "Introduction to Celtic Civilization").

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*.]

[104b.\* *Introduction to Peoples and Cultures of the Middle East*.]

105a.\* *Sex, Culture and Society*: Miss Shapiro.

Introduction to the anthropological study of sexual differentiation.

165b. *American Youth Culture*: Miss Whitehead (at Haverford).

[201b. *Archaeological Methods of Analysis*: Mr. Davis.]

203a. *Introduction to Social Organization*: Miss Goodale.

Social organization: an introduction to theory and methods and a study of significant contributions. Prerequisite: Anthropology 101.

[203b. *Elementary Anthropology*: Mr. MacGaffey (at Haverford).]

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.

208b. *Old World Prehistory*: Mr. Davis.

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.

[210a. *Human Evolution*.]

[218b. *Community Politics: A Cross-Cultural Approach*: Mrs. Ross, Mr. Ross.]

(INT.) See Political Science 218a.

[255a. *Anthropology of Religion*: Mr. MacGaffey (at Haverford).]

[256a. *Anthropology of Law*: Mr. MacGaffey (at Haverford).]

258a. *Comparative Ethnography*: Mr. MacGaffey, Miss Whitehead (at Haverford).

& b.

302a. *Africa: Sub-Saharan Ethnology*: Mr. Kilbride.

A study of selected Sub-Saharan 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*.]

[305a. *Latin America: Native Cultures of South America*: Miss Shapiro.]

[306b. *Peasants*: Mr. Kilbride.]

[308. *Language in the Social Context*: Miss Dorian.]

(INT.) See Interdepartmental course 308.

310a. *Introduction to Descriptive Linguistic Techniques*: Miss Dorian.

(INT.)

312b. *Field Methods in Linguistics*: Miss Dorian.

(INT.)

313a. *Linguistic Anthropology*: Miss Shapiro.

Examines language as a social and cultural phenomenon. Consideration will be given to theoretical and methodological relationships between linguistics and socio-cultural anthropology. Prerequisite: Anthropology 101, Interdepartmental 301a, or equivalent preparation in anthropology and linguistics.

[314b. *Comparative Hunters and Gatherers*: Mr. Davis.]

[315b. *Middle Eastern Cultures*.]

320a. *Cultural Theory*: Miss Shapiro.

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.

321b. *Psychological Anthropology*: Mr. Kilbride.

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*: Mr. Davis.

Relationship of man with his environment; culture as an adaptive mechanism and a dynamic component in ecological systems. Prerequisite: one-half unit of advanced (300) work.

[325b. *Woman, Culture and Society*: Miss Shapiro.]

356a. *Seminar in Social Theory*: Staff (at Haverford).  
& b.

[357a. *Political Anthropology*: Mr. MacGaffey (at Haverford).]

399. *Senior Conferences*:

The topic of each seminar is determined in advance in discussion with students. Sections will normally run through the entire year and have an emphasis on field research and analysis. Class discussions of work in progress, and oral and written presentations of the analysis and results of research will form the basis of evaluation for the year. Seminars for 1979-80 are:

*Medical Anthropology*: Mr. Kilbride.

*Archaeological Research Techniques*: Mr. Jordan.

401. *Honors Work*:

Honors work will be offered to seniors who petition the department with a specific proposal and whose previous work shows sufficiently high level of accomplishment and marked ability.

403. *Independent Work*:

Independent work is open usually to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and subject to faculty time and interest.

# Astronomy

AT HAVERFORD COLLEGE

*Professor:* R. Bruce Partridge, D. PHIL., *Chairman*

*Assistant Professor:* Keith H. Despain, PH.D.

The Departmental work is designed to give students an understanding of and an interest in the universe in which they live, with emphasis upon the relation of astronomy to other fields of learning.

*Major Requirements:* The normal major requirements are Astronomy 211a, 212b and four additional one-semester courses numbered above 200; Mathematics 113a and 114b or the equivalent; Physics 111a and 112b; three written comprehensive examinations of three hours each. Bryn Mawr students may substitute Mathematics 101 and 201b and Physics 101 for the mathematics and physics requirements.

*Requirements for Honors:* All Astronomy majors are regarded as candidates for Honors. The award of Honors will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

101a. *Astronomical Ideas:* Mr. Partridge, Mr. Despain.

102b. *Astrophysics of the Eighties:* Mr. Partridge.

150d. *Introduction to Astrophysics:* Staff.

211a. *Methods of Theoretical Physics and Astrophysics:* Mr. Despain.

& 212b.

311a. *General Relativity and High Energy Astrophysics:* Mr. Despain.

320b. *Cosmology:* Mr. Partridge.

[340b. *Radio Astronomy:* Mr. Partridge.]

[371a. *Stellar Structure and Evolution:* Mr. Despain.]

[380b. *Nuclear Astrophysics:* Mr. Despain.]

480. *Independent Study.*

## Biology

*Professor:* Robert L. Conner, PH.D., *Chairman*

*Associate Professors:* Anthony R. Kaney, PH.D.

David J. Prescott, PH.D.

*Assistant Professors:* Patricia J. Olds-Clarke, PH.D.

Steven N. Treistman, PH.D.‡

*Lecturers:* Jane R. McConnell, PH.D.

Patricia Onderdonk Pruett, PH.D., *Associate Dean for  
Special Academic Programs*

Michael P. Reinhart, B.S.

*Assistants:* Catherine A. Clements, B. A.

Jane F. Coyle, B.A.

David C. Fry, B.A.

Susan J. Gan, M.A.

Benjamin P. Kelch, B.A.

Gertrude A. McKee, M.S.

Virginia J. Speare, B.A.

*Professor of History of Science:* Jane M. Oppenheimer, PH.D.

*Assistant Professor of Chemistry:* Kenneth Strothkamp, 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, cell and molecular biology and biochemistry are emphasized as unifying disciplines.

*Requirements in the Major Subject:* Biology 101 (unless either or both semesters are exempted), 201a, 362a, any two of the following three courses—309b, 310b, 364b, at least one other unit (two semester-courses) of advanced work, the Senior Conference, and Chemistry 101 and

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‡On leave for the year 1979-80.

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:* Mrs. Olds-Clarke, Mrs. McConnell, Mr. Reinhart, Mr. Kaney.

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. Prerequisite: Biology 101 or permission of instructor.

309b. *Developmental Biology:* Mrs. Olds-Clarke.

Principles of developmental biology and vertebrate embryology. Lecture three hours, laboratory four hours a week. Prerequisite: Biology 201a.

[310b. *Comparative and Systems Physiology:* Mr. Treistman.]

314. *History of Scientific Thought:* Miss Oppenheimer.

(INT.) See History 314.

350b. *Problems in Cellular Physiology:* Mr. Conner.

An inquiry into the recent literature about membrane phenomena, including the mechanisms for bulk transport, small molecule transport and chemical specificity. Lecture two hours a week. Prerequisites: Biology 362a and 364b or permission of instructor.

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

A seminar course comprising an analysis of current topics in modern genetics. Presentations from recent literature will be given and discussed. Two hours a week, no laboratory. Prerequisites: Biology 201a and Biology 362a, or permission of the instructor.

352a. *Problems in Molecular Biology:* Mr. Reinhart.

A course dealing with current topics of interest in the field of molecular biology. Class meeting two hours a week. Prerequisites: Biology 362a and 364b.

- 353a. *Biochemistry: Macromolecular Structure and Function*: Mr. Prescott, Mr. (INT.) Strothkamp.

The structure, chemistry and function of proteins; nucleic acids and polysaccharides are discussed with special emphasis on their roles in living systems. Lecture three hours, laboratory six hours a week. Prerequisites: Chemistry 202 and Biology 362a or permission of instructors. Physics 101 and Mathematics 101 are recommended.

- 353b. *Biochemistry: Intermediary Metabolism*: Mr. Conner, Mr. Prescott.

(INT.) Metabolic relationships of carbohydrates, lipids and amino acids are discussed with emphasis on the control of various pathways. Lecture three hours, laboratory six hours a week. Prerequisite: Biology 353a.

- [354a. *Recent Advances in Cell Biology*.]

- [355a. *Problems in Neurophysiology*: Mr. Treistman.]

- [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.

- 358a. *Problems in Developmental Biology*: Mrs. Olds-Clarke.

A seminar course devoted to the study of the role of membranes in development. Two hours a week, no laboratory. Prerequisites: Biology 201a, Biology 309b and Biology 362a, or permission of the instructor.

- 362a. *Cellular Physiology*: Mr. Conner.

A course devoted to a study of the activities of cells in terms of physical and chemical processes. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 201a and Chemistry 202, which may be taken concurrently.

- 364b. *Cell and Molecular Biology*: Mr. Reinhart.

An examination of the ultra-structural organization, function and molecular composition of selected eukaryotic organelles. Lecture three hours, laboratory four hours a week. Prerequisite: Biology 201a.

399. *Senior Conference*:

During one semester, all seniors will write a comprehensive paper in a prescribed area of biology in conjunction with a faculty member. These

papers serve to relate materials from various subdisciplines of biology to each other, to examine subjects of current biological interest and to relate the field to the larger aspects of society. In the other semester, students will take a seminar course chosen from the available offerings.

401. *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.

403. *Supervised Research in Biology:* Members of the Department.

Laboratory research under the supervision of a member of the Department.

*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

- 351h. *Biochemistry of Membrane Transport:* Mr. Loewy.  
353g. *Biosynthesis of Organelles:* Mr. Santer.  
354d. *Molecular Virology:* Mr. Goff.  
358a. *Cell Motility:* Mr. Kessler.

## Chemistry

*Professors:* Jay Martin Anderson, PH.D., *Director of Computing Services*  
Ernst Berliner, PH.D.

Frank B. Mallory, PH.D., *Academic Deputy to the President*

George L. Zimmerman, PH.D., *Chairman*

*Associate Professor:* Joseph Varimbi, PH.D.\*

*Assistant Professor:* Kenneth G. Strothkamp, PH.D.

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\*On leave semester 1.

*Lecturers:* Frances Bondhus Berliner, PH.D.

Gilbert D. Lee, PH.D.

*Assistants:* Tayyebah Atashroo, M.S.P.H.

Mona Daswani, B.S.

Mark K. Hamilton, B.S.

Dawn F. Healey, B.S.

Edward A. Meill, A.B.

Sylvia Riviello, A.B.

*Associate 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, 353, and 356b, with the provision that at least one of the semesters shall include laboratory work (i.e., 302a, 302b, 303b, 353). Physics 101 and Mathematics 101 are also required. Students are encouraged to take 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. Strothkamp, 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. Zimmerman, 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, and members of the Department.

First semester: aliphatic chemistry; second semester: aromatic chemistry and natural products. Three lectures, five hours of laboratory a week.

203. *Physical Chemistry*: Mr. Zimmerman, Mr. Lee.

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 and 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. Three lectures a week.

302a. *Advanced Organic Chemistry*: Mr. Berliner, and members of the Department & 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*: (at Haverford, 1979-80).

Prerequisites: Chemistry 203 and Mathematics 201 or its equivalent.

303b. *Atomic and Molecular Spectroscopy*: Mr. Zimmerman, Mr. Lee.

Prerequisite: Chemistry 303a.

304a. *The Dynamics of Environmental Systems*: Mr. Anderson.

(INT.) Principles of 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 of lecture-discussion a week. Prerequisites: one year each of a natural and of a social science and some familiarity with digital computation.



- 353a. *Biochemistry: Macromolecular Structure and Function*: Mr. Prescott,  
(INT.) Mr. Strothkamp.

See Biology 353a.

- 353b. *Biochemistry: Intermediary Metabolism*: Mr. Conner.  
(INT.) Mr. Strothkamp.

See Biology 353b.

- 356b. *Biochemical Mechanisms*: (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.

401. *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.

*Supervised Units of Independent Study*:

(See under *Curriculum*, The Plan for The Curriculum, IV).

# Classical and Near Eastern Archaeology

*Professors:* Machteld J. Mellink, PH.D., *Acting Dean of the Graduate School of Arts and Sciences*

Kyle M. Phillips, Jr., PH.D., *Resident Director of Massenzia, Rome*

Brunilde S. Ridgway, PH.D., *Acting Chairman*

*Professor of Classical and Near Eastern Archaeology and of History of Art:*  
Phyllis Pray Bober, PH.D., *Dean of The Graduate School of Arts and Sciences*‡

*Associate Professor:* Richard S. Ellis, PH.D.

*Professor of Latin:* Russell T. Scott\*

*Assistant Professors:* Kathleen S. Wright, PH.D.

James C. Wright, PH.D.

*Lecturer:* Gloria F. Pinney, PH.D.

*Assistants:* Katherine Dohan, M.A.

Nancy Westneat, M.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 another Near Eastern course), 203a and b, 205b, 301b and 302a and the Senior Conference. 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. Wright, 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 a week.

201b. *The Archaeology of Mesopotamia before 1600 B.C.:* Mr. Ellis.

203a. *Greek Sculpture:* Mrs. Ridgway.

The development of Greek sculpture to the Hellenistic period.

\*On leave semester 1

‡On leave for the year 1979-80.

- 203b. *Hellenistic and Roman Sculpture*: Mrs. Pinney.  
From the Hellenistic period to the end of the Roman Empire.
- 205a. *The Ancient Near East*: Mr. Ellis.  
See History 205a.
- 205b. *Aegean Archaeology*: Mr. Wright.  
The pre-Greek and early Greek cultures of the Aegean area: Minoan Crete, Troy, the Aegean Islands, Mycenaean Greece and their overseas connections.
- 206a. *Egyptian Archaeology*: Mr. Ellis.
- 206b. *Architecture and Cities of the Ancient Near East*: Mr. Ellis.  
(INT.) Building techniques, forms and functions of structures, settlements and cities; effects of environment and social structure.
- 301b. *Greek Vase-Painting*: Mrs. Pinney.  
Greek vase-painting as an original form of art, its relation to other arts, and its place in archaeological research.
- 302a. *Greek Architecture*: Mr. Wright.  
(INT.) The Greek architectural tradition in its historical development.
- [303b. *Etruscan Archaeology*: Mrs. Pinney.]
399. *Senior Conference*:  
Weekly two-hour seminars with assigned readings and reports. Semester I: Mrs. Pinney; semester II: Miss Mellink.  
See also History 205a *The Ancient Near East*: Mr. Ellis.
401. *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 in Classical Studies and The Growth and Structure of Cities. See pages 155 and 156.
- Excavation*:  
The Department has two excavation projects. The excavation of Karatash-Semayük in Lycia (Turkey) is now in the stage of research and publication. 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

*Professor:* Richard B. Du Boff, PH.D., *Chairman*

*Associate Professors:* Noel J. J. Farley, PH.D.

Helen Manning Hunter, PH.D.\*

*Lecturer:* Frances E. Altvatter, A.B.

*Instructor:* Steven Craig, M.A.

At Haverford

*Assistant Vice-President:* Samuel Gubins, PH.D.

*Professor:* Holland Hunter, PH.D.

*Associate Professor:* Vernon J. Dixon, PH.D.

*Assistant Professor:* Michael Weinstein, PH.D.

*Instructor:* Juan Lara, 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 111a or b and 112a or b, three units of intermediate and advanced work (including Economics 203a or b and at least one unit of a 300-level course) and the Senior Conference. Courses 111 and 112 are designed to give the informed perspective on economic principles and problems that is an integral part of a liberal

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\*On leave semester 1.

education, as well as to provide a foundation 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 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 two of the following courses: 300a, 301b, 302b, 303b. Students intending to do graduate work in economics should take 304b 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 or b and 112a or b by the end of the first semester of the sophomore year. As a rule, the prerequisites for intermediate and advanced-level work are Economics 111 and 112 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; public goods.
- 201a. *Economic Accounting:* Mr. Hunter (at Haverford).
- 203a. *Statistical Methods in Economics:* Mrs. Hunter, Mr. Weinstein.  
& 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 111 and 112.

- 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 111 and 112 or permission of the instructor.

- 207b. *Money and Banking*: Mrs. Hunter.

The development and present organization of the financial system of the United States; domestic and international problems of monetary theory and policy. Prerequisites: Economics 111 and 112.

- 208a. *Distribution of Income in the United States*: Mr. Weinstein (at Haverford).

- 211a. *The Soviet System*: Mr. Hunter (at Haverford).  
(INT.)

- 212b. *Comparative Economic Systems*: Mr. Lara, Mr. Farley.

Comparative analysis of organization for decisionmaking in resource allocation, the distribution of income, and choice of technique of production. Assessment of results under various systems in terms of efficiency, equity, and growth. Case studies include United States, Britain, Soviet Union, West Germany, Yugoslavia, India. Prerequisites: Economics 111 and 112.

- 213a. *Industrial Organization and Public Policy*: Miss Altvatter.

Economic effects of anti-trust legislation on market structure in static and dynamic settings; corporate performance evaluated through theories of the firm; individual industry studies; public utilities and government regulation; pollution, discrimination, and public policy. Prerequisite: Economics 112.

- 214b. *Economics of the Public Sector*: Miss Altvatter.

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 111 and 112.

- [215b. *Urban Economics*: Mr. Gubins (at Haverford).]

- 216a. *Economics of the Non-Profit Sector*: Mr. Gubins (at Haverford).

- 221b. *United States Economic Development*: Mr. Du Boff.

Long-term trends in output, resources and technology, and structural adjustments with emphasis on the rise of "big business" after 1870.

Income and wealth distribution, foreign trade and investment. The framework is one of imbalances and disequilibria in an expanding capitalist economy. Prerequisites: Economics 111 and 112.

[222a. *History of Economic Thought*: Mr. Du Boff.]

[223a. *Labor History and Economics*: Mr. Weinstein (at Haverford).]

224a. *Economic History and Growth, 1750-1970*: Mr. Du Boff.

The development of the international market economy from the Industrial Revolution to World War II and its aftermath, with focus on Great Britain, France and Germany. Topics include causes of economic growth and underdevelopment, the spread of industrialization and technological modernization, resource allocation and political power, effects of economic growth. Prerequisites: Economics 111 and 112 or permission of the instructor.

225a. *Developing Economies*: Mr. Farley.

Analysis of the structural transformations of developing economies. Causes and roles of savings, investment, skills, technological change and trade in the development process; strategies and methods of economic planning. Prerequisites: Economics 111 and 112.

[226a. *Climetric History of the United States*: Mr. Weinstein (at Haverford).]

230a. *Topics in Economics*: Members of the Department.

or b. The study of contemporary problems from the economist's viewpoint, selected from the areas of U.S. foreign and domestic economic policies, population or cross-cultural studies, radical political economy, or others.

300a. *Microeconomic Analysis*: Miss Altvatter.

Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, ideal pricing, and distribution. Half of the course is devoted to the application of microeconomic theory to current problems. Prerequisite: Economics 112a or b or permission of the instructor.

301b. *Interindustry Analysis*: Mr. Hunter (at Haverford).

302b. *Macroeconomic Analysis*: Mr. Lara (at Haverford).

[303a. *Quantitative Analysis of Economic Change*: Mrs. Hunter.]

304b. *Introduction to Econometrics*: Mrs. Hunter.

The econometric theory presented in Economics 203a and 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 203 and permission of instructor.

[305a. *Theory of Capital Markets*: Instructor to be announced.]

306a. *Advanced International Economic Policy*: Mr. Farley.

Models of economic integration. Trade and economic change in developed and developing economies. Foreign capital movement. Exchange rate determination. Prerequisite: Economics 206 or 225.

[307b. *Advanced Economic Theory*: Mr. Weinstein (at Haverford).]

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.

401. *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 major in The Growth and Structure of Cities and in the interdepartmental concentration in Hispanic and Hispanic-American Studies. See pages 156 and 158.

*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.  
Faye P. Soffen, ED.D.

*Assistant Professor:* Samuel S. Snyder, PH.D.

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.

For students preparing for teaching, the first semester of the senior year is an extremely busy one. During student teaching, the student must be prepared to be in the school throughout the school day, five days a week.

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. Graduate students participate in the work, and undergraduate and graduate students observe in the schools and at the Institute.

201b. *The Social Foundations of Education:* Mrs. Pepitone.

Public schools are examined as social systems within the context of urban society. Topics include equality of educational opportunity, desegregation, effects of schooling on women and minority groups. Inter-

personal classroom dynamics are studied through visits in local high schools.

[202b. *History and Philosophy of Education*: Mrs. Pepitone.]

203b. *Educational Psychology*. Mr. Snyder.

Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Laboratory work is required. Prerequisite: Psychology 101.

206a. *Developmental Psychology*: Mr. Snyder.

The development of cognitive, social, and affective behavior with an emphasis on early and middle childhood. Laboratory work is required. Prerequisite: Psychology 101.

[207b. *Adolescent Development*: Mr. Snyder.]

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. A full unit of work. Prerequisite: permission of instructor.

[302a. *Principles of Teaching in the Elementary School*: Mrs. Maw.]

*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 Human Development*: Mr. Snyder.

*Psychological Disorders of Children*: Instructor to be announced.

*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 professional preparation for teaching. Students preparing for teaching should complete the following courses or demonstrate equivalent competence: a basic course in psychology, 201, 202, 203, 206, 207, 301.

# 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:* Carol L. Bernstein, PH.D.

Sandra M. Berwind, PH.D., *Acting Dean of the Undergraduate College*

Thomas H. Jackson, PH.D.

Joseph E. Kramer, PH.D., *Chairman*

*Assistant Professors:* Peter M. Briggs, PH.D.

Katrin Ristkok Burlin, PH.D.

Susan Dean, PH.D.

E. Jane Hedley, PH.D.

Eileen Tess Johnston, PH.D.‡

Annette Niemtzow, PH.D.

*Lecturers:* Diane Balestri, PH.D.

Christopher Davis, A.B.

Joseph S. Johnston, Jr., PH.D.

Ramona T. Livingston, A.B.

Karen H. Putnam, PH.D.

Daniel Smirlock, M.A.

*Instructors:* Victory V. Chase, M.A.

Paula Mayhew, M.A.

Karen M. Tidmarsh, A.B.

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 101a and b (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

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‡On leave for the year 1979-80.

may in consultation with their departmental advisors offer no more than one half-unit of advanced writing or, with the approval of the Department, one half-unit of appropriate Interdepartmental work toward fulfillment of the four-unit requirement. Students may in consultation with their departmental advisers take a portion of their work at Haverford. The Senior Conference.

*Requirements for an English Minor:* English 101a and b (Bryn Mawr or Haverford) or its equivalent. Two second-year or advanced units in English literature. At least one-half unit must be at an advanced (300) level.

*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. Advanced writing courses 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 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.

190a. *Introduction to Creative Writing:* Mr. Ashmead (at Haverford).  
& b.

191b. *Feature Writing:* Mr. Davis.

Students will work on several short documented articles or on one or two long ones during the semester. Research will be in the field—investigation and interviews—as well as in the library. Exploration of editing techniques

demands work in successive drafts, each to be treated as a distinct assignment.

192a. *Fiction Writing*: Mr. Davis.

Class discussion, conferences, and reading and writing (and re-writing) assignments are designed to give students an opportunity to find out something about subject, form, language as medium, and the art of re-working material.

[193. *Advanced Fiction Writing*.]

[195. *Verse Composition*.]

198a. *Playwrighting and Production*: Mr. Butman.

Writing of two original one-act plays.

198b. *Advanced Playwrighting and Production*: Mr. Butman.

Writing of a full-length play and preparation of its production-book. Prerequisite: permission of instructor.

#### 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, and one other major work. The emphasis will be on close reading and on the continuity of traditions and modes in English and American literature. English 101a or its equivalent is the prerequisite for 101b.

201a. *Chaucer and His Contemporaries*: 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.

[209. *Medieval Narrative: From Beowulf to Malory*: Mr. Burlin.]

210a. *Literature of the English Renaissance: Non-dramatic Prose and Poetry of the Sixteenth-Century*: Mrs. Hedley.

Introduction to the major Renaissance genres, both in prose and poetry. Authors will include More, Wyatt, Gascoigne, Spenser, Sidney, and Marlowe.

- 210b. *Literature of the English Renaissance: Elizabethan and Jacobean Drama*: Mr. Satterthwaite (at Haverford).
- [211. *Literature of the English Renaissance: Lyric Poetry*: Mrs. Hedley.]
- [221. *English Drama to 1642*: Mr. Kramer.]
- 225a. *Shakespeare*: Miss Garber (at Haverford).  
& b.
- [228a. *Modern Drama*: Mr. Kramer.]
- 229b. *Post-Modern American and British Drama*: Mr. Ashmead (at Haverford).
- 230a. *Milton*: Mr. Briggs.  
Readings will include short selections from Milton's prose, but principal attention will be directed to the broad range of his achievements as a poet.
- 233b. *Age of Milton*: Mr. Rose (at Haverford).
- 240a. *Restoration and Early Eighteenth-Century Literature*: Mr. Briggs.  
Developments to be examined in the first semester 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.
- [250. *Nineteenth-Century English Poetry*: Mrs. Johnston.]
- 252a. *The Romantic Movement*: Mrs. Bernstein.  
Introduction to the work of the major Romantic poets: Blake, Coleridge, Wordsworth, Byron, Shelley, Keats. Study of the central texts in light of the emerging poetics and the distinctive ideas of the age.
- 258b. *The Development of the Novel*: Mr. Lester (at Haverford).
- 259a. *The Victorian Period*: Mr. Lester (at Haverford).
- 259b. *The Nineteenth-Century English Novel*: Mrs. Burlin.  
The 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.
- 260a. *American Literature to 1915*: Mr. Ransom (at Haverford).  
& b.
- 261a. *Afro-American Literature*: (at Haverford).  
& b.

- 264b. *American Literature, 1915-1940*: Mrs. Dean.  
Selected works of prose and poetry written between the First and Second World Wars, with attention to the development of new themes and techniques. Included: poems by Frost, Stevens, Williams, Crane; prose by Anderson, Stein, Hemingway, Fitzgerald, Faulkner; plays by O'Neill.
- 268a. *American Fiction and Its Criticism: 1950 to the Present*: Mr. Ashmead (at Haverford).
- [269. *Women Writing in America*: Miss Niemtzwow.]
- 272a. *Nineteenth-Century American Novel*: Miss Niemtzwow.  
An examination of the origin and development of the American novel. Readings will be drawn from Brown, Cooper, Hawthorne, Melville, Twain, Jewett, James, as well as from other writers.
- 275a. *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. Considerable attention will be paid to the skills of critical writing.
- 279b. *Modern African Fiction*: Mr. Jackson.  
Works by African writers, chiefly black, since liberation in Kenya, Nigeria, Ghana, and elsewhere. Achebe, Soyinka, Abrahams, Lessing, and Tutuola will be among the authors included.
- 280a. *Tragedy*: Mr. Rose (at Haverford).
- 282b. *The Lyric*: Mrs. Hedley.  
Instruction in the analysis of short poems from different periods. There will be some discussion of critical theory, but most of the time will be spent learning to identify and negotiate with the verbal structures—prosodic, rhetorical, figurative—by which poems express their meaning.
- [284. *The Nineteenth-Century Urban Novel*: Mrs. Bernstein.]
- [285. *The Language of Drama*: Mr. Burlin.]

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 semester will be devoted to short lyrics and questions of Old English poetic style; the second semester, 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.

[301. *Readings in Middle English Literature*: Mr. Burlin.]

310b. *The Renaissance Epic*: Mr. Satterthwaite (at Haverford).

[315. *Sixteenth-Century Chivalric Romance*: Mrs. Hedley.]

[323. *Forms of Renaissance Tragedy*: Mr. Kramer.]

325a. *Shakespearean Topics*: Mr. Satterthwaite (at Haverford).

326a. *Theatre of Ben Jonson*: Mr. Kramer.

The comedies, tragedies, and masques of Jonson will be studied closely. Theatrical contexts will be established through consideration of other seventeenth-century plays and of the techniques of production then current.

333b. *The Metaphysical Poets: Donne to Marvell*: Mrs. Hedley.

352b. *Romanticism and Interpretation*: Mrs. Bernstein.

Problems of interpretation, from such perspectives as language and myth, in the work of writers in the Romantic tradition. Reading will include works by Coleridge, Wordsworth, Shelley, Keats, Mary Shelley, Emily Brontë, and Hopkins, as well as seminal modern texts on the Romantics.

355b. *Major Victorian Poets*: Mrs. Bernstein.

Intensive study of the writings of Tennyson, Browning, Arnold, and Hardy. There will be attention to the special problems of poetic form and language in the Victorian age, as well as to the frame of mind in which they flourished.

[356. *Victorian Literature and the Religious Experience*: Mrs. Johnston.]

358a. *Jane Austen and Charlotte Brontë*: Mrs. Burlin.

A scrutiny of the development of Austen and Brontë as novelists, critics and moralists. Particular attention will be paid to their contributions toward an aesthetics of the female novel.

358b. "Women of Talents": Mrs. Burlin.

Selected nineteenth and twentieth-century English female novelists. Emphasis will be on the thematic and formal relationships between novels by the Brontës, Eliot, Gaskell, Woolf, Lessing, Murdoch and Drabble.

364b. *T. S. Eliot*: Mr. Rose (at Haverford).



- [365a. *American Autobiography*: Miss Niemtzwow.]
- [365b. *The American Dream*: Miss Niemtzwow.]
- 366b. *Herman Melville*: Miss Niemtzwow.  
An intensive study of Melville's novels and tales, with some attention to his journals and letters.
- [371. *The Development of Modern Poetry*: Mr. Jackson.]
- 374a. *James Joyce*: Mr. Lester (at Haverford).
- [375. *W. B. Yeats and Wallace Stevens*: Mrs. Berwind.]
- 376b. *Beckett and Lawrence*: Mr. Jackson.  
Extensive reading in the works in various genres of two artists who represent two fairly polar traditions in modern prose. Long and short works of both authors will be covered, as well as some early work of James Joyce and some experimental fiction of European Modernism.
- 384a. *Theories of Fiction*: Mrs. Bernstein.  
The scrutiny of major approaches to fiction—formal, structural, linguistic, historical, sociological—as exemplified in the work of such writers as Barthes, Booth, Lodge, Lukacs, and Watt. The reading will include two or three novels as well.
- [385. *Problems in Satire*: Mr. Briggs.]
- 386b. *Milton and English Literary Tradition*: Mr. Briggs.  
First, an examination of the rise of Milton's critical reputation and of his influence upon selected later poets; and second, a more general exploration of the nature of literary influence and tradition. Topics for discussion will include the various aspects and designs of tradition and the intellectual perspectives and personal motives which shape its presentation. Major readings will be drawn from Addison, Pope, Jonathan Richardson, Johnson, Wordsworth, Arnold, Eliot, and several modern interpreters of tradition.
- 387a. *Literary Theory and Criticism*: Mr. Rose (at Haverford).
- 388a. *Modern Poetic Theory*: Mr. Jackson.  
Theories of the Poem since Imagism and their background in the late nineteenth century. Theoretical contributions of certain philosophers—e.g., Suzanne Langer and R. G. Collingwood—will be considered. Works by Walter Pater, Pound, Yeats, Hulme, Eliot, Williams and others will be read.

[389. *Studies in Twentieth-Century Criticism*: Mr. Jackson.]

399. *Senior Conference*:

a. Mrs. Bernstein, Mrs. Hedley; b. Mr. Burlin, 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 conference will consider kinds of critical approaches to these works and will demand of the students further reading, as well as responsible participation. 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 four members of the Department who are not involved in supervision of the conference. The student may elect either a four-hour written examination or a fifty-minute oral. The examination will allow for many kinds of exemplification as well as intelligent use of supplementary and secondary reading. 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.

Students wishing to continue work in English at Bryn Mawr in order to obtain a Master of Arts degree may, with the permission of the Department, begin research toward a Master's paper during the senior year in place of an honors unit. It is hoped that the paper can be completed, along with the required three graduate units and examination, during a year of graduate study, thereby making possible the conferral of the M.A. degree in the year following the B.A. In exceptional cases, students accelerating or transferring to Bryn Mawr who complete undergraduate requirements before the

end of the senior year may petition to be admitted to graduate courses before the conferral of the B.A. degree.

*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.‡

Pauline Jones, PH.D.

Mario Maurin, PH.D.

*Associate Professor:* Catherine Lafarge, PH.D., *Chairman*

*Assistant Professors:* Margaret Simpson Maurin, PH.D.

Grace Armstrong Savage, PH.D.

*Lecturer:* Kathryn E. Slott, M.A.

*Visiting Lecturer:* Mildred P. Mortimer, PH.D.

*Instructor:* Renée Hartz, B.S.

*Professors of History:* J.H.M. Salmon, M.LITT., LIT.D.

Alain Silvera, PH.D.

The major in French includes work in both literature and language (track I), as well as work in French history and civilization for those who wish to offer an interdisciplinary concentration (track II). 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,

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‡On leave for the year 1979-80.

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 either of individual authors, genres and movements (track I) or of particular periods, themes and problems in French culture (track II). In both tracks, students are admitted to advanced literature courses after satisfactory completion of two semesters of 200-level courses in French literature. In track II, satisfactory completion of the introductory course in French civilization is a prerequisite for admission to advanced courses in French history and civilization. Alternatively, admission to these advanced courses may be granted by placement test and permission of the Department.

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 during the sophomore or junior year. Residence in French House for at least one year is advisable.

*Requirements in the Major Subject:*

1) *Literature concentration:* French 101, French 205c, four semesters of 200-level literature courses, two semesters of advanced literature courses and the Senior Conference in literature.

2) *Interdisciplinary concentration:* French 101, French 205c, Civilization 290, four semesters of 200-level literature courses (or two semesters of 200-level literature courses and two semesters of advanced level literature courses), two semesters of 200-level French history courses and two semesters of advanced level French history courses (or four semesters of advanced level French history courses), and the interdisciplinary Senior Conference.

3) *Both concentrations:* Students whose preparation for college has included advanced work in language and literature may, with the 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, both 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, Growth and Structure of Cities.

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 a week. 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.

The course will cover representative authors and literary movements. Special attention will be given to the concept of the Baroque, the development of Tragedy (Corneille, Racine), 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 Pre-Romantic 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 (Novel and Drama):* Mrs. Maurin.

From Chateaubriand and Romanticism to Zola and Naturalism: a study of selected novels and plays.

H202a. *Nineteenth Century Lyric Poetry:* Mr. Gutwirth (at Haverford).

The lyrical rebirth of the nineteenth century: Vigny, Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé.

- 202b. *French Literature of the Twentieth Century*: 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*: Miss Jones, Mrs. Savage.  
 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 and/or 205b.
- [241a. *The Impressionist Era*: Mr. McCarthy (at Haverford).]
- [243b. *Contemporary France*: Mr. McCarthy (at Haverford).]
290. *La Civilisation française*: Mr. Silvera.  
 (INT.) Conducted in French, this course investigates French culture and society in its historical context from the *Ancien Régime* to de Gaulle's Republic. Prerequisite: a good command of French.
- 295b. *Paris in the Seventeenth and Eighteenth Centuries*: Miss Lafarge.  
 (INT.) A study of the geography, architecture, economics, sociology and politics of Paris in these two periods.
- [296a. *Littérature, Histoire et Société de la Renaissance à la Révolution*: Mr. Guggenheim.]  
 or b. Guggenheim.]
- [297a. *L'Histoire à l'époque romantique: historiens, romanciers, auteurs dramatiques*: Mr. Salmon.]
- [301b. *La Démolition du héros au XVII<sup>e</sup> siècle: Pascal, Molière, La Rochefoucauld*.]
- [303a. *La Vision de la femme dans la littérature française*: Miss Lafarge.]
- [304a. *Le roman au XVIII<sup>e</sup> siècle*: Miss Lafarge.]
- 304b. *Essayistes du XX<sup>e</sup> siècle*: Mr. Maurin.  
 From Valéry to Barthes.

[305a. *Baudelaire*: Miss Jones.]

[306b. *Le Théâtre du vingtième siècle*: Miss Jones.]

[307a. *Ecrivains engagés de Montaigne à Sartre*: Mr. Guggenheim.]

308a. *Verlaine, Rimbaud*: Miss Jones.

A close study of the major works of the two poets, with special attention to their distinctive evolution, treatment of archetypal themes and images, and experiments with poetic form and language. Discussion of Verlaine and Rimbaud in the light of modern critical theory will be included in the course, but primary emphasis will be on the texts and the concept of poetry they reveal.

[309a. *Gide et Sartre*: Mr. Maurin.]

310a. *Techniques narratives*: Mrs. Savage.

An intensive study of problems in narrative techniques as found in representative examples of romance, novel, *nouvelle*, and short story. Emphasis will be given to the handling of narrative time, to the role of the narrator, and to the fictional modes of chronical, diary, *mémoires*, and epistolary novel.

311a. *Advanced Topics in French Literature*: Mr. McCarthy (at Haverford).

Sartre and Camus re-examined.

311b. *Advanced Topics in French Literature* (at Haverford).

Topic and teacher to be announced.

[324. *Europe 1789-1848*: Mr. Silvera.]

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

A study of the French national experience from the Paris Commune to the student revolt of 1968 with particular emphasis on institutional and intellectual developments under the Republic.

332b. *Introduction to Romance Linguistics*: Miss Menocal.

(INT.) See Interdepartmental course 332b.

[355a. *Topics in Early Modern European History: the French Revolution*: Mr. Spielman (at Haverford).]

362. *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.

399. *Senior Conference in Literature*: Miss Lafarge, Miss Jones.

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. One research paper each semester.

399. *Interdisciplinary Senior Conference*: Mr. Salmon, Mr. Silvera.

A series of weekly seminars examining the relationship between literature, political theory and historiography within a selected period. Each student will undertake a special project, which will be submitted in writing and defended verbally. There will also be a three-hour written examination.

401. *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 in The Growth and Structure of Cities. See pages 156-157.

*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 and Sweet Briar Colleges, New York University, Vanderbilt University, University of Vermont 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 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 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

*Professors:* Maria Luisa Crawford, PH.D., *Chairman*  
Lucian B. Platt, PH.D.

*Associate Professors:* William A. Crawford, PH.D.  
William Bruce Saunders, PH.D.

*Assistants:* David Coulter, B.A.  
Jeanne M. P. Lawler, B.S.  
Janet Snyder, B.A.  
Peter Trueblood, 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 and b, 201a and b, 202a, 204b, one advanced unit, the Senior Conference, and one full-year course in two of the following departments: Chemistry, Mathematics, Physics. Students may meet some of the major and allied requirements by advanced standing or placement examinations. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the junior year. A third course from one of the allied subjects is also strongly recommended.

*Allied Subjects:* Biology, Chemistry, Physics, Mathematics, Statistics; Astronomy, Anthropology, Archaeology, or Economics are accepted in special cases.

101a. *Physical Geology:* Members of the Department.

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 of laboratory or field work a week, plus a one-day field trip on a Saturday.

101b. *Historical Geology:* Members of the Department.

The history of the earth from its beginning and the evolution of the living forms which have populated it. Three lectures, three hours of laboratory or field work a week. A three-day field trip is taken in the spring. Prerequisite: Geology 101a or its equivalent.

201a. *Crystallography and Optical Mineralogy:* Mr. Crawford.

The study of geometrical and optical crystallography. Description of the external symmetry of crystalline solids and instruction in the use of the polarizing microscope for use in identifying minerals. Three lectures, four hours of laboratory a week.

201b. *Crystal Chemistry and Mineral Paragenesis:* Mr. Crawford.

Descriptive and determinative mineralogy. The relation between the physical properties of minerals and their structures and chemical composition. The occurrence and typical associations of minerals. 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 101a and b or permission of instructor.

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 101a and b and Analytic Geometry or Trigonometry.

206b. *World Resources and International Stresses:* Mr. Platt.

The causes of the irregular distribution of fuels and some other mineral resources are reviewed and considered as factors in industrial society.

Readings from the current press and government position papers. Prerequisite: Geology 101a. Offered in 1979-80 and alternate years.

301b. *Tectonics*: Mr. Platt.

Fundamental concepts, e.g., continental drift, sea floor spreading and the origin of island arcs, mountain chains, geosynclines, oceans, continents and rift valleys in the context of earth hypotheses such as convection currents and the origin of the earth. Three lectures and three hours of laboratory or field work a week. Offered only in alternate years.

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

Principles, theory and application of various aspects of paleontology such as evolution. Three lectures, three hours of laboratory a week (with occasional augmentation by field work). Prerequisite: Geology 202a or permission of instructor. Offered only in alternate years.

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 analytical techniques. Three lectures and three hours of laboratory a week. Prerequisites: Geology 101a and b, Geology 201a and b, Chemistry 101 or permission of instructor. Offered only in alternate years.

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

The origin, mode of occurrence and distribution of igneous, metamorphic and sedimentary rocks. The laboratory emphasizes hand-specimen and microscopic petrography and includes some field projects. Three lectures, three hours of laboratory a week. Prerequisites: Geology 101 and 201. Offered in 1979-80 and in alternate years.

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 crystalline matter. The laboratory covers the study of powder and single crystal x-ray diffraction. Three lectures, four hours of laboratory a week. Prerequisite: any 101 science. Offered in 1979-80 and in alternate years.

306a. *Stratigraphy*: 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 or consent of the instructor. Offered only in alternate years.

307b. *Principles of Economic Geology*: Mrs. Crawford.

An introduction to the formation, localization and exploitation of metallic mineral deposits. Three lectures, three hours of laboratory a week. Prerequisite: Geology 101 and 201.

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.

401. *Honors Work*:

Qualified students are admitted to Honors Work on the recommendation of the Department. This consists of one unit of field or laboratory work on an independent research problem.

*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

*Professors*: Hans Bänziger, PH.D.\*

Nancy C. Dorian, PH.D., *Acting Chairman*

*Associate Professors*: Gloria Flaherty, PH.D.

C. Stephen Jaeger, PH.D.‡

*Assistant Professor*: Susan Joan Erickson, PH.D.

*Lecturer*: Anne P. Addicks, M.A.

*Visiting Lecturer*: Lynn M. Thelen, M.A.

*Assistant*: Judith D. Ferrara, B.A.

The purpose of the major in German is to lay the foundation for an understanding and appreciation of German culture through its literature

\*On leave semester 1.

‡On leave for the year 1979-80.

and language. Students may elect to concentrate on the German language or on German literature during their major program. 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 both written and oral. They are encouraged to gain supplementary exposure to the German language through residence in the German House or by study abroad during the summer or the junior year or both.

The German departments of Bryn Mawr College and Haverford College cooperate to offer the widest possible range of courses to students of 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, 202a and one other half-unit in literature at the 200 level, 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. While undergraduate German majors are not required to learn a foreign language besides German, the German Department urges them to do so, particularly those students who plan to continue their studies at the graduate level.

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, *novellas* and drama.

- 201a. *Advanced Training in the German Language*: Mr. Cary (at Haverford)  
& b. and Mr. Bänziger.

First semester at Haverford. Advanced training in grammar, speaking and 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 to 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.

203. *Introduction to Modern German Literature*: Miss Erickson.

- 250b. *Germanic Mythology*: Mr. Jaeger.

(INT.) The culture, religion and mythology of the Germanic peoples before and during the conversion to Christianity. Reading of the Eddas, some epics and historical sources. (In English.)

- 300b. *A Survey of German Literature*: Mr. Bänziger.

Lecture course devoted to the literary and historical background (from the Middle Ages to the present) necessary for studies in German literature.

- 301a. *History of the German Language*: Miss Dorian.

- [302a. *Vernacular Literature in Medieval Germany: the Courtly Romance*: Mr. Jaeger.]

- [303a. *Modern German Prose*: Mr. Bänziger.]

- [304b. *The German "Novelle"*: Miss Erickson.]

- [305b. *Modern German Drama*: Mr. Bänziger.]

- [307b. *The Literature of Reformation*: Mr. Jaeger.]

- [308a. *Introduction to Middle High German*: Mr. Jaeger.]

- 310b. *Lessing and the Enlightenment*: Miss Flaherty.

- 356a. *Advanced Topics in German Literature*: Mr. Cary (at Haverford).

399. *Senior Conference:* Miss Flaherty, Mr. Bänziger.

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. The material covered in Senior Conference will be tested either in individual units or with a comprehensive examination.

401. *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*

*Associate 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, 101B or 102b, 201A and b (or their Haverford equivalents) and 301A and b. Also required is the Senior

Conference at Bryn Mawr. 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, 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.

Book I of Herodotus' *History*; prose composition is required.

101b. *Tragedy I:* Mr. Hamilton.

Euripides' *Hecuba* and *Hippolytus*; a critical literary paper is required.

102a. *New Testament Greek:* Mr. Hamilton.

*The Gospel According to Mark*, several *Epistles*, and selections from *Acts* and other *Gospels*.

102b. *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 history of the Sicilian Expedition, with required prose composition.

201b. *Tragedy II:* Mr. Dickerson.

Euripides' *Hercules Furens*, Sophocles' *Antigone* and Aristotle's *Poetics*; a critical literary essay is required.

213b.\* *Myth in Practice and Theory:* Miss Lang.

(INT.) See Interdepartmental course 213b.

[214b.\* *Development of Greek Tragedy:* Mr. Hamilton.]

215a. *The Ancient Stage:* Mr. Hamilton.

(INT.) The development from early Greek tragedy through the pivotal tragicomedies of Euripides to New Comedy and its Roman successors. Two short exercises and a critical paper are required.

301a. *Aeschylus and Aristophanes:* Mr. Dickerson.

Aeschylus' *Agamemnon* and Aristophanes' *Frogs*.

301b. *Hesiod and Pindar:* Mr. Hamilton.

*Theogony*, *Works and Days* and the odes of Pindar.



- 399a. *Senior Conference: The Early Development of Greek Tragedy*: Mr. Dickerson.  
399b. *Senior Conference: Iliad and Oral Epic*: Miss Lang.

By the end of the year all seniors doing their major work in Greek will be required to have completed satisfactorily three examinations: sight translation from Greek to English; Greek Literature and History; and either of the two special fields covered by the Senior Conference.

For work in Greek History see History 204a.

401. *Honors Work*:

Qualified students may be invited to do a unit of independent Honors work in their senior year.

*Interdepartmental Work*:

The Department of Greek participates in the interdepartmental majors in Classical Languages and in Classical Studies. See page 155.

## History

*Professors*: Charles M. Brand, PH.D., *Chairman*

Arthur P. Dudden, PH.D.†

Mary Maples Dunn, PH.D., *Dean-Elect of the Undergraduate College*‡

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.

Alain Silvera, PH.D.

James Tanis, TH.D., *Director of Libraries*

*Associate Professor*: Phyllis S. Lachs, PH.D.‡

*Assistant Professors*: Wendell P. Holbrook, PH.D.‡

Stephen Poppel, PH.D.

†On leave semester II.

‡On leave for year 1979-80.

\*On leave semester I.

*Professor of Social Work and Social Research:* Milton D. Speizman, PH.D.

*Professor of Greek:* Mabel Lang, PH.D.

*Professor of Latin:* Russell T. Scott, PH.D.\*

*Associate Professor of Classical and Near Eastern Archaeology:* Richard S. Ellis,  
PH.D.

*Lecturer:* Patricia A. Mulvey, PH.D.

*Visiting Lecturer:* William F. Sharp, 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 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 Senior 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 year course surveying Western European civilization from the fall of Rome to the present, dealing with both institutional and intellectual currents in the western tradition. Conference discussions and lectures deal with both first-hand materials and secondary historical accounts.

14ob. *History and Principles of Quakerism:* Mr. Bronner (at Haverford).

[190. *The Form of the City:* Mrs. Lane.]

(INT.)

200b. *Urban Society:* Mrs. Lane, Mr. Ross.

(INT.) See INT. 200 in the interdepartmental major in The Growth and Structure of Cities.

201a. *Medieval England:* Mr. Beckerman (at Haverford).

202. *American History:* Mr. Lane (at Haverford).

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.

204a. *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.

205a. *The Ancient Near East:* Mr. Ellis.

An introduction to the history of the ancient Near East from the middle of the fourth millennium B.C. to the rise of the Persian Empire. The written

and archaeological sources, and the extent and limitations of the data, will be emphasized. Attention will focus on Mesopotamia and Egypt; the history and culture of Anatolia and Syria/Palestine will be summarized. Subjects that will be investigated include the rise of urbanism and state organization, the development and consequences of literacy, and the degree to which the contributions of different ethnic groups can be distinguished.

[206a. *Roman History*: Mr. Scott.]

206b. *The Roman Empire*: Mr. Scott.

Imperial history from the Principate of Augustus to the House of Constantine with particular attention to the evolution of Roman culture as presented in the surviving ancient evidence, literary and archaeological.

207a. *Latin America: Colonies and Revolutions*: Mr. Sharp.

(INT.) 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 establishment of new nations.

[208. *Byzantine History*: Mr. Brand.]

209. *Early American History 1607-1789*: Miss Mulvey.

[210. *The Near East*: Mr. Silvera.]

211b. *Medieval Mediterranean World*: Mr. Brand.

The Mediterranean, from Islamic to Italian domination, 10th-13th centuries: Muslim Spain and North Africa, Norman Sicily, the Italian commercial states, the Crusades, and Islamic-Byzantine-Western relations. Prerequisite: at least one semester of History 203 or 208 or equivalent work in some related field.

[212. *Renaissance and Reformation*: Mr. Salmon.]

[214b. *History of Women in America*: Mrs. Dunn.]

[217a. *Topics in Cliometric History of the United States*: Mr. Weinstein (at Haverford).]

225. *Europe since 1789*: Mr. Poppel.

The main political, social and cultural developments of the European states since the French Revolution.

227. *The Age of Absolutism*: Mr. Spielman (at Haverford).

[228b. *Historical Introduction to the Common Law*: Mr. Beckerman (at Haverford).]

- [230. *A History of the Afro-American People*: Mr. Holbrook.]
- [236. *African History*: Mr. Holbrook.]
- 242b. *American Diplomacy in the Twentieth Century*: Mr. Gould (at Haverford).
- 243a. *Slave Societies in the New World*: Miss Mulvey.
- 243b. *Afro-American History: Slavery*: Mrs. Spurlock-Evans (at Haverford).
244. *Russian History*: Mrs. Gerstein (at Haverford).
- [245. *Russia in the Twentieth Century*: Mrs. Gerstein (at Haverford).]
- [261. *History of China*: Miss Mihelich (at Haverford).]
- [272b. *Modern Jewish History*: Mr. Poppel.]
290. *La Civilisation française*: Mr. Silvera.  
(INT.) Conducted in French, this course investigates French culture and society in its historical context from the Ancien Régime to de Gaulle's Republic. Prerequisite: a good command of French.
- [297a. *L'Histoire à l'époque romantique: historiens, auteurs*  
(INT.) *dramatiques, romanciers*: Mr. Salmon.]
- 300b. *The American City in the Twentieth Century*: Mr. Speizman.  
(INT.) See INT. 300b in the interdepartmental major in The Growth and Structure of Cities.
- 301a. *Topics in the History of Modern Europe*: Mr. Poppel.  
Topic for 1979-80: Social History. Suggested prerequisite: History 225 or the equivalent.
- 303a. *Topics in the Recent History of the United States*: Mr. Dudden.  
Lyndon B. Johnson's program for the Great Society to end poverty and racism, to uplift the American people through jobs, education, health care, and social security.
- [304. *Topics in Revolutionary Europe, 1789-1848*: Mr. Silvera.]
- [305a. *The Italian City-State in the Renaissance*: Mrs. Lane.]  
(INT.)
- [307b. *Medieval Cities: Islamic, Byzantine, and Western*: Mr. Brand.]  
(INT.)
- [308a. *The Jews in the Middle Ages*: Mr. Brand.]
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. *Victorian and Edwardian Britain*: Mrs. Lachs.]

{317a. *Mexico: Independence to the Present*: Mrs. Dunn.]  
(INT.)

320a. *The Rise of the Dutch Republic*: Mr. Tanis.

The emphasis will be on politics and religion, the division between North and South, and the rise of the Northern Netherlands as an independent republic. Attention will also be given to commerce, art and culture.

320b. *The Golden Age of the Netherlands*: Mr. Tanis.

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.

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

{328a. *Colonial Towns in North and South America*: Mrs. Dunn.]  
(INT.)

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

A study of the French national experience from the Paris Commune to the student revolt of 1968 with particular emphasis on institutional and intellectual developments under the Republic.

{332. *The Civil War and Reconstruction*: Mr. Holbrook.]

{335a. *A History of Blacks in the American City*: Mr. Holbrook.]  
(INT.)

{335b. *West African Leadership*: Mr. Holbrook.]

340b. *Topics in American History*: Mr. Lane (at Haverford).

Topic for Spring 1979-80: History of the Family. Prerequisite: consent of the instructor.

{341b. *Violence in American History*: Mr. Lane (at Haverford).]

345b. *Topics in American Legal History*: Mr. Stevens (at Haverford).

{347b. *Topics in Far Eastern History*: Miss Mihelich (at Haverford).]

351a. *The Westward Movement*: Mr. Bronner (at Haverford).

{352a. *Religious Utopian Movements in the United States*: Mr. Bronner (at Haverford).]

- 355a. *Topics in Early Modern European History: The French Revolution*: Mr. Spielman (at Haverford).
- 356b. *Topics in Modern European History: The Culture of Revolution*: Mrs. Gerstein (at Haverford).
- 358b. *Topics in Medieval History: Twilight of Medieval England*: Mr. McKenna (at Haverford).
- 359a. *Topics in Medieval Social History: Medieval Peasant Society*: Mr. Beckerman (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.
362. *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.
- [370a. *The Great Powers and the Near East*: Mr. Silvera.]
- [372b. *Topics in Modern Jewish History*: Mr. Poppel.]
- [375b. *Topics in the Renaissance*: Mr. Salmon.]
- 380a. *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.
- [393b. *Self-Portrait of England in the Sixteenth and Seventeenth Centuries*: (INT.) Mrs. Foster.]
399. *Senior Conference*: Mr. Salmon.  
A required seminar for history majors on the History and Philosophy of History.
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 major in The Growth and Structure of Cities, the concentration in Hispanic and Hispanic-American Studies, and the French Studies program in the French Department. See pages 156 and 158 and 86.

*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 G. Dempsey, M.F.A., PH.D., *Chairman*

Charles Mitchell, M.A., B.LITT., D.LITT.

James E. Snyder, M.F.A., PH.D.

*Associate Professor:* Dale Kinney, PH.D.

*Assistant Professor:* Steven Z. Levine, PH.D.‡

*Professor of Classical and Near Eastern Archaeology and of History of Art:*

Phyllis Pray Bober, PH.D., *Dean of the Graduate School of Arts and Sciences*‡

*Professor of Fine Art:* Fritz Janschka, *Akad. Maler*

*Assistants:* Elizabeth Higdon, M.A.

Mark Sullivan, M.A.

The Department regularly offers an introductory course, 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.

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‡On leave for the year 1979-80.



*Requirements in the Major Subject:* At least four units of course work in art history, normally including History of 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:* Archaeology, Greek, Latin, History, modern languages; others in consultation with the Department. Students are especially encouraged to undertake, in consultation with the Department, allied work in modern languages, which are essential for advanced work in History of Art.

101. *Introduction to Art History:* Members of the Department.

The course is designed as an introduction to the methods and scope of history in the field of Western art from medieval to modern times.

210. *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.]

220a. *Survey of Western Architecture:* Mrs. Kinney, Mrs. Lane.

(INT.) See INT. 220a under Interdepartmental Courses.

330a. *Art of Alexandria and Coptic Egypt:* Mrs. Kinney.

331b. *Van Gogh and the Dutch Tradition:* Mr. Snyder.

332b. *William Morris:* Mr. Mitchell.

333a. *Problems in Baroque Painting:* Mr. Dempsey.

[334a. *Methodological and Critical Approaches to Art History:* 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)

*Associate Professor of Fine Arts:* R. Christopher Cairns, A.B., M.F.A.

*Assistant Professor of Fine Arts:* William E. Williams, A.B., 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, by exception, in consultation with the Professor of Fine Art.

225. *Graphic Arts:* Mr. Janschka.

Intaglio and relief printing; etching, aquatint and 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.
403. *Supervised Project*: Members of the Department.  
Permission of instructor and Department chairman required.  
*Final Examination in the Major Subject*: this is in three parts—  
1. 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,  
2. The formal exhibition of a small selection of advanced works,  
3. 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, members of the Haverford Fine Arts faculty and a member of the History of Art Department.

COURSES AT HAVERFORD

101. *Fine Arts Foundation Program*: Members of the Department.  
Drawing; Painting; Photography; Sculpture; Graphic Arts.
- 231a. *Drawing All Media*: Mr. Stegeman.  
& b.
- 233a. *Painting; Materials and Techniques*: Mr. Stegeman.  
& b.
- 241a. *Drawing All Media*: Mr. Cairns.  
& b.
- 243a. *Sculpture; Materials and Techniques*: Mr. Cairns.  
& b.
- 251a. *Photography; Materials and Techniques*: Mr. Williams.  
& b.
- 333a. *Experimental Studio (Painting)*: Mr. Stegeman.  
& b.
- 343a. *Experimental Studio (Sculpture)*: Mr. Cairns.  
& b.

- 351a. *Experimental Studio (Photography)*: Mr. Williams.  
& b.
- 371a. *Analysis of the Visual Vocabulary: Painting and Sculpture  
since World War II*: Mr. Stegeman.  
& b.

## History of Religion

*Professor*: Samuel Tobias Lachs, PH.D., *Chairman*

*Visiting Lecturer*: David Rabi, PH.D.

*Director of Libraries and Professor of History*: James Tanis, TH.D.

A major program in History of Religion is offered at Bryn Mawr, and a major in Religion at Haverford. 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.]
- 203a. *Readings in the Hebrew Bible*: Mr. Rabi.  
The Five Scrolls.
- [204. *Readings in Post-Biblical Hebrew*: Mr. Rabi.]
- [212a. *Readings in the Greek New Testament*.]  
(See Greek 001.)
- 303b. *Readings in the Hebrew Bible*: Mr. Rabi.  
The literature of the Return: Haggai, Zechariah and Malachi.
403. *Tutorial in Semitic Languages*: Mr. Rabi.

HISTORY OF RELIGION COURSES

- 103a. *History and Literature of the Bible*: Mr. Lachs.  
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.
- 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.
- 201b. *Topics in Biblical Literature*.  
1979-1980: Wisdom Literature in Translation.
- 210a. *Jewish Ethics and Theology*: Mr. Lachs.
- 300b. *Studies in Early Rabbinic and Medieval Judaism*: Mr. Lachs.  
Topic for 1979-80: *Jewish Sects and Institutions at the Beginning of the Christian Era*.

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 on 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. Members of the Department.

COURSES GIVEN IN THE HISTORY DEPARTMENT

- [272b. *Modern Jewish History:* Mr. Poppel.]  
[308a. *The Jews in the Middle Ages:* Mr. Brand.]  
320a. *The Rise of the Dutch Republic:* Mr. Tanis.

COURSE IN THE SOCIOLOGY DEPARTMENT

- 209b. *Sociology of Religion:* Mrs. Porter.

## Italian

*Associate Professors:* Nancy Dersofi, PH.D., *Acting Chairman*†  
Nicholas Patruno, PH.D., *Chairman*\*

*Lecturer:* María Rosa Menocal PH.D., *Andrew W. Mellon Post-Doctoral Fellow*

*Visiting Lecturer:* Teresa Hanes

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 an approved summer school in Italy or in the United States, and they are also encouraged to take advantage of the facilities offered by Italian House.

†On leave semester II.

\*On leave semester I.

*Requirements in the Major Subject:* Italian 101 or 102a, 201b, 301a, 303a and b and at least two other advanced courses. 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, Archaeology, 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, Mrs. Hanes.

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. *Stylistics & Expression:* Mrs. Hanes.

Intensive 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.

- 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.

- 204a. *Foscolo, Leopardi and Manzoni:* Miss Menocal.

A study of the Italian Romantic movement as reflected in these writers.

- [204b. *Literature of the Nineteenth Century.*]

- [207a. *Dante, Petrarch and Boccaccio in Translation:* Mr. Patruno.]

- [301a. *Dante:* Miss Dersofi.]

- 303a. *Petrarca, Boccaccio and the Early Humanists:* Miss Dersofi.

- 303b. *Literature of the Italian Renaissance:* Miss Menocal.

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.*]

[305b. *History of the Italian Theatre:* Miss Dersofi.]

332b. *Introduction to Romance Linguistics:* Miss Menocal.

(INT.) See Interdepartmental course 332b.

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.

401. *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:* Russell T. Scott, PH.D., *Chairman*\*

Myra L. Uhlfelder, PH.D.

*Associate Professor:* Julia H. Gaisser, PH.D.

*Lecturers:* Neil Forsyth, PH.D., *Andrew W. Mellon Post-Doctoral Fellow*

Gloria F. Pinney, 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 101a and b, 201a and b, 301a and b or 302a and b and the Senior Conference. 203b is a prerequisite for

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\*On leave semester 1.



Honors work and required for those who plan to teach.

Equivalent courses at the elementary, 101 and 201 levels are available at Haverford.

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 in classical prose and poetry.

002. *Intermediate Latin:* Mrs. Gaisser, 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. Pinney.

Selections from Catullus' poems, Vergil's *Eclogues* and readings in prose. Prerequisite: more than two years of Latin in school, Latin 001 or Latin 002.

101b. *Latin Literature:* Mrs. Gaisser.

Selections from Livy, Book 1, and from Horace's *Odes*.

201a. *Horace and Satire:* Mr. Forsyth.

Selections from Horace's *Satires* and *Epistles*, the works of Petronius and Juvenal.

201b. *Latin Literature of the Silver Age:* Mrs. Gaisser.

Readings from major authors of the first and second centuries A.D.

202a. *Medieval Latin Literature:* Miss Uhlfelder.

& b. Selected works of Latin prose and poetry from the late Roman Empire through the twelfth century.

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.

[204a. *The Ancient City:* Mr. Scott.]

(INT.)

[207a. *Latin Authors and English Literature:* Members of the Department.]

215a. *The Ancient Stage*: Mr. Hamilton.  
(INT.)

[301a. *Vergil's Aeneid*: Mrs. Gaiser.]

[301b. *Livy and Tacitus*: Mr. Scott.]

302a. *Lucretius*: Miss Uhlfelder.

302b. *Cicero and Caesar*: Mr. Scott.

For Roman history, see History 206a and b.

For Roman architecture, see Classical and Near Eastern Archaeology  
302b (INT.).

399. *Senior Conference*:

Regular meetings with members of the Department to discuss reading in Latin literature are 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.

401. *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 in Classical Languages, Classical Studies and The Growth and Structure of Cities. See pages 155 and 156.

*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., *Chairman*

*Lecturer:* Carol G. Heines, PH.D.

*Visiting Lecturer:* Mario Martelli, PH.D.

*Instructor:* To be announced

The major in mathematics 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 five and one-half units including Mathematics 101, 102, 201, 202, 301, 303a, or the equivalent, and 399, Senior Conference.

*Allied Subjects:* Chemistry, Economics, Philosophy, Physics, Psychology.

002a. *Precalculus:* Miss Heines.

A preparatory course for students with mathematical deficiencies, as preparation for 100-level courses, especially calculus. Review of algebra; trigonometry, functions, graphing. This course cannot be counted towards the Language/Mathematics requirement, or for a major or minor in Mathematics.

101a. *Calculus, with Analytic Geometry:* Members of the Department.

or b. 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.

102b. *Calculus, with Analytic Geometry:* Members of the Department.

Continuation of 101a.

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 problem solving.

201a. *Intermediate Calculus and Linear Algebra:* Mr. Cunningham.

Vectors, matrices and linear maps, functions of several variables, partial derivatives, multiple integrals.

- 202b. *Intermediate Calculus and Linear Algebra*: Mr. Cunningham.  
Line integrals, vector analysis, infinite series, Taylor's theorem, differential equations.
301. *Advanced Calculus*: Mr. Martelli.  
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 202b.
- 303a. *Introduction to Abstract Algebra*: Miss Heines.  
Groups, rings and fields and their morphisms. Prerequisite: Mathematics 201a or b.
- 303b. *Topics in Algebra*: Miss Heines.
- {304a. *Theory of Probability with Applications*. }
- {307a. *Game Theory*. }
- {308. *Introduction to Applied Mathematics*: Mr. Martelli. }
- {309b. *Dynamical Systems*: Mr. Martelli. }
310. *Theory of Functions of a Complex Variable*: Mr. Cunningham.
- {311. *Differential Equations*. }
- {312a. *Topology*. }
- {320. *Real Analysis*. }
399. *Senior Conference*: Mr. Martelli.  
Selected topics from various branches of mathematics are studied by means of oral presentations and the solution and discussion of problems.
401. *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:* Isabelle Cazeaux, PH.D., *Chairman*

*Roian Fleck Resident in Religion:* Henry E. Horn, S.T.M.

*Director of Chorus and Orchestra and Chairman of the Department of Music at Haverford:* Tamara Brooks, M.S.

The major will be offered at Haverford. Students planning to major in music should consult the Haverford catalogue for major requirements. Bryn Mawr will offer work in the history of music.

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.

Students are strongly urged to join the Chorus or the Orchestra or an ensemble group.

{201. *Romantic Music:* Miss Cazeaux.]

301b. *The Development of Christian Hymnody:* Mr. Horn.

A survey of Christian hymnody containing Jewish origins, Greek and Latin hymns, medieval sequences, the Reformation chorale and psalms, the English hymn, the American hymn, spirituals, the gospel song. The course will also deal with the development of hymn tunes and their marriage to texts; the singing of hymns in the Christian Church today.

302a. *Medieval and Early Renaissance Music:* Miss Cazeaux.

302b. *Late Renaissance and Baroque Music:* Miss Cazeaux.

{306b. *Opera and Music Drama:* Miss Cazeaux.]

307a. *Musical Criticism:* Miss Cazeaux.

310a. *Bibliography and Research in Music:* Miss Cazeaux.

A study of books and book production with particular attention to reference and research materials in music. Help will be given with individual projects.

The following organizations are sponsored by the Department:

*The Haverford-Bryn Mawr Chamber Orchestra* is a small orchestra open by audition to members of the Colleges and the surrounding community. Repertory includes standard and contemporary works; performances are given several times per year on both campuses. Academic credit is available through the Haverford Department of Music.

*The Haverford-Bryn Mawr Chamber Singers* is a small auditioned chorus which performs works from all periods, both a cappella and with orchestra, with emphasis on difficult and little-known pieces. Performances are given on and off campus several times per semester. Academic credit is available through the Haverford Department of Music.

*The Haverford-Bryn Mawr Chorale*, directed by Tamara Brooks, is a larger auditioned chorus open to the community as well as the Colleges. Major concerts are given every year with orchestra on both campuses.

*The Renaissance Choir*. Members of the Colleges who are confident sight-readers have the opportunity to perform a cappella music with one or two singers per voice part.

*The Wind Ensemble* is open to all wind players from the Colleges and the community. Emphasis is placed on the improvement of technique, articulation, sound quality and the exploration of the existing literature for winds.

The *Ensemble Groups* are organized through the Haverford Chamber Music Program, Sylvia Glickman, coach. Students and faculty are afforded the opportunity of studying chamber music and the experience of performing in recitals. Academic credit is available through the Haverford Department of Music.

# Philosophy

*President of the College:* Mary Patterson McPherson, PH.D.

*Professors:* José María Ferrater Mora, *Lic. Fil.*

George L. Kline, PH.D., *Chairman*

Jean A. Potter, PH.D.

*Associate Professors:* Michael Krausz, PH.D.

George E. Weaver, Jr., PH.D.

*Assistant Professors:* Richard Gaskins, PH.D., J.D.‡

Tracy Marie Taft, PH.D.

*Lecturer:* Thomas Song, M.A., M.A.L.S., *Associate Director of Libraries*

*Assistant:* Eric von der Luft, M.A.

*Associate Professor of Political Science:* Stephen Salkever, 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 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 to acquaint the student with the major areas of philosophical study both past and present and to provide a foundation for more advanced study. Advanced-level courses in these divisions are intended to provide the student with the means of integrating philosophy with her other studies and 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

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‡On leave for the year 1979-80.

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, philosophy of language, philosophy of social science, philosophy of creativity.

*Division 2: (Value Theory):* ethics, aesthetics.

*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. The courses which the student must take are: (1) either Greek philosophy (101a or b) and modern philosophy (201b) or history of Western thought (100a and b); (2) logic (103a); (3) one half-unit of course work from each of divisions 1, 2 and 3; (4) one unit of advanced-level work. Any advanced-level course or courses may be taken to satisfy either requirement (3) or (4) above.

*Courses in Philosophy at Haverford College:* Students may take for credit toward the major any course taught by members of the Haverford Philosophy Department.

*Courses in Political Science:* Political Science B231a, *Western Political Theory*, and Political Science B327, *Political Philosophy in the Twentieth Century*, may be taken for major credit in philosophy.

*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.
- 101b. *Repeat of course 101a.*
- [102a. *Introduction to Problems in Philosophy*: Mr. Kline.]
- 103b. *Logic*: Mr. Weaver.  
An introduction to the fundamentals of deductive reasoning.
- 201a. *Reverse section of course 201b.*
- 201b. *Introduction to Philosophy: Modern Philosophy*: Members of the Department.  
The development of philosophic thought from Descartes to Kant.
- [211a. *Epistemology*: Mr. Krausz.]
- 212a. *Metaphysics*: Miss Taft.  
An examination of the structure of reality, with reference to such important classical and contemporary theories as monism, dualism, materialism and idealism.
- [213b. *Intermediate Logic*: Mr. Weaver.]
- 221b. *Ethics*: Miss Potter.  
A close study of important texts, with attention to such problems as responsibility, moral values, principles of moral decision and character.
- 222a. *Aesthetics*: Mr. Krausz.  
An examination of the concept of creativity, the aesthetic experience, and its range of application.
- 231b. *Plato: Early and Middle Dialogues*: Miss Taft.  
An examination of several dialogues, including *Lysis*, *Charmides*, *Meno*, *Protagoras*, *Phaedrus*, *Symposium* and the *Republic*. Special attention will be

given to structural and dramatic elements in the dialogues.

[232b. *Aristotle*: Miss Taft.]

[234b. *History of Chinese Philosophy*: Mr. Song.]

[235b. *Medieval Philosophy*: Miss Potter.]

310b. *Philosophy of Science*: Mr. Krausz.

An examination of the problems of explanation, objectivity and rationality in scientific theory. Readings will be drawn from works by Ayer, Burt, Hanson, Kuhn, Lakatos, Popper and Toulmin.

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

The existence and nature of God and the character of religious language.

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

313b. *Analytic Philosophy*: Mr. Ferrater Mora.

Topics chosen according to the interests of the students.

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

Topics chosen according to the interests of the students.

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*: Mr. Weaver.

The successive construction and development of the basic number systems of mathematics: positive integers, rational, real and complex numbers.

[317b. *Philosophy of Creativity*: Mr. Krausz.]

[318a. *Philosophy of Language: Formal Grammars*: Mr. Weaver.]

[319a. *Philosophy of the Social Sciences*: Mr. Krausz.]

[321b. *Philosophy of Anarchism*: Mr. Kline.]

[322b. *The Nature of Legal Reasoning*: Mr. Gaskins.]

[330b. *Kant*: Mr. Ferrater Mora.]

[331a. *Hegel*: Mr. Gaskins.]

[332b. *Texts in Medieval Philosophy*: Miss Potter.]

[333b. *Russian Philosophy*: Mr. Kline.]

{334b. *Marx and Russian Marxism*: Mr. Kline.]

{335b. *British Idealism*: Miss McPherson.]

{336b. *Plato: Late Dialogues*: Miss Taft.]

399. *Senior Conference*:

The Senior Conference is designed as a seminar combined with tutorial sessions. The Conference emphasizes critical thinking and intensive writing on a central philosophic issue.

401. *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.

John R. Pruett, PH.D.\*

*Associate Professor*: Alfonso M. Albano, PH.D., *Acting Chairman*

*Assistant Professor*: Peter Beckmann, PH.D.

*Assistants*: Steven P. Adams, B.S.

Robert M. Purcell, M.A.

Mary E. Scott, B.S.

The courses in physics emphasize the concepts and techniques that have led to our present state of understanding of the physical universe; they are designed to relate the individual parts of physics to the whole rather than to treat them as separate disciplines. In the advanced courses the student

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\*On leave semester 1.

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 or its equivalent, 201a, 206b, 307a, 303b, 399 and an additional half unit of 300 level work in physics at Bryn Mawr or in physics or astronomy at Haverford. One year of college level chemistry or its equivalent, Mathematics 101 or Haverford Mathematics 113a or 114a or b, Mathematics 201a and 202b or Haverford Mathematics 213a and 214b, or 215a and 216b. Additional mathematics is strongly recommended. Students are encouraged to meet some of the major and allied requirements by advanced standing or placement examinations.

It is possible for a student who takes Physics 101 and Mathematics 101 in the sophomore year to major in physics. However, it is advisable for freshmen potentially interested in physics to take both Physics 101 and Mathematics 101 in the freshman year. Physics 308, 309 and 310 are especially useful for students intending to undertake graduate studies in physics, engineering or related sciences and such students are strongly encouraged to take as many of these courses as possible. Scheduling of these three one semester courses varies from year to year. Physics 305 should be considered by students interested in experimental physics.

*Allied Subjects:* Astronomy (at Haverford), Biology, Chemistry, Geology, Mathematics, Philosophy, Psychology.

101. *Introduction to Modern Physics:* Mr. Beckmann, Mr. Albano.

A study of the principal phenomena of classical and modern physics in the light of the developments of the past eighty years. Any mathematical methods needed beyond those of high school mathematics will be developed in the course. Three lectures, one problem session and three hours of laboratory a week.

201a. *Electromagnetism and Electromagnetic Waves:* Mr. Albano.

Electrostatics; electric currents and magnetic fields; electromagnetic induction; Maxwell's equations. The concepts of vector and scalar fields will be introduced and used throughout. Vector calculus will be introduced and developed as needed. Laboratory work will deal with direct and alternating

current circuit theory, and with solid state electronic devices and circuits. Three lectures and four hours of laboratory a week. Prerequisites: Physics 101, or Haverford Physics 111a and 112b. Corequisites: Mathematics 201a or Haverford Mathematics 213a or 215a.

206b. *Classical and Quantum Mechanics I*: Mr. Beckmann.

A unified treatment of the classical and quantum descriptions of physical phenomena. Classical mechanics in one dimension, the classical wave equation, Fourier analysis. Einstein and deBroglie relations, Schrodinger's equation and elementary wave mechanics in one dimension, measurement theory and state vectors, uncertainty and complementarity, one dimensional scattering. 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 with extra supervised work.) Prerequisites: Physics 201a or Haverford Physics 213a. Corequisites: Mathematics 202b or Haverford Mathematics 214b or 216b.

303b. *Statistical and Thermal Physics*: Miss Hoyt.

Statistical description of the states of classical and quantum systems; conditions for equilibrium; statistical basis of thermodynamic concepts and the Laws of Thermodynamics; microcanonical, canonical and grand canonical ensembles and applications; Fermi-Dirac, Bose-Einstein, and Maxwell-Boltzmann statistics with applications to solid state physics, low temperature physics, atomic and molecular physics and electromagnetic waves; classical thermodynamics with applications to gases. Three lectures and four hours of laboratory a week. Corequisites: Physics 206b or Haverford Physics 214b.

305b. *Electronics*: Mr. Pruett

Band theory of conduction; principles of solid state electronic devices and circuits, and applications to digital computers (particularly microcomputers) and other instruments. Computer interaction with measuring and control devices. Three hours of lecture and four hours of laboratory a week. Prerequisites: Physics 201a or Haverford Physics 213a. Corequisites: Mathematics 202b, or Haverford Mathematics 214b or 216b. Interested students not satisfying these prerequisites see INT. 357b.

307a. *Classical and Quantum Mechanics II*: Miss Hoyt.

Classical dynamics in three dimensions, classical and quantum descriptions of angular momentum, conservation laws, planetary dynamics, nuclear scattering, the one electron atom, introduction to the formal structure of quantum mechanics, measurement theory, spin angular momentum and

perturbation theory. Three lectures and four hours of laboratory a week. Prerequisite: Physics 206a. With permission of the instructor Haverford Physics 214a may be substituted for the Physics 206a prerequisite.

308a. *Advanced Classical Mechanics*: Mr. Albano.

Kinematics and dynamics of particles and macroscopic systems, including the use of configuration and phase space, normal mode analysis of oscillations, descriptions of the motions of rigid and elastic bodies. Mathematical methods will be introduced as needed. Four hours a week. Pre- or corequisite: a 300 level physics course or, with permission of the instructor, advanced work in chemistry, astronomy or mathematics.

309b. *Advanced Electromagnetic Theory*: Mr. Davidson (at Haverford).

310a. *Mathematical Physics*: Miss Hoyt.

Vector calculus, tensor analysis, partial differential equations, boundary value problems, higher transcendental functions and expansion in orthogonal sets. Four hours a week. Prerequisites: Physics 201a or Haverford Physics 213a, Physics 206b or Haverford Physics 214b, Mathematics 202b, or Haverford Mathematics 214b or 216b. With permission of the instructor, comparable work in other sciences may be substituted for the physics prerequisites.

[351. *Applications of Physics to Biology*: Miss Hoyt.]

357b. *Computer Usage in the Life Sciences*: Mr. Pruett.

(INT. Projects relating to the design and support of experiments or measurements in the life sciences will be undertaken. A basic computer assembly language will be developed and used in the course. An introduction to the digital and analog electronics necessary to the understanding of the computer and its online interaction with biomedical experiments and measuring apparatus is developed for those choosing projects in this area. Two lectures and three hours of laboratory a week. Limited to advanced students with some research or laboratory experience. Some knowledge of a higher level of computer language is desirable. (May not be used to satisfy major requirements in Physics.)

399. *Senior Conference*:

Senior Conference consists of four half-semester minicourses. One of these will be Atomic Physics and the other three will be determined by the department in consultation with the physics majors at the end of their junior year. The minicourses are as follows:

*Atomic Physics*: Vector model of the atom, perturbation theory, transition

rates, selection rules, the exclusion principle, Hartree theory and multi-electron atoms.

*Solid State Physics:* Crystallography, crystal diffraction, crystal binding, lattice vibrations, metals, band theory and semiconductory theory.

*Molecular Physics:* Bonding; electronic, vibrational and rotational spectroscopy; the role of symmetry.

*Nuclear Physics:* Nuclear properties; alpha, beta, and gamma decay; nuclear forces; nuclear reactions and scattering; nuclear models.

*Particle Physics:* Properties and classification of elementary particles, strong and weak interactions, conservation laws and symmetry, gauge theories and the quark model.

*Plasma Physics:* Properties of plasmas, dynamics of charged particles in electromagnetic fields, nuclear fusion devices.

*Special Relativity:* Fundamental postulates, Lorentz transformations, particle kinematics and dynamics.

*General Relativity:* Geometry of space-time and Einstein's field equations, cosmology and cosmogony.

For 1979-80, the minicourses are expected to be Solid State Physics (Mr. Albano) and Atomic Physics (Miss Hoyt) in the first semester, and Molecular Physics (Mr. Beckmann) and Nuclear Physics (Mr. Pruett) in the second semester.

401. *Honors Work:* Members of the Department.

Honors work may be taken by seniors with permission of the department. It consists of reading and original work of current interest in physics, and a paper is required at the end of the year. The subject matter is usually associated with the current research activities of the department, but can be modified to reflect the goals and interests of the student. In theoretical physics, the present research activities involve non-equilibrium thermodynamics and hydrodynamics (Mr. Albano), spin-lattice interactions and solid-solid phase transitions (Mr. Beckmann), biophysics of nerve fibers (Miss Hoyt) and computer modeling of biological molecules and biomembrane structure (Mr. Pruett). In experimental physics, present activities include pulsed nuclear magnetic resonance (Mr. Beckmann) and nuclear physics (Mr. Pruett). Joint Honors with more than one faculty member is possible, as is interdisciplinary joint Honors involving another department.

403a. *Supervised Units in Special Topics:* Members of the Department.

& b. Open to qualified juniors and 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 may be required at the end of the semester or year.

*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*

*Professors:* Melville T. Kennedy, Jr. PH.D.

Gertrude C.K. Leighton, A.B., J.D.

*Associate Professors:* Charles E. Frye, PH.D.

Marc Howard Ross, PH.D., *Chairman*

Stephen Salkever, PH.D.

The major in political science is concerned with the study of normative and empirical theories of government and with an analysis of the structures and processes of modern political communities. If Bryn Mawr students elect to take the major at Haverford College, the decision must be made in the sophomore year with full consultation of the chairmen of both departments.

*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: 200b (INT.), 201a, 202, 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 courses arranged according to fields, see page 137. 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 136.

*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.

200b. *Urban Society:* Mrs. Lane, Mr. Ross.

(INT.) The techniques of the social sciences as tools for studying historical and contemporary cities, considering such topics as ethnicity, the role of neighborhoods and local communities, and participation.

201a. *American Politics:* Mr. Ross.

An examination of the forces shaping political behavior and values in the United States, with 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,  
or b. Mr. Williams (at Haverford).

203a. *Government and Politics in East Asia:* Mr. Kennedy.

An approach to modern Asian politics through a brief study of China's classical era and the values and early institutions underlying the Chinese dynastic system. Special emphasis is placed on the Western impact and on political adjustments to twentieth-century forces. The emergence of Japan from the Tokugawa to the modern era provides a brief comparative study.

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. Major emphasis on the evolution of the Maoist system in China.

- 205a. *Government and Politics in Western Europe*: Mr. Frye.  
A comparative analysis of the contemporary political systems of Great Britain and France 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.
- 209b. *Western Political Theory (Ancient and Early Modern)*: 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).
- 211a. *The Soviet System*: Mr. Hunter (at Haverford).  
(INT.)
- [212a. *Western Political Thought: Ancient and Medieval.*]
- [218b. *Community Politics: A Cross-Cultural Approach*: Mr. Ross.]  
(INT.)
- 219b. *American Constitutional Law*: Mr. Williams (at Haverford).
- 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.
- 224b. *The American Presidency*: Mr. Waldman (at Haverford).
- 227a. *American Political Theory*: Mr. Schwartz (at Haverford).
- [230b. *Political Behavior*: Mr. Ross.]
- 231a. *Western Political Theory (Modern)*: Mr. Salkever.  
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.

245b. *International Relations (Advanced)*: Mr. Mortimer (at Haverford).

246b. *International Organization*: Mr. Mortimer (at Haverford).

256b. *Modern and Contemporary Political Theory*: Miss Shumer (at Haverford).

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.

302a. *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 and criminal responsibility. Prerequisites: Political Science 219, 301, or 313, or permission of the instructor.

{303a. *Problems in International Politics*: Mr. Kennedy.]

{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 perspective of different thinkers including Sartre, Marx and Marcuse.

{310a. *Problems in Comparative Politics*: Mr. Frye.]

{311b. *Theory and Practice in Political Philosophy*: Mr. Salkever.]

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. *Political Authority and Decision Making*: Mr. Ross.

An analysis of how the nature and organization of political authority shapes the ways decisions are made and resources allocated. Specific topics considered will include: legitimacy and support for political authority, the organization of authority, authority and resource distribution, authority and compliance, and the limits to authority.

- 317a. *Political Culture and Political Leadership*: Mr. Frye.

A study of relations between political cultures and styles of political leadership in different Western countries.

- [318a. *Urban Political Conflict*: Mr. Ross.]

(INT.)

- [319a. *Problems in Legal Theory*: Mr. Salkever.]

- 321a. *Problems in Public Management*: Mr. Fisher (at Haverford).

- [322b. *The Nature of Legal Reasoning*: Mr. Gaskins.]

- 323a. *American Political Process: The Congress*: Mr. Waldman (at Haverford).

- 325b. *American Pluralism in Fact and Theory*: Miss Shumer (at Haverford).

- 327a. *Political Philosophy in the Twentieth Century*: Mr. Salkever.

An examination of some of the various ways of construing the meaning of the contemporary political world in the light of categories developed within the tradition of political philosophy. Some questions to be considered are the relationship between human goodness and active citizenship, the issue of idealism and the limits of the politically possible, and the problem of the relationship between practical (i.e. moral and political) philosophy and modern science. Principal authors to be read are Hannah Arendt, Jurgen Habermas, Michael Oakeshott, and Leo Strauss. Prerequisites: Political Science 209 or Philosophy 101 and some modern philosophy or political philosophy.

- 328a. *United States Policy in Asia*: Mr. Kennedy.

The plan of the course will be to address selected theoretical issues in the making and implementing of foreign policy; to gain a perspective on American policies and relations in Asia in this century; and to examine a few of the major forces that appear to have influenced policy formation down to the recognition of Peking. Attention will center on key questions relating to a few such major developments and institutions as the Open Door, UNRRA, the China Lobby, containment, inception of the Cold War, Korea, Vietnam and the role of recognition, and the persistent problem of balance.

- 335a. *Imperialism*: Mr. Glickman, Mr. Mortimer (at Haverford).
- 336b. *African Politics*: Mr. Glickman (at Haverford).
- [340b. *Latin American Politics*.]
- 356b. *Topics in Modern Political Theory*: Miss Shumer (at Haverford).
- 390b. *Junior Seminar in Political Studies*: Mr. Waldman (at Haverford).
- 391a. *Research Seminar in American Politics and Political Theory: Interest Groups*: Mr. Waldman (at Haverford).
- 393a. *Research Seminar in International Politics and Political Development*: Mr. Glickman, Mr. Mortimer (at Haverford).
- 394a. *Research Seminar in Comparative Politics and Foreign Policy: American Policy Towards Africa*: Mr. Glickman (at Haverford).
- 399a. *Senior Conference*:

Each major is required to take at least one half-unit from the advanced research colloquia (399a at Bryn Mawr, 391-396 at Haverford) in the fall of her senior year and to write a senior research paper in the spring (399b). The colloquium will offer the student experience in conducting original research in political science. A student will normally take the colloquium in the fall of her senior year after having completed or while completing her other work in the appropriate area of concentration. The senior research paper will normally be in either of the student's two fields of concentration and will be supervised by a member of the Department whose specialty is in the same or related fields. The seniors will meet as a group towards the end of the second semester to share their research findings. A student may take more than one colloquium. Honors majors can fulfill their Senior Conference requirement in one of three ways: (1) they may take two colloquia in the first semester of their senior year, (2) they may take one colloquium in the fall and write their senior research project in the fall, or (3) they may take one colloquium in the fall and write their senior research paper in the spring.

Sections for 1979-80

1. *Political Socialization*: Mr. Frye.

A cross-cultural examination of how people acquire characteristic patterns of political orientation and behavior.

2. *Biology and Politics*: Mr. Ross, Mr. Salkever.

An examination of biological models of human social and political behavior in terms of both their empirical and theoretical implications.

399b. *Senior Research*: Members of the Department.

Students will conduct independent research under the direction of a member of the 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 (at Haverford); problems in contemporary American political theory (at Haverford); philosophical basis of social science; political philosophy in the twentieth century.
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 (at Haverford); problems in contemporary American political theory (at Haverford); elections and political change; public opinion and public policy; political authority and decision making; urban society; urban political conflict.
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 (at Haverford); comparative politics: political development (at Haverford); community politics.
4. *International Politics and Law*: international law; international politics; courses on Asia and Europe; international relations and organization (at Haverford); politics and international relations in the Middle East and North Africa (at Haverford); international politics of Communism (at Haverford); United States policy in Asia.

401. *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 inter-

departmental concentration in Hispanic and Hispanic-American Studies and in the interdepartmental major in The Growth and Structure of Cities. See pages 158 and 156.

*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 Professors:* Clark McCauley Jr., PH.D.

Earl Thomas, PH.D.

*Assistant Professor:* To be announced.

*Laboratory Coordinators:* Erika Rossman Behrend, PH.D.

Alice S. Powers, PH.D.

*Assistants:* Laura Daruns, M.A.

Esther Grauer, M.A.

Paul LeBuffe, B.A.

Donald Leitner, M.A.

The department, in coordination with that at Haverford College, offers to the major student a representative account of methods, theory and findings in comparative, developmental, experimental, personality, physiological and social psychology. The program of work 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 and two courses from each of the following three groupings of courses: (a) *Learning Theory and Behavior, Comparative Psychology, Physiological Psychology, Psychopharmacology*; (b) *Developmental Psychology, Language and Cognition (or Psychology of Language), Sensation and Perception, Human Learning and Memory*; (c) *Social Psychology, Theories of Personality (or Personality and Culture), Psychology of the Abnormal Personality, Psychological Testing, Development through the Life Span, Contemporary Issues in Behavior Theory*; one unit of allied work in either biology, chemistry, physics or mathematics and one unit from the other fields listed below under Allied Subjects or from the courses in the major. The Senior Conference also is required. Psychology 205a is strongly recommended to students preparing for graduate work. Psychology 101 (or its equivalent) is prerequisite to all other courses offered by the Department, with the exception of Psychology 102a and Psychology 205a. Some second semester courses at the 200-level, with permission of the Department, 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. McCauley, Mr. Thomas, Mr. Yarczower.

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 a week.

- 102a. *Process and Effects of Mass Media Communications:* Mr. McCauley.

Commercial advertising; political advertising, including the psychology of voting; the agenda of public issues; television violence; pornography.

*The following courses include individual laboratory research projects:*

- 200a. *Human Learning and Memory:* Miss Naus (at Haverford).

- 201a. *Learning Theory and Behavior:* Mr. Gonzalez.

A systematic analysis, in historical perspective, of the major conceptions of the nature of animal intelligence and the data bearing on them, with special emphasis on cognitive processes and their evolution. The course provides the foundation for the further study of intelligence and behavior, particularly as treated in courses on human learning and memory, language and cognition, comparative psychology and physiological psychology.



- 202b. *Comparative Psychology*: Mr. Yarczower.

Evolution and behavior. Human social behavior is treated in comparative perspective. Current literature dealing with aggression, attachment, language, predation, sex, ethics and self-awareness provides the basis for consideration of major issues in ethology, sociobiology and comparative psychology. Prerequisite; Psychology 201A.

- 204b. *Sensation and Perception*: Mr. Hoffman.

A systematic examination of the way in which sensory signals are detected, analyzed and transformed in the course of their perception. Examples in the domains of human vision and audition illustrate modern analytical approaches to the perception of color, form and distance and to the perception of acoustical events, such as speech and music. Individual projects will examine one or more current problems in these areas.

- 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*: Mr. Snyder.

Development and behavior. The ontogeny of attention, perception, learning, language, intelligence and social interaction.

- [207a. *Language and Cognition*.]

- 208a. *Social Psychology*: Mr. Perloe (at Haverford).

- 208b. *Social Psychology*: Mr. McCauley.

A survey of major theories and data in the study of social influence and persuasion. Special attention to problems of research design of importance generally in the conduct and evaluation of research with human subjects. Specific topics include: group dynamics (conformity, leadership, encounter groups, crowd behavior), attitude change (consistency theories, attitudes and behavior, mass media persuasion), person perception (stereotyping, attribution theory, implicit personality theory), altruism and helping behavior, crowding and urban behavior. Participation in a research project is required.

- [211a. *Theories of Personality*: Mr. Heath (at Haverford).]

- 215a. *Personality and Culture*: Mr. Davis (at Haverford).

- 238b. *Psychology of Language*: Mr. D'Andrea (at Haverford).

- 301a. *Contemporary Issues in Behavior Theory: Emotions and their Differentiation*: Mr. Yarczower.

A survey of recent developments in the study of emotional expression that have provided insights of far-reaching significance for the development and functional differentiation of emotions. The new literature on measurement of emotional expression as well as on the development of affect in infants provides the basis for analysis of major issues in emotional development. Prerequisite: one unit of work in psychology.

- 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.

- 303b. *Psychopharmacology*: Mr. Thomas.

The role of drugs in the understanding of basic brain-behavior relations. The pharmacological basis of motivation and emotion, pharmacological models of psychopathology, the use of drugs in the treatment of psychiatric disorders, such as anxiety, depression, and psychosis. The psychology and pharmacology of drug addiction. Prerequisite: Psychology 302b.

- 305b. *Psychological Testing*: Mr. McCauley.

The goals of the course are to provide an understanding of the logic and methodology of psychological testing, including reliability and validity theory, and a first-hand acquaintance with a variety of psychological tests, that will enable the student to evaluate and use tests for either research or practical selection problems. Intelligence tests (WAIS, WISC, Stanford-Binet; Raven and Cattell "culture-fair" tests), aptitude tests (SAT, GRE), and personality tests (MMPI, Rorschach) are treated in detail. Special issues considered include: intelligence vs. creativity testing, hereditary vs. environmental determinants of I.Q., trait vs. situational determinants of behavior. Participation in a test-construction project is required. Prerequisite: Psychology 205a or consent of the instructor.

- 309a. *Psychology of the Abnormal Personality*: Mr. Davis (Haverford).

- 311a. *Selected Problems in Comparative Psychology*: Members of the Department.

- 312a. *Selected Problems in Physiological Psychology*: Members of the Department.  
& b.

- 313a. *Selected Problems in Experimental Psychology*: Members of the Department.  
& b.

- 314b. *Selected Problems in Social Psychology*: Members of the Department.

- 315a. *Selected Problems in Developmental Psychology*: Members of the Department.  
& b.
- 344b. *Development through the Life Span*: Mr. Heath (Haverford).
- 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 is required. Lecture two hours, laboratory two hours a week.
399. *Senior Conference*:  
Three successive eight-week seminars, each requiring a paper, followed by a three-week period during which each senior, after individual conferences on her papers, gives an oral presentation of one of her papers to the senior class and the faculty. For 1979-80, the topics of the seminars are: The Neurobiology of Psychopathology (Thomas); The Comparative Method as an Analytical Technique for Isolating Cognitive Processes and Studying their Evolution (Gonzalez); Sex Role Concepts (Behrend).
401. *Honors Work*:  
One unit of Honors work may be taken by students nominated by the Department.
403. *Supervised Research in Psychology*: Members of the Department.  
Laboratory or field research under the supervision of a member of the Department.

## Religion

AT HAVERFORD COLLEGE

*Associate Professor*: Richard Luman, PH.D.

*Assistant Professors*: Edward T. Rewoliński, PH.D.

Ronald F. Thiemann, PH.D., *Chairman*

The Department of Religion is concerned with the historical study of religious traditions in the archaic, ancient, classical and Judeo-Christian-Islamic West and with the philosophical study of religious thought, particularly in its modern forms of expression.

*Major Requirements:* The exact structure of the student's program must be determined in consultation with the major advisor, whom the student chooses, in consultation with the chairman, from among the regular members of the Department. The program must include the following courses:

- a. Religion 101a; Religion 102b; and 399b.
- b. Seven additional half-year courses. Introductory courses (100 level) will not be accepted as satisfying this requirement. Two of these courses may, with Departmental permission, be *upper-level* courses in other Departments, including foreign languages. Also among the seven courses must be a two-course sequence drawn from among the following sets: (a) 201a, 202b; (b) 207a, 208b; (c) 235a, 236b; (d) 243a, 244b, 245a (two of three). Other advanced courses to complete the seven courses total may be taken at either Bryn Mawr or Haverford College.

Each student's program and record will be reviewed annually with the Department, in the first two weeks of the fall semester.

Final evaluation of the major program will consist of written work and oral examinations to be administered during the senior year in the context of the work for Religion 399b.

Where necessary for the major program, the Department strongly urges the study of appropriate foreign languages.

101a. *Religion in Traditional Culture:* Mr. Luman.

102b. *Religion in Modern Culture:* Mr. Thiemann.

140b. *History and Principles of Quakerism:* Mr. Bronner.

[201a. *History of Western Religious Thought and Institutions:* Mr. Luman.]

& 202b.

207a. *Origins and Growth of Classical Christian Literature:* Mr. Rewoliński.

& 208b.

[209b. *Literature as Religion:* Staff.]

[215a. *Modern Critics of Christianity:* Mr. Thiemann.]

217a. *The Growth and Development of Israelite Religion:* Mr. Rewoliński.

221a. *Classical Religions of the Greeks and Romans:* Staff.

226b. *The German Church Struggle:* Mr. Thiemann.

235a. *The Late Medieval Church:* Mr. Luman.

- 236b. *The Protestant Reformation*: Mr. Luman.  
242b. *Paradigms in Religious Behavior*: Staff.  
[243a. *Religion in the Age of Reason*: Mr. Thiemann.]  
[244b. *Crisis and Recovery: The Theology of the Nineteenth Century*: Mr. Thiemann.]  
245a. *Contemporary Religious Thought*: Mr. Thiemann.  
252a. *Studies in Spirituality*: Mr. Rewoliński.  
255b. *Anthropology of Religion*: Mr. MacGaffey.  
[270a. *Religion and Morality*: Mr. Thiemann.]  
[282b. *The Scandinavian North: The Icelandic Sagas*: Mr. Luman.]  
300a,b. *Asian Religions*: Mr. Swearer.  
305a. *Christian Social Philosophy*: Staff.  
[310a. *Life and Theology of Martin Luther*: Mr. Luman.]  
338a. *Philosophy of Religion*: Mr. Thiemann.  
343b. *Seminar in Religious Thought*: Mr. Thiemann.  
345a. *Seminar in Western Religious History*: Mr. Luman.  
350a. *Seminar in History of Religions*: Mr. Rewoliński.  
or b.  
399b. *Modern Trends in Religion*: Staff.  
480a,b. *Independent Study*: Staff.

## Russian

*Associate Professors*: Dan E. Davidson, PH.D., *Chairman*

Ruth L. Pearce, PH.D.

*Assistant Professor*: George S. Pahomov, PH.D.

*Lecturer*: Nina M. Baranova, M.A.

*Instructor*: To be announced

*Professor of Philosophy:* George L. Kline, PH.D.

At Haverford

*Professor of Economics:* Holland Hunter, PH.D.\*

*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 pre-revolutionary and contemporary Russia. The study of the Russian language is combined with a study in depth of one of the following areas of concentration: Russian literature, economics, Russian history or 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 a semester language program (senior year) in Leningrad or Moscow. Residence in the Russian House for at least one year is advisable.

*Requirements in the Major Subject:* Three years (or the equivalent) of work in the Russian language, two years of work in the area of concentration (Russian literature, economics, history or philosophy) of which one must be at the advanced level, one year of work outside the area of concentration and Senior Conference. A paper based on sources in Russian is required for an advanced course in the area of concentration. A comprehensive examination in the Russian language and in the area of concentration is given.

*Allied Subjects:* Any language or literature, Economics, History, History of Art, Music and Philosophy.

001. *Elementary Russian:* Members of the Department.

The basic grammar is learned with enough vocabulary to enable the student to speak and understand simple Russian and to read simple texts. The course meets five times a week.

003. *Russian for the Sciences and the Humanities:* Mrs. Pearce.

First year of a two-year language sequence for students with no prior knowledge of Russian who need to learn to read advanced expository texts in their own or related field.

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\*On leave semester 1.

[100. *Intensive Russian.*]

101. *Intermediate Russian*: Members of the Department.

Continuing grammar study, conversation and vocabulary building. Readings in Russian classics and contemporary materials. The course 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*: Mrs. Pearce.

Reading of literary and non-literary texts, 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*: Mr. Davidson, Mr. Pahomov.]

204a. *Dostoevsky in Translation*: Mr. Pahomov.

Extensive readings in the varieties of psychological narrative explored by Dostoevsky with emphasis on close study of the major works within Russian and European contexts.

204b. *Tolstoy in Translation*: Mr. Davidson.

Readings of selected fictional and non-fictional works with emphasis on Tolstoy's struggle to adjust experiential and ideological perceptions of reality. Close analysis of texts and study of Tolstoy's Russian and European background.

[302. *Pushkin and His Time.*]

303a. *Twentieth-Century Russian Literature*: Mr. Davidson.

Close readings of Russian poetry from the Symbolists to the present day.

303b. *Twentieth-Century Russian Literature*: Mr. Pahomov.

Close readings in Russian and Soviet prose from Gorky to the present day.

305c. *Advanced Russian Grammar*: Mrs. Baranova.

Intensive practice in speaking, reading, and writing. Advanced training in grammar and stylistics; study of texts of both literary and general cultural interest. With the addition of a third hour each week, the course may be taken as either 305a or 305b. Conducted in Russian.

[306a. *Russian Literature of the Second Half of the Nineteenth Century*: Mr. Pahomov.]

[306b. *Russian Prose and Poetry from Classicism to the Rise of Realism*: Mr. Davidson.]

399. *Senior Conference*: Members of the Department.

The Senior Conference is intended to supplement course work. 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.

401. *Honors Work*:

Honors work is offered to students recommended by the Department.

SEE ALSO

Economics 206b. *International Economic Theory and Policy*: Mr. Farley.

Economics 225a. *Developing Economics*: Mr. Farley.

Philosophy 333b. *Russian Philosophy*.]

Philosophy 334b. *Marx and Russian Marxism*: Mr. Kline.

COURSES AT HAVERFORD

Economics 211a. *The Soviet System*: Mr. Hunter.]

Economics 398a. *Research Seminar*: Mr. Weinstein.

History 244. *Russian History*: Mrs. Gerstein.

History 245. *Russian in the Twentieth Century*: Mrs. Gerstein.]

History 356b. *Fin de Siècle: Russia 1890-1914*: Mrs. Gerstein.

480. *Independent Study*.

## Sociology

*Professor*: Eugene V. Schneider, PH.D., *Chairman*†

*Associate Professor*: Judith R. Porter, PH.D.\*

*Assistant Professors*: Sheila Kishler Bennett, PH.D.

Robert Earl Washington, PH.D.

*Lecturer*: Nancy Woodruff, M.L.S.P.

*Assistants*: Edith B. Gross, M.A.

Sherry Latimer, M.A.

†On leave semester II.

\*On leave semester I.



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 and 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. Students should inquire about the possibilities of coordinated work with Haverford.

*Requirements for the Major Subject:* Sociology 102a and b, 265a and 302a and additional work to be chosen from courses offered at Bryn Mawr or 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, 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 interrelations. Concrete applications of sociological analysis are examined. This course will be offered in semester II, for this year only.

[102b. *American Social Structure:* Mr. Schneider.]

[202a. *Social Welfare and the Individual.*]

202b. *Social Welfare and the Individual and the Environment:* Mrs. Woodruff.

Social welfare institutions as mediating the arrangements between the individual and the social environment. Three distinct functions of social welfare will be examined: social control, social change, and the linkage of services and clients. The historical development of social work practice in the United States up until the drafting of Social Security legislation in 1935 is also surveyed.

205a. *Social Stratification:* Mrs. Bennett.

Distribution of wealth, power, authority, status and access to resources in contemporary industrial societies and in historical, comparative perspective. Class and class formation as structural and cultural phenomena. Gender as a principle of status differentiation specifically considered.

[207a. *Intergroup Relations*: Mrs. Porter.]

209b. *Sociology of Religion*: Mrs. Porter.

Analysis of the interrelations 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.

217a. *Comparative Perspectives on Kinship*: Mrs. Bennett.

Kinship and domestic groups in contexts of socioeconomic change. Among perspectives and problems developed: evolutionary perspectives on the family and kinship, the impact of industrialization and urbanization (including the colonial experience), the black family, American kinship.

218a. *Modernization*: Mr. Washington.

An introduction to major theoretical approaches to the socio-economic problems confronting developing nations of Africa, Asia, and Latin America: theories of modernization; the Western capitalist, the socialist and the Japanese problems of modernization; social consequences of colonization; feudalism and other pre-modern forms of social organization; the problems of urbanization; social class exploitation, rapid population growth, problems of political order.

[235b. *Marginal Communities: the Sociology of the Outsider*: Mr. Washington.]

240b. *Urban Sociology*: Mr. Washington.

(INT.) Analyses of urban social structures; the theoretical legacies of classical sociological theory and the Chicago school; demographic and ecological characteristics of American cities; ethnic and racial bases; stratification and political structures; crime and problems of social control; comparative analyses of selected third-world cities.

[243a. *Social and Cultural Change*: Mrs. Bennett.]

245b. *Social Problems*: Mr. Washington.

(INT.) A survey of major problems in American society as seen by sociologists and social critics; an examination of analytical perspectives for understanding the sources and consequences of American social problems.

Topics considered; crime, poverty, drug addiction, racism, urban crisis, sexism, health care and family disorganization.

255b. *The Sociology of Alienation*: Mr. Washington.

An examination of the phenomena of powerlessness, loss of meaning, estrangement, and inauthenticity from the standpoint of a variety of theoretical approaches; social conditions giving rise to and resulting from alienation; the relationship between alienation and deviant behavior.

[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*: Mrs. Bennett.

(INT.) An examination of various techniques for conducting empirical enquiry in research design, collection of data, methods of interviewing and analysis.

306a. *Advanced Fieldwork Methods*: Mrs. Bennett.

(INT.) Participation in directed fieldwork. Topic for 1979: the sample survey. Sampling techniques and survey design, pre-testing, administration; coding and data preparation. Participants will assume responsibility for a community survey in urban Philadelphia. Prerequisites: 305b or permission of instructor.

399. *Senior Conference*:

The form and evaluation of the conference will be determined in consultation with the senior majors.

401. *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 in The Growth and Structure of Cities. See pages 158, 156.

In general students may enroll for major credit in any course in the Department of Sociology and Anthropology at Haverford. Since alternative programs are possible, the student should consult the Department of Sociology at Bryn Mawr.

## Spanish

*Professors:* Joaquín González-Muela, *D. en Fil., Acting Chairman*  
Willard Fahrenkamp King, *PH.D., Chairman\**

*Associate Professor:* Eleanor Krane Paucker, *PH.D.*

*Assistant Professor:* Enrique Sacerio-Garí, *PH.D.*

*Professor of Philosophy:* José María Ferrater Mora, *Lic. Fil.*

*Instructor:* Elizabeth R. Brimm, *M.A.*

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 courses treat a selection of the outstanding works of Spanish and Spanish-American literature in various periods and genres. Students are placed in Spanish 100a or 101a according to the level of proficiency demonstrated on an examination given at entrance. 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 a placement test and permission of the instructor. 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

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\*On leave semester 1.

the *Centro* (see page 52) 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 usual course sequence in the major is Spanish 101a and b, 201a or b, 202a or b, at least four semesters of advanced work and the Senior Conference. Spanish 203b should also be included by students planning to study advanced courses in Spanish American literature. Students who spend the junior year in Spain may substitute an advanced literature course for Spanish 202a or 202b, and students whose pre-college training includes advanced work in literature may, with the 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:* Mrs. Paucker, Mr. Sacerio-Garí.  
Grammar, composition, oral and aural training, readings on the Spanish and Spanish-American background.
003. *Intermediate Spanish:* Members of the Department.  
Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish texts.
- 100a. *Introduction to Literary Texts:* Mr. Sacerio-Garí.  
Reading of Spanish and Spanish American works from various periods and genres (drama, poetry, short stories). Special attention to improvement of grammar and oral and written expression.
- 101a. *Readings in Hispanic Literature:* Mr. García-Barrio, Mrs. Paucker (at & b. Haverford).  
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 are emphasized.
- [201a. *Hispanic Literature of the Nineteenth Century:* Mrs. Paucker.]
- [201b. *The Generation of 1898 and Modernismo:* Mrs. Paucker.]
- 202b. *Advanced Language Training and Composition:* Mr. Sacerio-Garí.  
Training in phonetics and practice in conversation. Interpretation of texts, translation and original composition in Spanish. Assignments

adapted to the needs and level of achievement of the individual student.

- 203b. *Introduction to Spanish American Literature*: Mr. Sacerio-Garí.  
A survey of Spanish American literature from the colonial period to modern times.
- [204a. *Contemporary Spanish American Poetry*.]
- [206a. *Narrative Structure*: Mr. Sacerio-Garí.]
- 208a. *The Mexican Novel since the Revolution of 1910*: Mrs. Paucker.  
Primary attention is given to novels by Mariano Azuela, Juan Rulfo, Carlos Fuentes and others whose work reflects the social and political upheavals of revolutionary Mexico.
- 210b. *Hispanic Culture and Civilization*: Mrs. King.  
(INT.) See INT. 210a in the interdepartmental area of concentration in Hispanic and Hispanic-American Studies.
- [302a. *Medieval Spanish Literature*: Mrs. Paucker.]
- 303a. *The Modern Novel in Spain*: Mrs. González-Muela.  
Twentieth-century experiments in the form and language of fiction. Emphasis on the contemporary period. Texts by Unamuno, Cela, Delibes, J. Goytisolo, and others.
- 303b. *Modern Poetry in Spain*: Mr. González-Muela.  
Emphasis on the contemporary period. Texts by Garcia Lorca, Hierro, Blas de Otero, and others.
- [304a. *Cervantes*: Mrs. King.]
- [304b. *Spanish Poetry and Drama of the Golden Age*: Mrs. King.]
- 332b. *Introduction to Romance Linguistics*: Miss Menocal.  
(INT.) See Interdepartmental course 332b.
- [350b. *Masters of the Short Story*: Mr. Sacerio-Garí.]
399. *Senior Conference*:
- a. In the first semester a senior seminar is devoted to the 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 are 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 158.)

401. *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 area of concentration in Hispanic and Hispanic-American Studies. See page 158.

*Teaching Certification:*

A sequence of work offered by the Department of Spanish and the Department of Education of the College leads to a certificate to teach in the secondary schools of Pennsylvania.

COURSES AT HAVERFORD

310a. *Cortázar:* Mr. García-Castro.

# 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 an opportunity for students to work in these new areas, the faculty has approved the following interdepartmental majors and interdepartmental area of concentration. Similar kinds of interdepartmental courses are offered at Haverford College under General Programs.

## I. Interdepartmental Majors

### Classical Languages

*Major Advisors:* Professor Lang (Greek)  
Professor Scott (Latin)

The major in classical languages 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 98 and 115 for descriptions of courses and conferences.

### Classical Studies

*Major Advisors:* Professor Lang (Greek)  
Professor Scott (Latin)  
Professor Ridgway (Classical and Near Eastern Archaeology)

The major in classical studies 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 204a, 205a, 206a and b), ancient



philosophy (Philosophy 101a or b, 231a, 232b), classical archaeology (Classical and Near Eastern Archaeology 101, 202a, 203a, 203b, 205b, 301a, 302a, 302b, 304b, Greek (all courses except 213a and 215b,) Latin (all courses except 204a and 205a and 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. (Equivalent courses may be taken at Haverford College with the approval of the major advisors.)

## II. The Growth and Structure of Cities

*Major Advisor and Director of the Program:* Professor Barbara Miller Lane

In this interdisciplinary major, the student will study the city from several points 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 200b (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, usually above the introductory level, must be chosen from any one department 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:* Anthropology, Fine Art, Classical and Near Eastern Archaeology, Economics, Greek, History, History of Art, Latin, Political Science, Sociology. Occasionally, with the permission of the Dean of the Graduate School, courses in Social Work and Social Research.

[190. *The Form of the City:* Mrs. Lane.]  
(INT.)

200b. *Urban Society:* Mrs. Lane, Mr. Ross.  
(INT.) The techniques of the social sciences as tools for studying historical and

contemporary cities, considering such topics as ethnicity, the role of neighborhoods and local communities, and participation.

[202a. *Ancient Greek Cities and Sanctuaries*: Mrs. Ridgway.]  
(INT.)

[204a. *The Ancient City*: Mr. Scott.]  
(INT.)

206b. *Architecture and Cities of the Ancient Near East*: Mr. Ellis.  
(INT.) See Classical and Near Eastern Archaeology 206b.

207a. *Latin America: Colonies and Revolutions*: Miss Mulvey.  
(INT.) See History 207a.

215a. *Urban Economics*: Economics Department (at Haverford).  
See Economics 215a.

[218a. *Community Politics: A Cross-Cultural Approach*: Mr. Ross.]  
(INT.)

220a. *Survey of Western Architecture*: Mrs. Lane, Mrs. Kinney.  
(INT.) The major traditions in western architecture will be illustrated through detailed analysis of selected examples from classical antiquity to the present. The course will deal with the evolution of architectural design and building technology, as well as with the larger intellectual, aesthetic and social context in which this evolution occurred.

240b. *Urban Sociology*: Mr. Washington.  
(INT.) See Sociology 240b.

245b. *Social Problems*: Mr. Washington.  
(INT.) See Sociology 245b.

295b. *Paris in the Seventeenth and Eighteenth Centuries*: Miss Lafarge.  
(INT.) See French 295b.

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.

302a. *Greek Architecture*: Mr. Wright.  
(INT.) See Classical and Near Eastern Archaeology 302a.

304a. *The Dynamics of Environmental Systems*: Mr. Anderson.  
(INT.) See Chemistry 304a.

- 305b. *Sociological Methods*: Mrs. Bennett.  
(INT.) See Sociology 305b.
- 306a. *Advanced Field Work Methods*: Mrs. Bennett.  
(INT.) See Sociology 306a.
- {307b. *Medieval Cities: Islamic, Byzantine and Western*: Mr. Brand.}]  
(INT.)
- {318a. *Urban Political Conflict*: Mr. Ross.}]  
(INT.)
- {328b. *Colonial Towns in North and South America*: Mrs. Dunn.}]  
(INT.)
- {335a. *A History of Blacks in the American City*: Mr. Holbrook.}]  
(INT.)
- {350b. *Topics in the History of Modern Architecture*: Mrs. Lane.}]  
(INT.)
399. *Senior Conference*: Mrs. Lane and members of the Committee on the Growth and Structure of Cities.

Courses at Swarthmore

- 54a. *The City*: Professor Kitao.

Analytical study of visual and physical aspects of the man-made environment: buildings as signs and the spaces between them. Topics include the anatomy of space, urban iconography, dwelling and social behavior, cities and streets in history, theories of design and planning, and preservation, with special emphasis on Rome, London, Paris, and Philadelphia.

## 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 or Spain or both. 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 and Hispanic-American Studies. (In effect, the student supplements a major in one of the departments listed above with a concentration in Hispanic or Hispanic-American studies.)

210b. *Hispanic Culture and Civilization:* Mrs. King.

(INT.) 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, [305a], [306b], 313a, [INT. 308], INT. 310a, INT. 312b, History 207a, 211b, [212], [307b], [308a], [INT. 317a], [INT. 328a], [H355a], History of Art 213, History of Religion 104a, 300b, Philosophy [314b], Political Science [340b], 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. Many interdepartmental courses are open to all students without prerequisite. For students who have progressed to the more complex aspects of their major subjects, advanced 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.

[190. *The Form of the City*: Mrs. Lane.]

(INT.)

200b. *Urban Society*: Mrs. Lane, Mr. Ross.

(INT.) The techniques of the social sciences as tools for studying historical and contemporary cities, considering such topics as ethnicity, the role of neighborhoods and local communities, and participation.

[202a. *Ancient Greek Cities and Sanctuaries*: Mrs. Ridgway.]

(INT.)

[204a. *The Ancient City*: Mr. Scott.]

(INT.)

206b. *Architecture and Cities of the Ancient Near East*: Mr. Ellis.

(INT.)

[207a. *Latin America: Colonies and Revolution*: Mrs. Dunn.]

(INT.)

210b. *Hispanic Culture and Civilization*: Mrs. King.

(INT.) See INT. 210b in the interdepartmental area of concentration in Hispanic and Hispanic-American Studies.

213b. *Myth in Practice and Theory*: Miss Lang.

(INT.) Myths of various cultures 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.

215a. *The Ancient Stage*: Mr. Hamilton.

(INT.) See Greek 215a.

[218b. *Community Politics: A Cross-Cultural Approach*: Mr. Ross.]

INT.)

220a. *Survey of Western Architecture*: Mrs. Kinney, Mrs. Lane.

(INT.) See INT. 220a in the Growth and Structure of Cities.

240b. *Urban Sociology*: Mr. Washington.

(INT.) See Sociology 240b.

245b. *Social Problems*: Mr. Washington.

(INT.) See Sociology 245b.

- 250b. *Germanic Mythology*: Mr. Jaeger.  
(INT.) See German 250b.
290. *La Civilisation française*: Mr. Silvera.  
(INT.) See French 290.
- 295b. *Paris in the Seventeenth and Eighteenth Centuries*: Miss Lafarge.  
(INT.)
- [296a. *Littérature, histoire et société de la Renaissance à la Révolution*: Mr.  
or b. Guggenheim.]  
(INT.)
- [297a. *L'Histoire à l'époque romantique: historiens, auteurs dramatiques, romanciers*:  
(INT.) Mr. Salmon].
- 300b. *The American City in the Twentieth Century*: Mr. Speizman.  
(INT.) See INT. 300b in the Growth and Structure of Cities.
- 302a. *Greek Architecture*: Mr. Wright.  
(INT.) See Classical and Near Eastern Archaeology 302a.
- 304a. *The Dynamics of Environmental Systems*: Mr. Anderson.  
(INT.) See Chemistry 304a.
- [305a. *The Italian City-State in the Renaissance*: Mrs. Lane.]  
(INT.)
- 305b. *Sociological Methods*: Mrs. Bennett.  
(INT.) See Sociology 305b.
- 306a. *Advanced Field Work Methods*: Mrs. Bennett.  
(INT.) See Sociology 306a.
- [307a. *Introduction to Celtic Civilization*: Miss Dorian.]  
(INT.)
- [307b. *Medieval Cities: Islamic, Byzantine and Western*: Mr. Brand.]  
(INT.)
- [308a. *Language in the Social Context*: Miss Dorian.]  
& b.  
(INT.)
- 310a. *Introduction to Linguistic Techniques*: Miss Dorian.  
(INT.) An introduction to techniques of synchronic linguistic analysis: typology, phonetics, phonemics, morphemics and syntax. A prerequisite for Interdepartmental 312b.

- [311b. *Diachronic Linguistics*: Miss Dorian.]  
(INT.)
- 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 no previous experience. Interdepartmental 310a is a prerequisite.
314. *History of Scientific Thought*: Miss Oppenheimer.  
(INT.) See History 314.
- [317a. *Mexico: Independence to the Present*: Mrs. Dunn.]  
(INT.)
- [318a. *Urban Political Conflict*: Mr. Ross.]  
(INT.)
- [328a. *Colonial Towns in North and South America*: Mrs. Dunn.]  
(INT.)
- 332b. *Introduction to Romance Linguistics*: Miss Menocal.  
(INT.) An introduction to some of the fundamental problems of the origin and development of Romance Linguistics, and of the development of historico-linguistic methods in this special field.
- [335a. *A History of Blacks in the American City*: Mr. Holbrook.]  
(INT.)
- [350b. *Topics in the History of Modern Architecture*: Mrs. Lane.]  
(INT.)
- 353a. *Biochemistry: Macromolecular Structure and Function*: Mr. Prescott, Mr. Strothkamp.  
(INT.) See Biology 353a.
- 353b. *Biochemistry: Intermediary Metabolism*: Mr. Conner, Mr. Prescott.  
(INT.) See Biology 353b.
- 357a. *Computer Usage in the Life Sciences*: Mrs. Pruett, Mr. Pruett.  
& b. See Biology 357a.  
(INT.) See Physics 357b.
- [393b. *Self-Portrait of England in the Sixteenth and Seventeenth Centuries*:  
(INT.) Mrs. Foster.]  
See History 393b.

## IV. General Programs

### COURSES AT HAVERFORD

The courses in this program are under the direction of the Committee on General Programs: Professor Harvey Glickman, Chairman.

These courses are offered by members of the various departments of the College with a distinct focus upon the student who is a non-major. They may be thoroughly introductory in approach and undirected toward further work in the major; or, in another mode entirely, they may attempt to bring the insights and techniques of one discipline to bear on the problems important to another. They attempt to introduce students to intellectual experiences which diverge from the ones they might otherwise choose. They have no prerequisites except where explicitly stated. Consult the Haverford College catalogue for course listings and descriptions.



## Performing Arts

- 101a. *Dance Composition*: Mrs. Mason, Mrs. Haviland.  
& b. 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. Haviland.]
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.

Linda Caruso Haviland, M.ED.

Elaine E. Johnson, M.S.

Paula Carter Mason, B.S.

Jenepher Shillingford, M.ED.

Lee Wallington, B.S.ED.

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.

There is a two-year requirement to be completed preferably by the end of 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 the 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

The program provides a Physical Education Profile Test optional for freshmen and sophomores. Above-average performance releases the student from physical education for one year.

Areas contributing to a physical education profile to be determined by testing, using standardized tests and procedures adapted to college women:

1. Aptitude and Achievement Battery (performance skill)
  - a. Standing long jump
  - b. Sandbag throw
  - c. Obstacle course
2. Fitness Battery (strength and endurance)
  - a. Standing long jump
  - b. Push-ups—modified
  - c. Sit-ups
  - d. 12-minute run

### 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, modern dance, golf, hockey, soccer, swimming, tennis, volleyball, Advanced Life Saving, jogging, and trampoline.

*Winter:* badminton, basketball, modern dance, ballroom dancing, fencing, gymnastics, swimming, volleyball and American Red Cross Water Safety Instructor Training Course.

*Spring:* archery, modern dance, golf, gymnastics, lacrosse, swimming, tennis, trampoline, Advanced Life Saving and jogging.

A Modern Dance Club and Varsity teams are open to students with special interests in those areas.

The Department of Physical Education and the Haverford Department of Athletics allow students to choose activities on either campus towards fulfillment of 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 coordinated 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 Achievement Scholarship program. As sponsor, the College awards several scholarships through the National Merit Corporation. National Achievement 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 \$2800. Requests for financial aid are reviewed by the Scholarship Committee and judged on the basis of the student's academic promise and achievement, and on 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. There are no financial aid funds in

the award of the College which are awarded solely on merit. 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 Financial Aid Form. 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 193.

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 the Financial Aid Form. These forms must be filed with the College and with the College Scholarship Service *no later than January 15* of the student's final year in high school in the case of regular applicants and *no later than November 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*.

As the cost of tuition continues to increase, the number of applicants requiring financial assistance also increases. The funds available for award, however, are not growing at the same rate and the competition for financial aid funds therefore increases. Each year the College is in the position of admitting some academically qualified applicants who need financial assistance but to whom no aid can be granted.

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 February 15.

## Scholarship Funds

*The Mary L. Jobe Akeley Scholarship Fund* was established by bequest of Mary L. Jobe Akeley. The income from this fund of \$149,597 is to be used for undergraduate scholarships with preference being given to students from Ohio. (1968)

*The Alumnae Bequest Scholarship Fund*, now totaling \$8,696, 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 and may be renewed each year. The awards are made by local alumnae committees. 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 \$81,989, 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)

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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 \$55,063. (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 Star K. Bloom and Estan J. Bloom Scholarship Fund* was established by a gift of \$10,380 from Star K. Bloom of the Class of 1910 and her husband, Estan J. Bloom. The income is to be awarded to academically superior students from the southern part of the United States with first preference being given to residents of Alabama. (1976)

*The Book Shop Scholarships* are awarded annually from the income from the Book Shop Fund, which now amounts to \$118,513. (1947)

*The Bertha Norris Bowen and Mary Rachel Norris Memorial Scholarship Fund* was established by bequest under the will of Mary Rachel Norris of the Class of 1905 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 of the Class of 1939 in honor of her parents. 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 Hannah Brusstar Memorial Scholarship Fund* was established by a bequest from the estate of Margaret E. Brusstar of the Class of 1903. The

income from this fund is to be awarded annually to an undergraduate student who shows unusual ability in Mathematics. (1976)

*The Bryn Mawr Alumnae Physicians Fund for Premedical Students* was established under the sponsorship of two alumnae Directors of the College. The income from this fund is to provide a flexible source of financial help to women at Bryn Mawr who have decided to enter medicine, whether or not they choose to major in physical sciences. (1976)

*Bryn Mawr at the Tenth Decade—Undergraduate Student Aid.* A pooled fund was established in the course of the Tenth Decade Campaign for those who wish to contribute to endowment for undergraduate student aid, but who do not wish to designate their gift to a specific named fund.

*The Mariam Coffin Canaday Scholarship Fund* was established by a gift from the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The income from this fund, which now totals \$30,150, 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 \$13,491, 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 \$13,491 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 \$45,495 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 \$5,075 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 \$12,305 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 \$36,804 from the James H. and Alice I. Goulder Foundation Inc. of which Alice Ireman Goulder of the Class of 1943 and her husband are officers. Members of the Class of 1943 and others add to the fund which continues to grow, and it is hoped 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 (Class of 1971), Ruth Gais (Class of 1968), Robin Johnson (Class of 1969) and Diane Osrheim (Class of 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 Louise Hodges Crenshaw Memorial Scholarship Fund*. The Army Emergence Relief Board of Managers approved a gift of \$10,000 representing a part of a bequest to them from Evelyn Hodges, Mrs. Crenshaw's sister. The income is to be used to provide scholarships for dependent children of Army members meeting AER eligibility requirements. (1978)

*The Annie Lawrie Fabens Crozier Scholarship Fund* was established by a gift of \$61,933 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 \$13,000, 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 Ida L. Edlin Scholarship Fund* was established by a bequest from the estate of Ida H. Edlin. The income only is to be used for scholarships for deserving students in fine arts or humanities. (1977)

*The Frances C. Ferris Scholarship Fund* was established by a bequest of \$8,000 from the estate of Frances C. Ferris. The income from this fund is to be used to assist Friends who would otherwise be unable to attend Bryn Mawr College. (1977)

*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 Reginald S. and Julia W. Fleet Foundation Scholarship Fund* was established by gifts from the Reginald S. and Julia W. Fleet Foundation amounting to \$24,750. The income is to provide scholarship assistance to worthy students. (1974)

*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*, for students majoring in English has been funded by the Warwick Foundation since 1967 and currently is

in the amount of \$2,000 per year. In addition, from the 40th reunion gift of \$20,000 from Helen Hartman Gemmill of the Class of 1938, the amount of \$1,600 is awarded annually. (1967)

*The Edith Rockwell Hall Scholarship Fund* was established by a bequest of \$20,000 from the estate of Florence R. Hall in memory of her sister Edith Rockwell Hall of the Class of 1892. (1977)

*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 Alice Ferree Hayt Memorial Prize* was established by a bequest of \$5,000 from the estate of Effie Todd Hayt in memory of her daughter Alice Ferree Hayt. The income of the fund is to be awarded annually to one or more students of the College in need of financial assistance for their personal use. (1977)

*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 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 \$63,511, 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 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 Scholarship 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 of the Class of 1924; 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 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, 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 \$30,326 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 \$10,958. 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 a bequest 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 their classmates Constance Lewis and Martha Rockwell Moorhouse. (1920)

*The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Scholarship Fund*, amounting to \$14,094, 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 \$40,016, was established by the Class of 1944. The Class on its 25th reunion in 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 Pacific Northwest Student Aid Endowment Fund* was established by a gift from Natalie Bell Brown of the Class of 1943 for Bryn Mawr at the Tenth Decade. The fund is to be used for students needing financial aid, with preference given to students from the Pacific Northwest. (1977)

*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 \$15,000. (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 \$58,477 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 \$14,823 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 being 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 \$26,612 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 black students. (1975)

*The Constance Schaar Scholarship Fund*, now totalling \$7,974, 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*, now totaling \$5,715, was established by a gift 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 \$50,674, 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 Anna Lord Strauss Scholarship and Fellowship Fund* was established by a gift from Anna Lord Strauss to support graduate and undergraduate students in need of financial assistance who are interested in fields leading to public service or which involve education in the process of government. (1976)

*The Summerfield Foundation Scholarship* was established by a gift from the Solon E. Summerfield Foundation. The income from this fund, which now totals \$22,000, 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 \$20,771, was established by a bequest from Elizabeth P. Taylor of the Class of 1921. (1961)

*The Kate Wendell Townsend Memorial Scholarship Fund* was established by a bequest from Katharine W. Sisson of the Class of 1920 in memory of her mother. The income is to be awarded annually to an undergraduate, preferably but not necessarily from New England, who has made a definite contribution to the life of the College in some way besides scholastic attainment. (1978)

*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 Anne Hawks Vaux Scholarship Fund* was founded in her memory by her husband, George Vaux, and added to by some of her friends. The income is to be awarded annually to a student in need of financial aid. (1979)

*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)

*Mildred and Carl Otto von Kienbusch Scholarship Fund* was established by bequest of C. Otto von Kienbusch. The income from the fund will be awarded each year to a student in need of assistance. (1976)

*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 \$36,146 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*, were established by a gift of \$25,000, made by Amos and Dorothy Peaslee in 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 which now totals \$36,851, 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 \$2,681 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-Africa Exchange Fund.* An anonymous donation given to support scholarship aid to African students in the Undergraduate College or the Graduate Schools at Bryn Mawr, for study and research in Africa by Bryn Mawr faculty and students, and for lectures or lectureships at Bryn Mawr by visiting African scholars, statesman and artists, and for library and teaching materials for African studies at Bryn Mawr.

*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 \$50,185 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 Susan Grimes Walker Fitzgerald Fund* was established by a gift from Susan Fitzgerald of the Class of 1929 in honor of her mother Susan Grimes Walker Fitzgerald of the Class of 1893. It is to be used for foreign graduate and undergraduate students studying at Bryn Mawr or for Bryn Mawr students doing research abroad in the summer or during the academic year. (1976).

*The Japanese Scholarship Committee Fund* was established in 1978 when the Japanese Scholarship Committee of Philadelphia, founded in 1893, turned over its assets to Bryn Mawr College. The income from this fund, which now totals \$19,429 is to be used for scholarships for Japanese women. (1978)

*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)

*The Harris and Clare Wofford International Fund* is an endowed fund, the income only to be used to support the College's international activities with emphasis on providing scholarships for international students at Bryn Mawr.

### 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 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 a student 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 The Bryn Mawr European Fellowship, page 187). (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 and 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 \$2,825 from her family, 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 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 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 from 1918 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 of \$1,000 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)

*The Lillie Seip Snyder Memorial Prize Fund* was established by Frances L. Snyder and Nellie Fink, daughters of Lillie Seip Snyder. An annual prize is awarded from the income of this fund to a graduate or undergraduate in musicology. (1977)

### 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 a 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 Financial Aid Form 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.

While the student is in college no interest is charged, and she may reduce the principal of the loan if she so desires. After the student leaves college, the interest rate is modest. The entire principal must be repaid within five years of the time the student leaves college at the rate of twenty percent each year. The principal payments are deferred if the student enrolls in graduate or professional school, although interest payments must be made.

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 in 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 race, 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 of 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 interest rate is three percent and interest begins to accrue as of the date of graduation. The entire principal must be repaid within five years of the time the student leaves college at the rate of twenty percent each year.

c. 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 Alfred and Mary Douty Loan Fund*, an expendable loan fund for student loans, was established in 1976 by an initial donation of \$5,000 from the Trustees of the Alfred and Mary Douty Foundation. The fund will be augmented by a pledge from the Foundation of \$22,500 to be paid through the years 1977 to 1983. Loans from this fund may be made to graduate or undergraduate students. Repayment of the principal of the loan begins nine months after graduation, withdrawal, or cessation of at

least half time study. The entire principal must be repaid within five years from the date the first payment becomes due at the rate of twenty percent (20%) each year plus interest of 3% per annum on the unpaid balance.

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 Financial Aid Form prepared by the College Entrance Examination Board. The three percent interest rate and repayment of the loan 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 in an economically depressed area as defined by the H.E.W. National Register or who work with handicapped children are allowed cancellation of their debts at the rate of 15% per year for the first and second years, 20% per year for the third and fourth years and 30% for the fifth year or total cancellation over five years.

*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 Federally Insured or State Guaranteed Student Loan Programs* are government subsidized programs which were instituted to enable students to meet educational expenses. Application is made through the students' home banks. An undergraduate student may borrow up to \$2,500 per year 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 Financial Aid Form 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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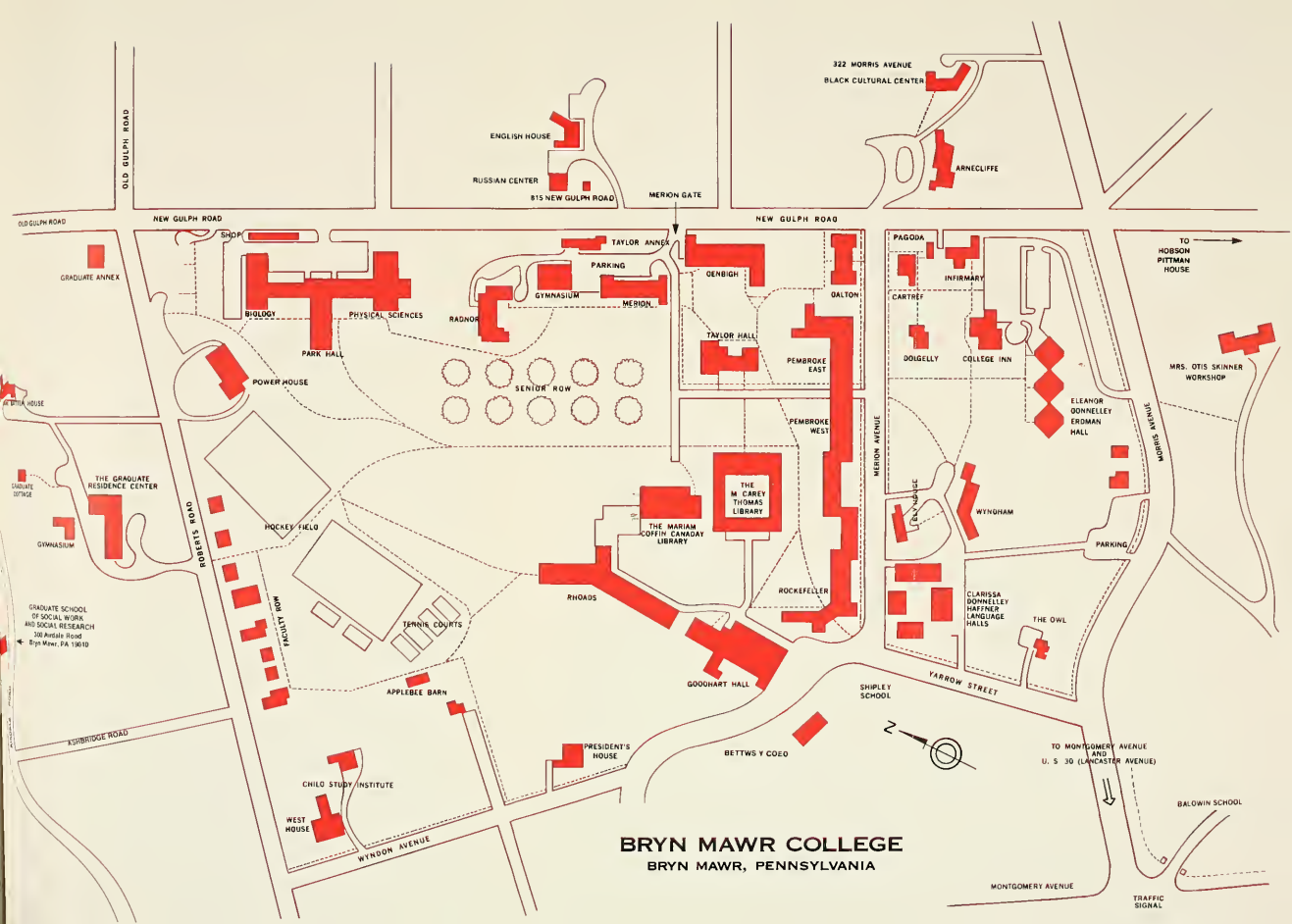


## Directions to Bryn Mawr College

*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 to Lancaster Pike (route 30) . . . (St. Charles Borromeo will be on the right at corner) . . . turn right on route 30 to Bryn Mawr. In Bryn Mawr, turn right at Bryn Mawr Trust Company (clock on bank building) and follow traffic pattern under railroad to traffic light at Montgomery and Morris Avenues. 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 a third entrance on the right after Roberts Road.



**BRYN MAWR COLLEGE**  
 BRYN MAWR, PENNSYLVANIA





BRYN  
MAWR

*Undergraduate College*

1979-80

**BRYN MAWR**

**COLLEGE CALENDAR**

**THE GRADUATE SCHOOL**

**OF SOCIAL WORK &**

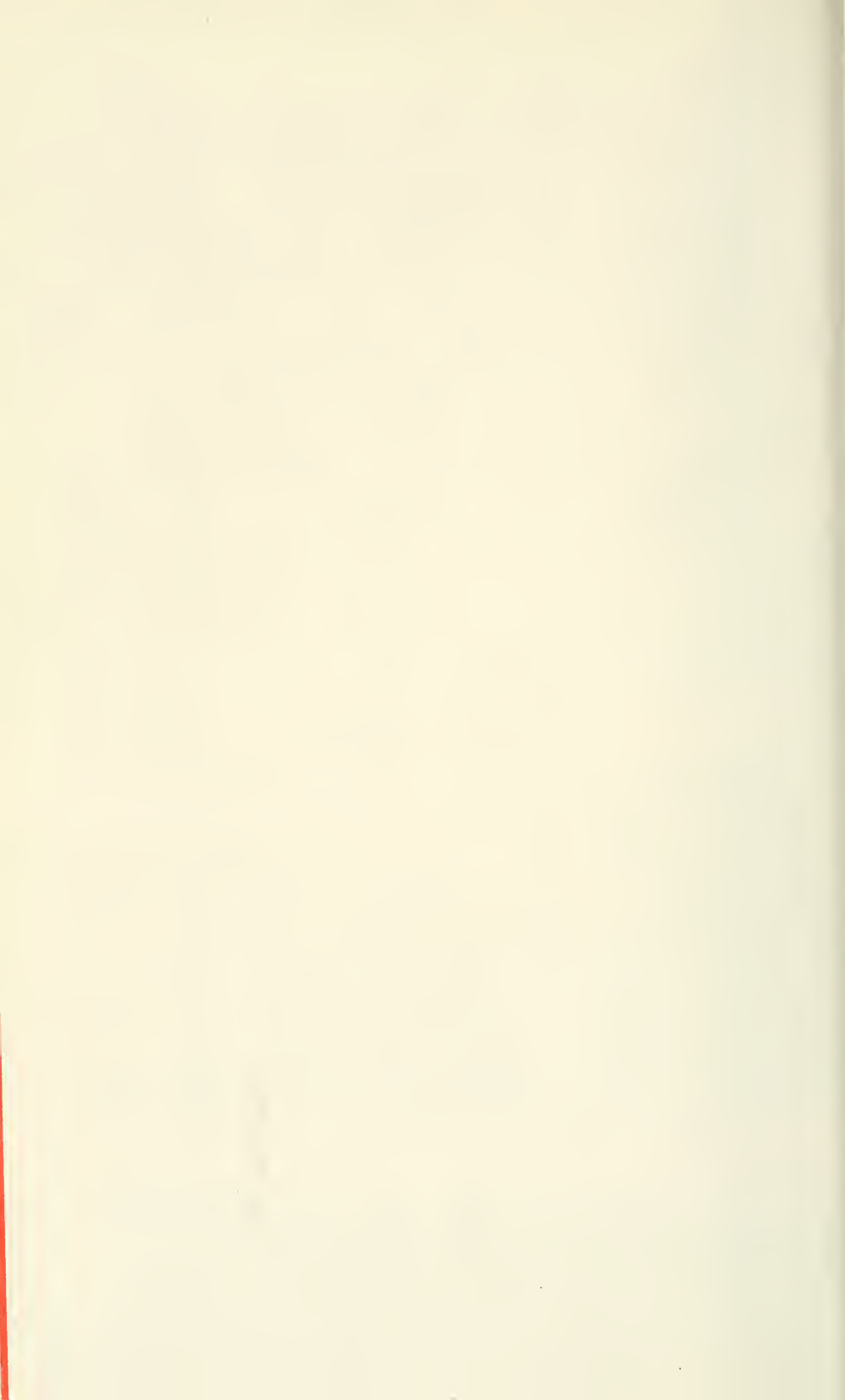
**SOCIAL RESEARCH**

**1979-80**









Bryn Mawr College Calendar  
The Graduate School of  
Social Work and Social Research

Issue for the Session 1979-80  
September 1979 *Volume LXXII Number 4*

The Graduate School of Social Work and Social Research of Bryn Mawr College offers a two-year program leading to the degree of Master of Social Service, a one-year post-Master's program leading to the degree of Master of Law and Social Policy, and an advanced program leading to the degree of Doctor of Philosophy.

The Master of Social Service 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 Master of Law and Social Policy program is a curriculum designed for professionals in social work, administration, and public policy fields. It examines how legal processes work, how they relate to problems in the social services, and what role graduates should play in shaping public policy.

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.

The degree of Master of Social Service is accredited by the Council on Social Work Education.

Bryn Mawr College is accredited by the Middle States Association of Secondary Schools and Colleges.

## Correspondence

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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## Minority Content in the Curriculum

There are a vast number of minorities in this country. The term "minority" refers to a group of people who represent only a small percent of the population. For our purposes "minority" most aptly refers to those groups who, because of their racial ethnicity, have become oppressed. Such groups include Blacks, Puerto Ricans, and Chicanos as well as Native Americans and Asian Americans. In its efforts to deal with the needs and perspectives of racial minorities, the School has chosen to focus on those groups most prevalent in the Delaware Valley, such as Blacks and Hispanics.

Because racism constitutes a profound problem in this country and because its expression violates basic values and purposes in social welfare, The Graduate School of Social Work and Social Research seeks to combat racism directly in its educational program. Special attention is paid to the development of content concerning these minorities in the curriculum. Such material is fostered in each of the courses taught in the School including special, required courses centered on racial minority issues.

The School accepts the responsibility for educating social workers prepared to serve all the 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. Accordingly the School seeks to achieve the following purposes:

- a. To understand various perspectives which grow out of the experiences of racial oppression.
- b. To socialize ourselves to non-oppressive social work practice, teaching, and research.
- c. To create a supportive environment in which racial groups feel a sense of belonging and feel encouraged to express their diversity.
- d. To create a learning atmosphere in which all members of the community work toward the elimination of personal, institutional, and societal racism.

# Academic Calendar 1979-80

## The Graduate School of Social Work and Social Research

### First Semester—1979

- Sept. 4 *Graduate residences open. Orientation programs begin.*
- Sept. 5-7 *Registration of all social work students.*
- Sept. 7 *Ph.D. Foreign Language Examinations.*
- Sept. 10 *First semester seminars begin.*
- Sept. 13 *First day of practicum in first semester.*
- Oct. 5 *Ph.D. Foreign Language Examinations.*
- Oct. 19 *Fall vacation begins at 5:00 p.m. (Practicum continues on regularly scheduled days.)*
- Oct. 19-26 *Ph.D. Preliminary Examinations.*
- Oct. 24 *Fall vacation ends at 9:00 a.m.*
- Nov. 21 *Thanksgiving holiday begins after last seminar. (No practicum.)*
- Nov. 26 *Thanksgiving holiday ends at 9:00 a.m.*
- Dec. 11 *Last day of seminars for first semester. (Practicum continues on regularly scheduled days.)*
- Dec. 15 *Ph.D. Foreign Language Examinations.*
- Dec. 17-19 *Examinations.*
- Dec. 19 *Winter vacation begins at 6:00 p.m.*

### 1980

- Jan. 3 *Practicum resumes on regularly scheduled days.*
- Jan. 11 *Last day of practicum in first semester.*

**Second Semester—1980**

- Jan. 14 *Convocation. Second semester seminars begin. (Practicum resumes on regularly scheduled days.)*
- Feb. 1 *Submission of Ph.D. dissertations for Oral Examination prior to April 1. (See March 26 below for Oral Examination after April 30.)*
- Feb. 1 *Ph.D. Foreign Language Examinations.*
- Mar. 7 *Spring vacation begins at 5:00 p.m. (Practicum continues on regularly scheduled days.)*
- Mar. 7-14 *Ph.D. Preliminary Examinations.*
- Mar. 17 *Spring vacation ends at 9:00 a.m.*
- Mar. 26 *Final Date for submission of Ph.D. dissertations for Commencement, 1980. (Oral examination will be scheduled after April 30.)*
- Apr. 4 *Ph.D. Foreign Language Examinations.*
- Apr. 24 *Last day of seminars and practicum.*
- Apr. 28 *Master's Papers due.*
- Apr. 30-May 2 *Examinations.*
- May 11 *Conferring of degrees and close of 95th academic year of the College and the 64th year of the School. Graduate residences close.*

The information in this Calendar is the best available at the time of publication. The contents are subject to change and are not binding on the College.

# 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, Master of Law and Social Policy, and Doctor of Philosophy.

Application for admission is made to the Office of Admissions of the School and must be supported by official transcripts of the applicant's academic record, both graduate and undergraduate. The Miller Analogies Test is required. (Information concerning locations for taking the MAT is available upon request.) 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 \$25 must accompany the application. This fee is not refunded nor credited toward tuition. The closing date for applications is February 1.

A personal interview may be arranged with the Coordinator of Admissions 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.

The principal practice focus for the first year in the Master of Social Service program is either Social Casework or Community Social Work. Students are admitted into one or the other of these concentrations, and their academic course of study flows from this initial choice. Permission to transfer from one practice focus to another in the first year is rarely granted.

## 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); the Miller Analogies Test is not required. For information concerning the TOEFL write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540.

Financial support for foreign students is very limited.



## 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 alumnae/i 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 admission. Merit, need, and career interests are factors to which consideration is given in making 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 (GAPSFAS).* This form will be sent upon request after a student is admitted.

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 must be completed if during the preceding two years the student has resided with parents or received more than \$600 financial support from parents or has been claimed as an exemption on the parents' federal income tax return.

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.

## Endowed Funds

*Emily Greene Balch Lecture Fund for Social Work and Social Research.* Inspired by the alumna niece of Emily Greene Balch, A.B. '89, this permanent lecture fund honors one of the two American women ever to receive the Nobel Peace Prize.

*Agnes M.H. Byrnes Memorial for Social Work and Social Research.* Established for The Graduate School of Social Work and Social Research by the bequest of Miss Byrnes, who received her Ph.D. in Social Work in 1920.

*The Fanny Travis Cochran Scholarship Fund.* Established in 1936 on the occasion of the 50th Anniversary of the College. Miss Cochran was a member of the Class of 1902.

*Alfred and Mary Douty Student Loan Fund.* A gift from the Alfred and Mary Douty Foundation established this self-perpetuating student loan fund.

*Marguerite N. Farley Scholarship Fund.* Established in 1956 to provide scholarships for foreign students.

*Anita D. Lichtenstein Memorial Fund.* Established in memory of Anita Lichtenstein, M.S.S. 1966 and a candidate for the Ph.D. The fund, established by her husband, friends, and colleagues, is used to provide an annual colloquium in which a family theorist or therapist lectures and conducts workshops for social work professionals and students.

*Margaret Friend Low Fund for General Purposes—School of Social Work and Social Research.* Established by an alumna of the Class of 1911 impressed by the work of graduate students in Social Work and Social Research.

*Lillian and Jack Poses Scholarship Fund.* Established by Lillian Shapiro Poses, a former student in Social Work and Social Research, and her husband, for student aid in The Graduate School of Social Work and Social Research.

*Joan Sall Rivitz Memorial Scholarship Fund for Social Work and Social Research.* This scholarship fund was established as a memorial by the father of an alumna of The Graduate School of Social Work and Social Research. Mrs. Rivitz received her M.S.S. in 1963 and her Ph.D. in 1972.

*J. Henry Scattergood Scholarship.* Established by a grant of the Friends Freedmen's Association to scholarship endowment for the support of black students at Bryn Mawr. The fund is named in memory of a former Trustee who served as Treasurer of the College for 26 years.

*Lelia Woodruff Stokes Fund for Faculty Support in The Graduate School of Social Work and Social Research.* This fund was created by an alumna of the Class of 1907 shortly before her death. Lelia Woodruff Stokes was a friend and classmate of Carola Woerishoffer, whose legacy was the impetus for establishing The Graduate School of Social Work and Social Research.

*Chair in Social Work and Social Research Fund.* A \$10,000 gift from an anonymous donor established this fund as a nucleus to attract further donations.

## 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 chairperson.

*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 or comparable programs of study. 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.

Ph.D. students may petition for transfer of credits to the Ph.D. program, and decisions are made on an individual basis after one semester's work is completed at Bryn Mawr.

## Residence Requirements

For both the Ph.D. and Master's degrees one year in full-time coursework 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.

## University of Pennsylvania Reciprocal Plan

Under the Reciprocal Plan, courses at the University of Pennsylvania Graduate School of Arts and Sciences are available during the academic year to Bryn Mawr graduate students. All full-time stu-

dents 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 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 School.

## Continuing Enrollment

Students who have completed the required course work for the Ph.D. degree and are continuing independent work on their dissertation 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 unless they have asked for a leave of absence in writing and a leave has been granted. The Dean may grant such leaves up to a period of two years. Students may not continue on leave of absence for more than two years without receiving approval from the Doctoral Faculty. Without such approval the student will be dropped from the program.

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

In special cases arrangements may be made for doctoral students to continue research during the summer or to enroll for tutorials or independent study. Such requests should be discussed with the student's adviser and the Dean before the end of the second semester.

## Continuing Education

The Continuing Education Program is open to individuals who wish to refresh or add to their current knowledge of the field of social welfare or social work practice.

The program includes the regularly scheduled electives offered by the School to its degree candidates as well as special institutes and seminars.

Persons interested in applying to the Program should contact the Admissions Office for an application. A major factor in accepting an applicant will be the number of openings in the course(s) selected. First preference will be given to students enrolled for the degree.

Students who have taken courses in the Continuing Education Program and who wish to apply to the program leading to the degree of Master of Social Service, Doctor of Philosophy or Master of Law and Social Policy are free to do so. However, the admissions procedures are *different* and *separate* from those in the Continuing Education Program. A student who is admitted to the M.S.S. Program may receive transfer credit for a maximum of four courses taken within the three years previous to enrollment in the degree program. Transfer credits in the M.L.S.P. and Ph.D. Programs will be considered on an individual basis.

The costs for the Continuing Education Program are prorated according to the fee structure for The Graduate School of Social Work and Social Research. See page 51.

## Registration

Every student must register for courses during the registration period. 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 its close are subject to the Late Registration Fee, and after a specified date, the Add-Drop Fee.

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*. Ph.D. students may be given extensions to November 1 if

there are extenuating circumstances. 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.

First-year M.S.S. students must complete all work by July 31 in order to move into the second year. Extensions beyond the date the Grade Sheets are due in the Dean's Office are given only when there are extenuating circumstances.

## 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 the joint effort of members of the faculty and members of the Student Association are given below.

It is the instructor's responsibility to provide the student with an evaluation (i.e., Satisfactory, Unsatisfactory, or Incomplete grade) for the course or seminar on the provided Grade Sheet. A qualitative analysis of oral or written presentations, examinations, or other educational performances is also required. In addition, the instructor may choose to provide a written analysis of the student's performance as a private communication between the instructor and the student.

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, and (b) prepare and sign for the instructor and the Dean an end-of-semester evaluation of faculty performance. The student's evaluation of the instructor is not made available to the latter until the instructor's evaluation of the student has been turned into the Dean's Office. These contributions make systematic the student contribution to the development of the School, particularly with regard to questions of faculty reappointment, promotion, and tenure. Completion and signing of an additional end-of-semester analysis of the instructor's performance, which is a confidential communication between the instructor and the student, is optional.

## 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 such information to the Committee on the Evaluation of the Educational Performance of Master's Students; and representing the student's interests when necessary.

The faculty adviser is expected to schedule three conferences each semester, one of which is the course registration conference. Additional conferences may be initiated by the student or scheduled by the adviser.

In the M.S.S. program the adviser consults with first-year students about choice of second-year practice options and the option of the Master's Paper.

## 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, research and funding opportunities; and as a consultant on course selection. The adviser also has an 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 Chairperson 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.

## Membership in Professional Organizations

It is strongly recommended that students join one or more related professional organizations, such as the National Association of Social Workers, the Council on Social Work Education, American Public Welfare Association, Child Welfare League of America, the Association for Clinical Social Workers, the Gerontological Society, and the National Association of Black Social Workers. These organizations offer reduced rates for students and provide a number of benefits, including publications and insurance programs. The National Association of Social Workers, particularly through its state chapters and local divisions, gives students an immediate opportunity to participate in professional activities with leaders in the field.

## Cancellation of Courses

The School reserves the right to cancel scheduled courses on the basis of enrollment or availability of instructors.



# Programs and Degrees

Bryn Mawr College awards the degrees of Master of Social Service, Master of Law and Social Policy, and Doctor of Philosophy in The Graduate School of Social Work and Social Research.

## Graduate Program for the Master of Social Service

The program for the M.S.S. degree is designed to prepare graduates for Clinical Social Work, Social Service Management, 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, day care, drug and alcohol dependency and abuse, education, family services, housing, intergroup relations, legal services, legislative offices, maternal and child health, mental retardation, neighborhood organization, physical rehabilitation, psychiatric services, public assistance, public education, public health, public welfare administration, school social work, social planning, social welfare research, teaching undergraduate programs, women's issues, and youth services.

*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. The applicant's entire academic record, performance on the Miller Analogies Test, life experience, and letters of recommendation are evaluated by the Admissions Committee in relation to the applicant's stated career objectives and in relation to the qualifications of other applicants.

### 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, excluding the practicum and practice seminars, 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. Further information about the part-time program is available upon request.

#### PROGRAM OF WORK

The first-year program is similar for all students except for the course in either Social Casework or Community Social Work which the student selects as his or her principal focus in social work practice. The first-year program is composed of ten semester courses as follows:

- Social Casework *or* Community Social Work (two semesters)
- Field Instruction—coordinated with one of the above (two semesters)
- Social Statistics (one semester) and Research Design (one semester)
- Personality Theory *or* Normal Growth and Behavior
- Social Theory and Social Work
- Social Welfare Policy and Services: Historical Perspectives, *or*  
Social Welfare Policy and Services: Social Policy Analysis
- One elective course on minority aspects of social work practice

M.S.S. degree students are required in the first year 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 registration by the Curriculum Committee Task Force on Incorporating Content on Minorities into the Curriculum. Examples of such courses include: Culture, Poverty and Human Development; Explorations in Cultural Aspects of Practice; and Contemporary Black Life: Implications for Social Services.

It is possible for students to waive by written examination to be given prior to the beginning of the fall semester any required course

with the exception of the practicum, practice seminars, and the elective on minority aspects of social work practice. This does not reduce the number of courses required for the M.S.S. degree, but the student may take an elective in place of the waived course. The waiver examinations can only be taken once and must be taken prior to enrolling for the first year.

The courses in the second year are in part determined by the student's area of concentration in social work practice. The second-year options are: Program Planning and Administration, Clinical Social Work, or Social Service Management. Field Instruction is coordinated with one of these choices. 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.

Students in Clinical Social Work are required to take any three of the following course offerings:

- Comparative Personality Theory
- Normal Growth and Behavior
- Personality Theory
- Psychopathology

## REQUIRED COURSES

*Community Social Work I: Philosophies and Strategies:* Mr. Holden

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 seminar 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 basic practice skills in community work.

*Community Social Work II: Neighborhood Advocacy:* Mr. Blum

This course stresses the strategies, tactics, and value-issues involved in direct work with groups mobilizing against major social problems, such as poverty, racism, and sexism. 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 this course.

*Social Casework I:* Joyce Lewis, Ms. Walker, Ms. Goldstein, Ms. Martin

The function of social casework in social work as related to the problems of individuals and primary groups is considered. Application of the processes of assessment, contracting, and casework services is examined. Attention is given to understanding the person and the dynamic relationship with his or her social-cultural environment, the conflicts and issues in social work practice, and to the impact of setting on practice.

*Social Casework II:* Joyce Lewis, Ms. Walker, Ms. Goldstein, Ms. Martin

Understanding of the basic processes applied to casework practice in varying age groups, areas of problem and agency settings is deepened. Theories of communication, social casework and social group work are examined in terms of their application to practice. 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 concurrently with Social Casework I and II or Community Social Work I and II. Students in the first year spend two days a week in the field, usually the last two work days in the week. These are full work days; the student attends the agency during the regular scheduled hours of the assigned agency.

*Personality Theory:* Mr. Lichtenberg

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:* Dr. Bullock

This seminar considers major biological, psychological, social, and cultural determinants of normal human growth and behavior. It examines the psychological and social dilemmas and tasks confronted by individuals at different developmental stages of life.

*Social Theory and Social Work:* Ms. Joffe, Ms. Needleman, Ms. Jahn

Starting with a general consideration of theory and its relevance to social practice, this course provides a working acquaintance with major contemporary sociological models which have special bearing upon social work. The course emphasizes analyses of the family, the community, social deviance, conflict management, power, professions, bureaucracy, and social movements.

*Social Welfare Policy and Services: Historical Perspectives:* Mr. Speizman

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:* Ms. Joffe

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, health care, and income maintenance services receive special emphases.

## SOCIAL RESEARCH AND STATISTICS AREA

*Social Statistics* (one semester) and *Research Design* (one semester) are required of all students. If students pass the written waiver examination in either or both, they may select an elective in place of the waived course. Additional offerings in the Social Research and Statistics Area are coordinated with practice areas of the curriculum.

*Social Statistics:* Mrs. Kronick, Ms. Bonovitz, Mr. McCarthy

The goal of this seminar is beginning functional knowledge of problem formulation, data assembly and data analysis techniques. Emphasis is on the organization of data, extraction of information from existing data and interpretation of information. Classroom time is divided between lectures and development of solutions to urgent problems of neighboring public social service agencies. This seminar does not meet the Bryn Mawr College statistics requirement for the Ph.D. degree.

*Research Design:* Mr. Vosburgh, Ms. Bonovitz, Mr. McCarthy

This course is intended as an introduction to formulating research questions and methodologies around social work related issues. Students will develop the skill of critique and evaluation of published research designs, as well as understanding of the skills necessary to successfully design and implement a research project of their own. Methodologies to be discussed are sampling, questionnaires, interviewing techniques, participant observation, and historical and bureaucratic record use. Analytical skills of interpreting data and the ethics of research will also be discussed.

*Clinical Research:* Ms. Jahn

This seminar focuses on research as an adjunct to clinical treatment in social casework and mental health. Using existing studies as examples, a range of research designs and data collection techniques are examined. Ethical concerns, as well as selected issues in psychopathology and psychotherapy research are considered.

*Evaluative Research:* Ms. Needleman

Various modes of evaluation—process, goal achievement, impact—are viewed in the context of public and agency programming. Related matters, such as responses to requests for proposals, design of evaluation, administration of evaluative components as well as the relationship of evaluation to budgeting, cost/benefit analysis, policy formation, and information system development are considered.

## Second Year of the M.S.S. Program

The second-year options are 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 Program Planning and Administration is Community Social Work; for Clinical Social Work or Social Service Management the preparation is Social Casework.

*Program Planning: Mr. Mayer*

This course examines planning as a process of policy or program conception, selection, implementation, and evaluation in the American political context. Four alternative models of planning are examined: Developmental, innovative, allocative, and adaptive as a context for examining in detail the stages of the rational planning process. This process is applied by the students in individual classroom exercises designed by each student.

*Program Administration: Mr. Weyl*

This course is designed to develop in the student an awareness and understanding of administrative procedures and techniques employed in the implementation of policies or programs. The course will examine various techniques of personnel management, such as the civil service system, management by objectives, staff development, management information systems; as well as techniques of fiscal management, such as budgeting and cost effectiveness analysis.

*Evaluative Research: Ms. Needleman*

See p. 23.

*Clinical Social Work (two semesters): Mrs. Stallfort, Miss Zybon, Mrs. Burland, Ms. Barr*

Clinical Social Work is concerned primarily with direct service to individuals, families, and small groups. A related concern is improvement of the structure and functioning of social services. Content of the course emphasizes biological, psychological, social, and systemic assessment as the basis for interventions. Students are encouraged to develop a range and variety of roles in the service of specific populations with specific needs. Attention is given to critical examination of current theories of practice.

*Social Service Management (two semesters): Ms. Patterson*

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.

*Field Instruction III and IV*

A practicum is taken concurrently with Clinical Social Work, Social Service Management, and Program Planning and Administration.

For all second-year students the practicum ordinarily consists of three days per week for each of the two semesters. Students who elect two days per week in the field will be required to carry an additional course.

## ELECTIVES

Not all courses are given each semester. The offerings in any given semester depend upon faculty availability and level of student registration.

*American City in the Twentieth Century:* Mr. Speizman

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.)

*Change and Resistance to Change in Social Work:* Mr. Lichtenberg

This course explores social work along the lines of a liberal-radical differentiation, ranging from analyses of daily life, through practice in agencies to social policies and programs, to major change of the structures of society. Students are expected to participate in the development and management of the seminar within the constraints of the topic. It is preferred that individual experiences in change and resistance to change are shared and then put to theoretical articulation.

*Comparative Personality Theory:* Mr. Lichtenberg

This seminar systematically examines and compares some of the major established 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.

*Contemporary Black Life: Implications for Social Services:* Ms. Patterson

An historical perspective and analysis of social services; their policies, planning, and implementation will be examined in the context of contemporary Black America.

*Culture, Poverty, and Human Development* (Not offered 1979-80)

The course reviews concepts utilized for describing poverty, its causes, "cultures," and some of the attempts employed to abolish it. The course relies on the students' effort to detect relationships



between the phenomena of racism and the maintenance of poverty. Lectures and videotapes are used occasionally as a basis for discussion.

*Explorations in Cultural Aspects of Practice\**: Mr. Montalvo

This course considers some of the special social welfare problems of ethnic minorities in American society, particularly blacks, Puerto Ricans, Mexican Americans, and Native Americans. The course undertakes to help students work realistically with problems of culture, prejudice and ethnic difference. Special attention is given to increasing understanding of the underlying causes of prejudice and stereotyping, and to developing ways of dealing with these problems in direct practice and policy planning.

*Family Therapy*: Miss Zybon

This seminar provides a framework within which students can understand the philosophy, basic concepts, and intervention techniques of working with families and couples. Differences between major schools of family therapy are examined to allow students to choose that method which is most congenial to them as therapists and which is most useful to the clients they serve. The focus is on family systems and the changes which can be made to improve family and individual functioning. Healthy and maladaptive family interaction patterns are examined from the current and intergenerational view. Included are basic treatment principles, problem areas, and the ecological perspective. Attention is given to student interest.

*Gerontology Theory and Research* (Not offered 1979-80)

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.

*Group Process*: Mrs. Soffen

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

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\*Offered subject to approval of Faculty.

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. (Offered in the Department of Education and Child Development.)

*Individual Psychotherapy: Mr. Wicks*

This seminar is designed to provide the student with an opportunity to discuss the integration of theory and practice with regard to the technique of individual psychotherapy with adults. The analytic, cognitive and interpersonal therapeutic schools of thought will be emphasized. Each student will be expected to present case material for class discussion. (Limited to second-year students.)

*Issues in Supervision: Joyce Lewis*

This seminar is designed for those Master's students who will be expected to assume supervisory responsibilities. The seminar takes its direction from the function of supervision, which is seen primarily twofold: 1) the provision of more effective delivery of service to the consumer; and 2) the education and professional development of staff.

*Juvenile Offender Treatment and Delinquency Prevention*

(Not offered 1979-80)

Problems in adolescent development, schools and delinquency prevention, diversion from the criminal justice system, juvenile institutions, therapeutic intervention with youths, juvenile justice, and the problem of teenage violence are discussed.

*Marriage Counseling: Mrs. Stallfort*

This is a clinical seminar which is restricted to second-year students who are currently working with couples in marital therapy. Emphasis is placed on conjoint marital therapy. Students are expected to provide clinical materials, the analysis of which will form the basic content of the seminar.

*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 Advocacy Systems:* Mr. Vosburgh  
Institutional arrangements for communication, redress, and advocacy for citizens and consumers 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.

*Organizations and Social Welfare:* Mr. Vosburgh  
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.

*Problems and Treatment of Alcoholism and Drug Abuse*  
(Not offered 1979-80)

Therapeutic techniques and program planning for alcohol and drug abusers are examined. Focus includes: causation theories, institutional and community programs, abuse and enforcement, the concept of "the addictive personality," prevention, and public education. Special attention is given to the processes of interviewing and counseling drug abusers, as well as the steps involved in the planning, implementation, development, and evaluation of a drug treatment program. Staff members and clients of treatment and planning agencies may be involved as guest lecturers and seminar leaders.

*Psychopathology:* Mr. Wicks  
Ineffective characteristic styles of dealing with the world are viewed from social and interpersonal vantage points, as well as from an intrapsychic perspective. Compulsive, depressive, sociopathic, psychotic, and paranoid modes of interaction are covered with implications for prevention and intervention. Organicity and psychosomatic problems will also be included. In the discussion of each personality style, specific treatment will be presented in terms of social action, behavior therapy, and psychotherapy.

*Social Welfare Policy and Issues: Specific Areas*

*Child Welfare:* Ms. Goldstein

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.

*Community Mental Health:* Ms. Ramashala-Addy

This course provides an historical overview of the development of the community mental health system and an appraisal of its effectiveness in terms of theoretical, ideological, and political issues. The emphasis is on examining collaboration among federal, state, and local governments in the planning of community mental health center programs.

*Gerontology* (Not offered 1979-80)

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.

*Health Care and Social Work Practice:* Ms. Jahn

This course uses the life cycle model to explore the health problems of populations at risk. Health concerns of infants, mothers and children, adults, minorities and the elderly are explored. Additionally uniting each of the subjects is an emphasis on the relationship between social work practice and the social aspects of health care.

*Women's Issues:* Ms. Joffe

This course explores various aspects of the situation of women in contemporary American society. Social policies with particular relevance for women are examined, and women are discussed as both consumers and providers of social services. Among the specific areas covered in the course are AFDC and other income maintenance strategies, the women's health movement, family planning policies, child care and other policies affecting working women. Particular attention is paid in this course to the situation of minority women.

*Treatment of Children in Families:* Mr. Montalvo

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.

*Treatments of the Adult Criminal:* Mr. Wicks

An analysis of the criminal justice system with an emphasis on the structure and impact of the prison is presented. Diversion from the system, the "criminal personality" concept, current issues in probation and parole, correctional administration and reform, international corrections, clinical interviewing in the penal setting, and treatment of the female offender are also covered. Video presentations and guest presenters from the correctional field will also be part of the course.

*Urban Economics:* Mr. Gubins

The course is concerned with the application of economic analysis to problems of metropolitan areas. Topics include the financing of urban services, benefit-cost analysis as applied to social welfare programs, crime, housing, transportation, labor markets, poverty and income maintenance programs, and education.

Students may also elect courses from the program in Law and Social Policy. See course descriptions on pages 37-39.

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 Graduate School of Social Work and Social Research and in the Department, and a practicum in a school setting will prepare a student for such certification as part of the M.S.S. 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:* Mrs. Stallfort

This seminar is designed for beginning field instructors. Content emphases are the functions of supervision, learning patterns, and structuring of the educational experience. 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.

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 Community Social Work; in the second year in Clinical Social Work, Social Service Management, and Program Planning and Administration. 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
- Day care
- Drug and alcohol dependency and abuse
- Education
- Family services
- Health services
- Housing
- Intergroup relations
- Legal services
- Legislative offices
- Maternal and child health
- Mental retardation
- Neighborhood organization
- Physical rehabilitation
- Psychiatric services
- Public assistance
- Public education
- Public health
- Public welfare administration

BRYN MAWR COLLEGE

School social work  
Social planning  
Social welfare research  
Teaching—undergraduate programs  
Women's issues  
Youth services

FIELD INSTRUCTION SETTINGS

Albert Einstein Medical Center, Community Mental Health Center,  
Children's and Families' Unit  
American Civil Liberties Union, Greater Philadelphia Branch  
Benjamin Rush Center for Mental Health/Mental Retardation  
Big Brothers/Big Sisters of Delaware, Inc.  
Bucks County Intermediate Unit 22, Title VI  
Bucks County Opportunity Council, Inc.  
Career Center  
Casa Nueva Vida  
Catholic Social Services, Archdiocese of Philadelphia, Delaware  
County Office  
Catholic Social Services, Harrisburg  
Center for Rape Concern  
Central Montgomery Mental Health/Mental Retardation Center  
Chester County Services for Senior Citizens  
Child Study Institute of Bryn Mawr College  
Children's Aid Society of Pennsylvania  
Children's Bureau of Delaware  
CO-MHAR  
Community College of Philadelphia  
Division of Social and Behavioral Sciences and Human Service  
Careers  
Regional Training Institute for Aging Programs  
Community Legal Services, Inc.  
Community Life Services, Inc., of Delaware County, Base Service  
Unit II  
Community Services for Human Growth, Inc.  
Crime Prevention Association

- Crozer-Chester Medical Center  
Adult Out-Patient Unit  
Community Mental Health Center  
In-Patient Psychiatric Unit  
Maternal and Infant Care Unit
- Delaware Council on Crime and Justice  
Delaware County Children and Youth Services  
Delaware County Juvenile Court, Probation Department  
Delaware County Legal Assistance Association  
Delaware County Services for the Aging  
Delaware Guidance Services for Children and Youth, Inc.  
Diversified Community Services  
Edgar, Congressman Robert, Office of  
Eugenia Hospital at Whitemarsh  
Family Service-Mental Health Centers of Chester County  
Family Service of Montgomery County  
Family Service of Northern Delaware  
Family Service of Philadelphia  
North District  
West District
- Foulkeways Retirement Community  
Government Studies and Systems  
Hahnemann Medical College and Hospital  
Center City Child Clinic  
Herbert Orlovitz Institute for Cancer and Blood Diseases  
Poplar Guidance and Counseling Center  
Van Hammett Clinic
- Health and Welfare Council, Inc., Montgomery County Office  
INTERACT  
Irving Schwartz Institute for Children and Youth  
Jewish Family Service of Philadelphia  
Kutz, Milton and Hattie, Home  
Lankenau Hospital  
Lighthouse, The  
MAP Medical Associates, Limited  
Marital Abuse Project of Women's Action Coalition, Inc.  
Media Fellowship House  
Mental Health Law Project  
Mental Health Legal Advocacy Project (of the American Bar Association)



BRYN MAWR COLLEGE

Montgomery County Mental Health/Mental Retardation Program  
Montgomery County Mental Retardation Center  
National Abortion Rights Action League (NARAL) of Pennsylvania  
New Jersey, State of  
    Department of Public Advocate, Division of Mental Health  
    Advocacy  
    Youth Reception and Correction Center  
New World Consulting, Women's Health Concerns Committee  
Northeast Community Mental Health/Mental Retardation Center  
Northwest Center for Mental Health/Mental Retardation Programs  
Northwestern Institute of Psychiatry  
Palm Beach County Metropolitan Criminal Justice Planning Unit  
Parents Preparing for Parenthood, Catchment Area #4  
PATH, Inc.  
Pennsylvania, Commonwealth of  
    Department of Education  
    Department of Public Welfare, Eastern Pennsylvania Psychiat-  
    ric Institute  
    Department of Public Welfare, Eastern State School and Hos-  
    pital  
    Department of Public Welfare, Haverford State Hospital  
    Department of Public Welfare, Office for the Aging  
    Department of Public Welfare, Southeast Regional Office,  
    Medical Assistance Operations Management Division  
Pennsylvania Hospital  
    Hall/Mercer Community Mental Health/Mental Retardation  
    Center  
    Child and Family Out-Patient Unit  
    Consultation and Education Unit  
    Partial Hospitalization Unit  
    The Institute  
Pennsylvania Prison Society  
People's Place II  
Philadelphia Bar Association, Committee on Child Abuse  
Philadelphia Child Guidance Clinic  
Philadelphia, City of  
    Counseling and Referral Services, Family Court  
    Department of Public Welfare  
    Adult and Aging Services Division  
    Child Protection Services  
    Community Based Direct Services, West District Office  
Philadelphia Corporation for Aging

Philadelphia Foundation  
Philadelphia Psychiatric Center  
Planned Parenthood Association of Southeastern Pennsylvania  
Rendell, District Attorney Edward G., Office of  
Resources for Human Development  
Sacred Heart Hospital  
St. Christopher's Hospital for Children  
    Medical Social Work Department  
    Psychiatric Center  
Saint Francis Medical Center  
SCAN (Supportive Child and Adult Network) Center  
School District of Philadelphia, District V  
Senior Community Service, Inc.  
Southern Home for Children  
Teen Aid, Inc.  
Thomas Jefferson University Family Life and Study Center  
Thomas Jefferson University Hospital, Social Service Department  
United Communities Southeast Philadelphia  
Valley Forge Medical Center and Hospital  
Veterans Administration Center, Wilmington  
Veterans Administration Hospital, Coatesville  
West Philadelphia Community Mental Health Consortium  
    Consultation and Education Unit  
    Larchwood Counseling Center  
    Older Adults Services  
    University City Counseling Center  
YWCA of Germantown  
Youth Development Corporation  
Youth Services, Inc.

# Graduate Program for the Master of Law and Social Policy

The Law and Social Policy program is a curriculum designed for professionals in social work, administration, and public policy fields. It provides a rigorous examination of how legal processes work, how they relate to problems in the social services, and what their role should be in shaping social policy.

The integrated program of eight required courses starts with basic skills of legal analysis, legal research, and techniques of advocacy. The core of the program is the application of these skills toward resolving important substantive issues in such areas as mental health, welfare, the family, race, administrative process, and the criminal justice system. In addition to surveying issues, the program encourages students to identify and to work critically with fundamental questions of practice and policy common to all these areas—questions of fair procedure, equal treatment, and personal liberty. Students also take part in supervised fieldwork and other activities sponsored by the program.

Students who hold a Master's degree in Social Work or a related field are eligible to apply. Students enrolled in Bryn Mawr's program may enroll concurrently in Law and Social Policy courses, usually after the first year at Bryn Mawr, but must submit a separate application to be considered for the degree of Master of Law and Social Policy. Up to four Law and Social Policy courses may be counted as electives toward the M.S.S.

Applicants who may not meet these criteria but who wish to enroll in specific courses in the program should contact the Coordinator.

Courses are taught in the late afternoon during the academic year and in intensive three-week summer sessions. Students may work toward the degree on a full-time or part-time basis.

The Law and Social Policy program differs from joint-degree programs with law schools in that it does not require students to complete a conventional J.D. program alongside course work in another professional school. The concepts and materials of legal study have been reorganized for the benefit of professionals who do not intend to become practicing members of the bar. While lawyers have participated in planning the program and will be among those teaching, a significant effort has been made to create new courses that analyze law as part of a larger social process, drawing on social science and normative methods to supplement legal analysis.

## Foundation Courses

### *The Courts and Social Policy:* Ms. Weinberg

This is a study of how courts interpret, apply, and in an important sense, make the law. It probes the judicial method of argument—mastery of which is sometimes called “thinking like a lawyer”—as it is used by judges and advocates. Students will learn how to read a court opinion and how to frame an argument in legal terms. The courts will also be studied from a social and political perspective. The course will pose the question of the competence of courts to deal with such complex social problems as the enforcement of desegregation and the supervision of public institutions, such as mental health facilities and prisons.

### *Legislative and Administrative Processes:* Ms. Weinberg

This course concentrates on the more consciously political, less formal and legalistic branches of the legal system: the legislative process with its broad scope for deliberation over the end of public policy, and administrative bodies, whose role in modern society has increased enormously. The course is built around a series of case studies designed to illustrate the variety of influences on legislative and administrative action, the problems of implementation, and methods of controlling official discretion. Substantive areas covered include health policy, civil commitment, protective services, and public welfare.

### *Legal Research:* Mr. Vosburgh

This course introduces students to the basic techniques of legal research and to methods of legal research used in advocacy and policy analysis. Brief lectures and library exercises will be used to communicate essential research skills, including use of court opinions, statutes, regulations, government documents, and legal periodicals. Students will be given a variety of individual research assignments and supervised practice in writing legal memoranda and reports.

## Seminars

### *Advocacy and Negotiation I and II:* Ms. Weinberg, Ms. Woodruff

This two-semester sequence emphasizes the informal techniques and interpersonal skills of successful practice in the border areas between law and social service. It explores both judicial and non-judicial dispute settlement processes. The course encourages role-playing and critical analysis in various settings: client interviews,

negotiating sessions, administrative hearings, formal testimony of experts in court. Themes are selected from family law, mental health, corrections and rehabilitation, community action, and contacts with bureaucracy. The format is designed to explore the reactions and assumptions of lawyers and social workers involved in collaborative efforts. Guest speakers from both professions offer the opportunity for addressing the professional and practical issues in successful collaboration.

*Equality and the Law: Mr. Gaskins*

Equality is central to the legal process as a goal of public policy, as a constitutional value, and as the formal ideal of all adjudication. There is, however, an important tension between the material or substantive notions of equality found in policy planning and the more formalistic sense of equality developed in the judicial process. This conflict will be explored in depth in at least four areas: racial segregation, public education, poverty, and sex discrimination. An examination will be made of some of the landmark constitutional cases that have led the law toward more substantive interpretations of equality. The seminar will also see how the abstractness of the standards and imperfections of legal enforcement with respect to the Constitution have shifted the conflict between substance and formalism more into the legislative arena. Recent sociological and economic literature on race, education, and poverty will also be discussed.

*Personal Rights and the Public Interest: Ms. Weinberg*

This course will explore the legal and social consequences of marking off a private sphere of action free from public control. At least two distinct traditions have encouraged this concern for individual rights: the classical liberal objections to state interference in autonomous social and economic areas, and more recent arguments for protecting the individual personality from encroachments by either the state or civil society. Both of these trends will be assessed in a variety of substantive areas: sexual privacy and abortion, the right to treatment, the right to refuse treatment, and family law. A search will be made for the legal substance behind these and other purported rights—in recent Constitutional theory, in the state action doctrine extending the powers of the federal government, and in the procedural safeguards that have accompanied governmental power in its modern expansion.

*Special Topics in Law and Social Policy*

Each year the program will offer at least one course devoted entirely to policy and practice in a specific substantive field. Courses offered have included *Income Maintenance*, *Mental Health Law*, and

## SOCIAL WORK AND SOCIAL RESEARCH

*Criminal Procedure.* For 1979-80 the topics will be Mental Health and Court-Ordered Institutional Reform.

### PRACTICUM

The Law and Social Policy program continues the tradition of social work education that classroom instruction should be supplemented by work in the field. Students in this program will be assigned placements that emphasize the interaction of law and social service. Arrangements will be as flexible as possible to allow for individual schedules and interests, including block placements during the summer. At the minimum students will be expected to spend one semester (at least two days per week) or part of one summer (at least six weeks) in an approved field setting.

# Graduate Program for the 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 is 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 pursuit 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, Social and Behavioral Sciences, or Social Research.

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 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 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.
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. 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 and March. They may not be taken until the language requirement has been met.

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.

Not all courses are given each semester. The offerings in any given semester depend upon faculty availability and level of student registration.

## Social Work and Social Welfare: Past and Present

*American Postwar Social Thought:* Mr. Speizman

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 James Baldwin. The list changes every time the course is offered.

*Comparative Social Welfare: Social Service Programs:* The Faculty

Social welfare 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.

*Introduction to English and American Social Welfare History and Thought:* Mr. Speizman

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.

*New Deal to Carter: American Social Welfare 1930-77:* Mr. Speizman

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:*  
Mr. Lichtenberg

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.

*Social Policy and the Family:* Ms. Joffe

The main theme of this course is the relationship between the state and the family. Various social policies regulating family life are examined from a historical and contemporary perspective. Among the specific issues discussed are the recent rise of single-parent families, child care policies, juvenile justice policies, and current developments in marriage and divorce laws.

*Social Security: Its Past, Present, and Future* (Not offered 1979-80)

After a brief review of the Social Security Program from 1935 to the present, the course focuses on probable developments from now to the year 2050, with emphasis on the economic and social consequences and implications of the Social Security Program in the United States. Certain basic principles of economic theory and key concepts in public finance will be introduced as a background for the analyses of issues relative to financing, cost projection, benefit structure including treatment of women, inflation and unemployment, retirement practices, and complementary and alternative income security mechanisms.

## Social and Behavioral Sciences

*Comparative Personality Theories:* Mr. Lichtenberg

Some of the more well known dynamics of personality theories are examined in relation to the development of the human personality. 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.

*Fact and Value in Recent Social Theory:* Mr. Gaskins

A study of reasons for and reactions to the methodological division between fact and value and the related separation of theory and practice in social policy. Positions surveyed will include the positivistic and phenomenological residues of Weber's theories, neo-Marxism, ethno-methodology, and structuralist models.

*Freud's Psychoanalytic Theory:* Mr. Lichtenberg

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 early collaborators forms the focus of the seminar.

*Formal Organizations:* Mr. Vosburgh

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.

*Occupations and Professions:* Ms. Joffe

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, the entrance of women into professional roles, and related issues. Particular attention is paid to human service professions.

*Psychoanalysis after Freud:* Mr. Lichtenberg

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.

*Social Change:* Mrs. Kronick

Within the framework provided by modern systems theory, contemporary patterns and problems of social change at the societal level are analyzed. Special attention is given to the interaction of economic dilemmas implicit in the limits to growth, normative issues of distributive justice, equity and the common good, political issues of public welfare versus private welfare, and the definition of responsibility of government. Cross-cultural data are utilized to examine specific innovations in the welfare state including: provisions to accommodate the changing position of women, new policies to provide income maintenance and prevent occupational disability and policies designed to curb the expanding cost of health care.

*Social Philosophy and the Problem of Ideology:* Mr. Gaskins

The problem of ideology consists of clarifying the standpoint of the observer (or agent) who wishes to understand (or change) society. It

requires asking what kind of value structure is imposed on the social environment and what the consequences are for social theory and public policy planning. The course begins with a careful reading of two classic sources on the nature of ideology (Marx and Mannheim) and then turns to consider the positivistic challenge to ideological thinking posed by natural scientific method. Particular attention will be given to modern critiques of science and technology which find elements of relativism and ideology hidden behind the pretense of objectivity (Kuhn, members of the Frankfurt School). Finally, the problem of ideology in the area of public policy will be discussed, particularly as it affects the choice between legal and political methods of social control.

*Women in Society:* Mrs. Kronick

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, and the professional woman.

## Social Research

*Clinical Research:* Ms. Jahn

This seminar focuses on research as an adjunct to clinical treatment in social casework and mental health. Using existing studies as examples, a range of research designs and data collection techniques is examined. Ethical concerns, as well as selected issues in psychopathology and psychotherapy research are also considered.

*Data Analysis I:* Mrs. Kronick

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 are developed.

*Data Analysis II:* Mrs. Kronick

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, multiple regression analysis and path analysis, techniques of analyzing qualitative data, and problems of handling cross-cultural data. The seminar concludes with an introduction to models used in the social sciences. Students are expected to prepare a paper based on an original multi-variable data analysis executed on the computer (usually through use of SPSS).

*The Design of Social Policy Research\**: Mr. Mayer

This course provides a methodology for designing research that is used in social policy-making. As such it is particularly useful for designing dissertation research dealing with the generation and testing of practice theory. The course provides a model of the policy-making or planning process; outlines three methods of policy research: the exploratory, the descriptive, and the explanatory; and provides a nine-stage process for designing research that is to solve a problem in policy-making.

*Historical Methodology in Social Welfare*: Mr. Speizman

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.

*Qualitative Data Collection: Theory and Method*: Ms. Joffe

This course introduces students to the analysis and methodology 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.

*Research Methodology*: Mr. Vosburgh

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.

*Fact and Value in Recent Social Theory*: Mr. Gaskins

See p. 44.

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\* Offered subject to approval of Doctoral Faculty.

## Social Work Practice: Theories, Research, and Issues

### SOCIETAL FOCUS

#### *Intervention in Governmental Processes:* Mr. Vosburgh

This course cuts across 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.

#### *Politics and Practice of Contemporary Social Policy Development:* Mr. Holden

The course will develop and apply a variety of analytic tools for the examination of a range of social policies. It will apply these frameworks with a concern for distinguishing the different governmental levels of policy formulation and implementation as well as the different stages in the process of policy development. The student is expected to develop in-depth knowledge of one substantive field through the analysis of a contemporary issue at the federal level.

#### *Community Assessment\*:* Ms. Needleman

This course focuses on residential communities as an instrument and as an objective of social policy. Specialized research methods for identifying community needs and resources will be examined and evaluated. Students will be expected to undertake individual projects in community assessment in the Philadelphia area.

#### *Planned Organizational Change\*:* Mr. Mayer

The course focuses on the nature of planned institutional change. Institutions are defined as organizations which deliver a public good or service, or otherwise act in the public interest. Planned institutional change will be examined within a general model which depicts the relationship between an organization's *ideology, structure,* and use of *individual incentives.* The model will be applied in three areas of practice: criminal justice systems, schools, and human service systems. Students will be expected to develop a theoretically based understanding of institutional change, and to apply that understanding to a planned intervention in their area of practice.

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\* Offered subject to approval of Doctoral Faculty.

INDIVIDUAL/FAMILY/GROUP FOCUS

*Critical Appraisal of Strategies of Intervention:* Miss Zybon

The aims of the seminar are (1) to gain a sense of the history and trends of research related to social work; (2) to get to know and critically evaluate the quality, relevance, and utilization of studies of social work practice; and (3) to delineate the function of research in the evaluation and development of professional practice.

*Descriptive Analysis of a Range of Interventive Strategies:*  
Mr. Lichtenberg

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 with the class.

*Social Problems and Social Casework:* Miss Zybon

This seminar focuses on social casework (individual, group, and family treatment) from the perspective of social problems and strategies for their solution. Implications for professional practice, education, and leadership are examined. These issues are analyzed historically in an effort to identify developing trends in clinical social work knowledge and practice.

*Specific Intervention Strategies: Family Therapies:* Miss Zybon

The purpose of the seminar is to study the theoretical foundations of family therapy, the state of research in this area, and a comparative analysis of the major schools of family therapy in relation to problems of various population groups. Issues and techniques of training are considered.

## Law and Social Policy

Doctoral students may also enroll in courses from the program in Law and Social Policy as electives. See course descriptions on pages 37-39.

## 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.



## BRYN MAWR COLLEGE

Graduate courses in The Graduate School of Arts and Sciences of the University of Pennsylvania are also available during the academic year for doctoral students of Bryn Mawr College. For information regarding the reciprocal arrangement with the University, see the section under Admissions (page 12).

# Fees

Application: \$25 (non-refundable).

## Tuition

Full-time Students: \$4,650 a year (1979-80).\*

Part-time or Continuing Education Students: \$600 a semester for each Master's course or seminar; \$665 for each Doctoral course.

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

Students are charged a general materials fee of \$20 per semester; part-time students are charged \$10.

Students enrolled in the practicum are charged a practicum materials fee of \$30 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 enrollment and degree candidacy by registering for one or more courses each semester or by paying a continuing enrollment fee of \$200 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. 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. The Dean may grant such leaves up to a total of two years. Students may not continue on leave of absence for more than two years without applying for, and receiving, approval from the Doctoral Faculty. Without such approval the student will be dropped from the program.

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\* Tuition in 1980-81 is expected to increase.

## 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 5	100%*
Withdrawals September 5 through October 31	50%*
Withdrawals November 1 to end of semester	0%

### For Semester II

Withdrawals prior to January 14	100%
Withdrawals January 14 through March 9	50%
Withdrawals March 10 to end of semester	0%

For those students living in the Graduate Residence Center, the charge for residence is \$2,300 in 1979-80. In accordance with the above schedule, if a student withdraws from graduate study a refund will be made of that portion of the fee which represents room, with the proviso that the College is able to reassign the student's space to some other student not previously in residence. The student is not entitled to dispose of the room he or she leaves vacant.

Appropriate reduction or remission will also be made for that portion of the residence fee which represents the cost of food.

*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.

Tuition is due at registration or upon receipt of bill. 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 transcript be issued.

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\* Less the non-refundable \$100 enrollment fee.

## Summary of Expenses for the Academic Year 1979-80

### Regular

Tuition Fee .....	\$4,650
One Semester Course or Seminar .....	600
Residence in graduate student housing .....	2,300

### Contingent

Application Fee—Degree Programs .....	\$ 25
Application Fee—Continuing Education .....	10
Charge for microfilming Ph.D. Dissertation .....	40
Continuing Enrollment Fee .....	400
Graduation Fee for all Graduate Degrees .....	50
Health Insurance (United States citizens) .....	70
Health Insurance (foreign students) .....	100
Late Registration Fee <sup>1</sup> .....	10
General Materials Fee .....	40
Practicum Materials Fee (Master's Students only) ....	60
Add-Drop Fee .....	10
(after the first week of classes)	

<sup>1</sup>Effective after September 12, semester I, and January 23, semester II.

## Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of education records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, 330 Independence Avenue, SW, Washington, D.C. 20201, concerning alleged failures by the institution to comply with the Act.

Copies of Bryn Mawr's policy regarding the Act and procedures used by the College to comply with the Act can be found in the Office of the Dean. The policy is printed in the Bryn Mawr-Haverford Academic Regulations, which also list all education records maintained on students by this institution.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Dean.

### Designation of Directory Information

Bryn Mawr College hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I Name, address, dates of attendance, class

Category II Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred

Category III Date of birth

Category IV Telephone number

Category V Marital Status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification which must be in the Office of the Recorder, Taylor Hall, by 5 p.m. the last Friday in September. Forms requesting the withholding of "Directory Information" are available in all deans' offices and in the Office of the Recorder.

Bryn Mawr College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

# 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 Library in the M. Carey Thomas Library, contain over 475,000 books and regularly receive more than 2000 periodicals as well as many scholarly series. The Library is open throughout the year with a liberal schedule of hours. 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 700,000 entries into one file. In addition, the Library is a member of the Union Catalogue of Pennsylvania, which locates approximately 7,200,000 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

In 1979-80, the College will acquire a Hewlett-Packard 3000 computer, featuring 768 kbytes memory and 250 mbytes mass storage, tape drive, card reader and two printers. Interactive computing will be supported through eight or more typewriter-like terminals on campus. The languages APL and FORTRAN are available, as well as the packages from IMSL (International Mathematical and Statistical Library) and SPSS (Statistical Package for the Social Sciences). Bryn Mawr is a member of the UniColl Corporation, a regional computer consortium in Philadelphia which provides the resources and technical support of a major facility, offering access to a pair of IBM 370/168 computers and a library of languages and applications.

# 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 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 thirty-four schools in the United States 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. Bryn Mawr is currently a member of the Council on Social Work Education, successor to the American Association of Schools of Social Work and the accrediting body for social work education.

The Graduate School of Social Work and Social Research currently has approximately one hundred seventy-five full-time students. A number of factors have contributed to this expansion: the acquisition in 1958 of a separate building and increased Federal support for education of social work, especially scholarship aid in the form of traineeships.

There are more than eighty graduate schools of social work accredited by the Council on Social Work Education in the United States. 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 1,200 living graduates. Since its inception it has granted awards to more than 1,400 persons; this includes awards of professional certificates and M.A. degrees, neither of which has been offered since 1947. The School has granted 88 Ph.D. degrees and, since 1947, more than 1,200 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 retardation, prevention and treatment of alcohol addiction and drug abuse, neighborhood organization, public education, public welfare



BRYN MAWR COLLEGE

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.

In the fall of 1975 the School celebrated its sixtieth anniversary. At the same time it moved to a new building at 300 Airdale Road. In the academic year 1976-77 a new degree of Master of Law and Social Policy was established. Over the course of its sixty-four 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 forty-five graduate students in the Graduate Residence Center. There is a separate bedroom for each student. The College provides only basic furniture; students supply linen, bed pillows, desk lamps, rugs, curtains and other accessories they need. (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 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 by August 15.

The regular charge for residence (room and board) for graduate students is \$2300 a year, payable one half by September 1 and the other half by January 1. Although the Graduate Residence Center may be closed during the Christmas and spring vacations, when food and health service are not provided, residence on campus covers the period 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. Students living off campus will be charged a fee for service. 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 fee paid by graduate students living in campus housing entitles them to treatment in the College dispensary, to inpatient care in the Infirmary at a nominal charge during the year, and to attendance by the college physicians during this time.

Graduate students who do not live in campus housing may pay for health services as rendered, at a nominal charge.

The College maintains a counseling and diagnostic service staffed by clinical social workers and consulting psychiatrists. They are at the Infirmary on a part-time basis. All students 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.

The Infirmary offers use of its rooms for sleeping privileges, without nursing care, for \$6.00 a night.

## 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 are entitled to the Bryn Mawr College Student Health care insurance at a cost of about \$70 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 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 \$100.00 for a twelve-month period, starting in September.

## Child Care Center

Child care is available for Bryn Mawr and Haverford college families at the New Gulph Children's Center, Conestoga and Sproul Roads, Villanova, just ten minutes from campus. Children 3 months through 5 years old are eligible. The center is open five days a week, 8:30 am-5:30 pm.

The center, conducted by professional staff, incorporates appropriate age group developmental activities with high quality group care, plus a nursery school program. Flexible schedules can be arranged to accommodate the programs of students, staff, faculty and alumnae parents, based on the college calendar. A minimum of nine hours regular use per week is required.

The fee scale is based on the age of the child and the number of hours in attendance at the center. Tuition for the semester is payable in advance. Financial assistance is available. Early registration for all programs is essential. For information contact the Director.

# Career Planning Office

Graduate students are invited to make use of the services of the Career Planning Office. 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 Career Planning Office 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 admits students of any race, color, national and ethnic origin as well as the handicapped, to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, or national or ethnic origin or handicap in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs or in its employment practices.

To aid the handicapped, regional alumnae/i will provide reading services, orientation sessions and other services to applicants who make the College aware of their physical disabilities.

As required by Title IX of the 1972 Federal Education Amendments, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities, or employment practices. The admission of women in the Undergraduate College is in conformity with a provision of the Act. Inquiries regarding compliance with Title IX and other policies of non-discrimination may be directed to the Assistant to the President, Taylor Hall, or the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

# 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.

## 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.

## 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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‡ On leave 1979-80.

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Ms. Carolyn Walter

*Faculty Members:*

Mr. Milton Speizman

Ms. Nancy Woodruff

*Ex Officio:*

Miss Mary P. McPherson

Mr. Robert Mayer

Mrs. Fred C. Aldridge, Jr.

# Faculty of The Graduate School of Social Work and Social Research for the Academic Year 1979-80

Leslie B. Alexander PHD (Bryn Mawr College) *Assistant Professor*‡

Jean P. Barr MSW (Smith College) *Visiting Lecturer*

Michael D. Blum MSSA (Case-Western Reserve University) *Lecturer*

Jennifer Bonovitz MSW (Smith College) *Instructor*

Merle Broberg PHD (The American University) *Associate Professor*‡

Samuel C. Bullock MD (New York University) *Visiting Lecturer*

Patricia M. Burland MSS (Bryn Mawr College) *Caroline S. Rogers and Lucia Rogers Vorys Visiting Lecturer*

Richard H. Gaskins JD, PHD (Yale University) *Assistant Professor and Coordinator of the Law and Social Policy Program*‡

Harriet Goldstein MSSC (Western Reserve University) *Visiting Lecturer*

Samuel Gubins PHD (The Johns Hopkins University) *Visiting Lecturer*

Stephen Holden PHD (Bryn Mawr College) *Assistant Dean and Assistant Professor*

Marilyn J. Jahn PHD (University of Pennsylvania) *Visiting Lecturer*

Carole Joffe PHD (University of California, Berkeley) *Assistant Professor*

Toba S. Kerson DSW, PHD (University of Pennsylvania) *Assistant Professor*‡

Nancy J. Kirby 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*

Katherine D. K. Lower PHD (University of Wisconsin) *Professor Emeritus*

Marcia L. Martin MSW (University of Pennsylvania) *Lecturer*

Ruth W. Mayden MSS (Bryn Mawr College) *Assistant Dean and Lecturer*

BRYN MAWR COLLEGE

- Robert R. Mayer PHD (Brandeis University) *Dean and Professor*  
Patrick T. McCarthy MSW (University of Pennsylvania) *Instructor*  
Laurie N. McNally MSS (Bryn Mawr College) *Lecturer and Coordinator of Admissions*  
Mary Patterson McPherson PHD (Bryn Mawr College) *President of the College*  
Braulio Montalvo MA (Columbia University) *Visiting Lecturer*  
Carolyn E. Needleman PHD (Washington University) *Associate Professor*  
Marlene G. Patterson AB (Temple University) *Lecturer*  
Kathleen Pokstefl MSS (Bryn Mawr College) *Lecturer*  
Mapule F. Ramashala-Addy EDD (University of Massachusetts) *Visiting Lecturer*  
Milton D. Speizman PHD (Tulane University) *Professor*  
Ruth O. Stallfort MSS (Simmons College) *Third-Year Certificate (Columbia University) Associate Professor and Secretary of the Faculty*  
James Tanis THD (University of Utrecht) *Director of Libraries*  
William W. Vosburgh PHD (Yale University) *Associate Professor*  
Clarice D. Walker MS (Columbia University) *Visiting Lecturer*  
Joanna K. Weinberg JD (Harvard Law School) *Lecturer*  
Donald M. Weyl MA (Temple University) *Lecturer*  
Robert J. Wicks PSYD (Hahnemann Medical College) *Assistant Professor*  
Nancy D. Woodruff MSW (Temple University) MLSP (Bryn Mawr College) *Lecturer*  
Greta Zybon DSW (Western Reserve University) *Associate Professor*<sup>‡</sup>

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<sup>‡</sup> On leave 1979-80.

<sup>†</sup> On leave semester II, 1979-80.

## Administration of The Graduate School of Social Work and Social Research

- Robert R. Mayer PH D (Brandeis University) *Dean*  
Stephen Holden PH D (Bryn Mawr College) *Assistant Dean*  
Ruth W. Mayden MSS (Bryn Mawr College) *Assistant Dean*  
Ruth O. Stallfort MSS (Simmons College) *Secretary of the Faculty*  
Kathleen Pokstefl MSS (Bryn Mawr College) *Financial Aid Officer*  
Laurie N. McNally MSS (Bryn Mawr College) *Coordinator of Ad-  
missions*  
Grace M. Irish AB (Vassar College) *Administrative Assistant*

## Standing Committees of the Faculty of The Graduate School of Social Work and Social Research for 1979-80

*Secretary of the Faculty*  
Mrs. Stallfort 1979-82

*Committee on Nominations*  
Mrs. Stallfort 1978-81  
Mr. Holden 1979-82  
Mr. Speizman 1979-80

*Committee on Policy*  
Dean Mayer, *Chair*  
Mrs. Stallfort, *ex officio*  
Mrs. Kronick 1977-80  
Mr. Vosburgh 1979-82

*Committee on Admissions and Financial Awards*  
Dean Mayer, *ex officio*  
Ms. Mayden, *Chair*  
Mrs. McNally, *ex officio*  
Mr. Holden 1978-80  
Mr. Lichtenberg 1979-80

*Committee on Master's Curriculum*  
Dean Mayer, *ex officio*  
Mr. Holden 1978-80  
Mrs. Kronick 1978-80  
Ms. Joffe 1979-81  
Miss Zybon 1979-81

BRYN MAWR COLLEGE

*Committee on Evaluation of Educational  
Performance of Master's Students*

Dean Mayer, *Chair*  
Mrs. McNally 1979-80  
Joyce Lewis 1979-80

*Committee on Field Instruction and Placement*

Dean Mayer, *ex officio*  
Ms. Mayden, *Chair*  
Miss Zybon 1978-80  
Ms. Needleman 1979-81

*Committee on Initial Appointments to the Faculty*

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Mr. Vosburgh 1979-80  
Ms. Kirby 1979-80

*Doctoral Committee*

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Dean Mayer, *ex officio*  
Mrs. Alexander‡  
Mr. Broberg‡  
Mr. Gaskins‡  
Mr. Holden  
Ms. Joffe  
Mrs. Kerson‡  
Mrs. Kronick  
Mr. Lichtenberg  
Ms. Needleman  
Mr. Speizman  
Mr. Wicks  
Miss Zybon†  
and  
All students enrolled in the  
Doctoral Program

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‡ On leave 1979-80.

† On leave semester II, 1979-80.

Representatives to the  
Advisory Board

Mr. Speizman 1979-80

Ms. Woodruff 1979-80

Representative to Committee  
on Computer Facilities

Mrs. Kronick 1978-80

Representative to the  
Committee to Supervise the  
Degree of Doctor of Philosophy

Mr. Speizman 1978-81



## 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 the Pennsylvania Turnpike or U.S. 30. 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 Avenue. School is located at 300 Airdale Road.

From the south, take I-95 North to exit for Pa. #320 North. Follow #320 North to U.S. 30; turn right on U.S. 30 to the third light at Airdale Road in Bryn Mawr. Turn left on Airdale Road. The School is located at 300 Airdale Road.

From the north, take the New Jersey Turnpike South to Exit 6 for the Pennsylvania Turnpike. Proceed to the Valley Forge Exit and continue as above.

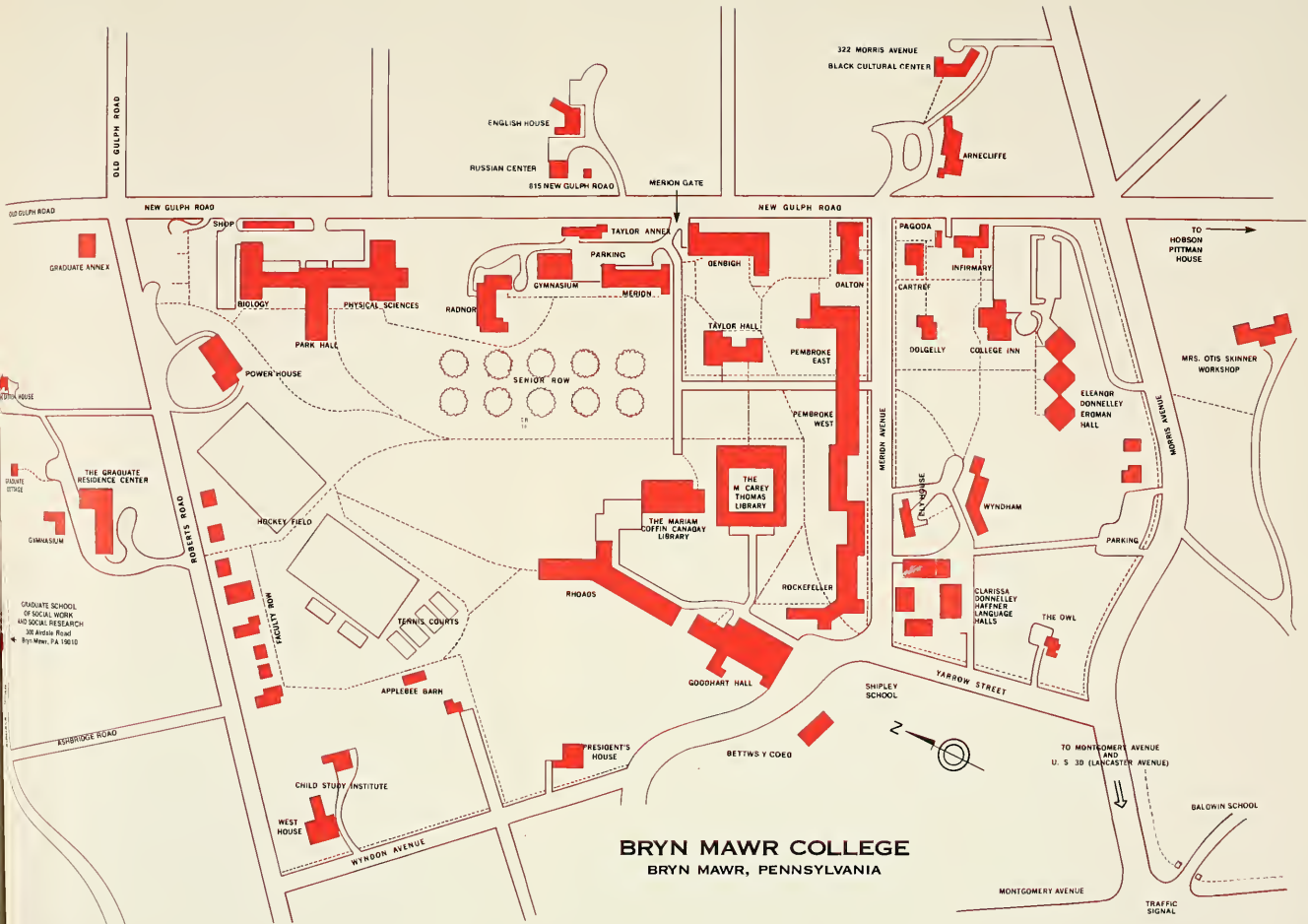
Parking is available at The Graduate School of Social Work and Social Research.

*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**  
 BRYN MAWR, PENNSYLVANIA





**BRYN MAWR COLLEGE CALENDAR**  
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Bryn Mawr  
College Calendar

The Graduate School  
of Arts & Sciences

1979-80



Bryn Mawr College Calendar  
The Graduate School  
of Arts and Sciences

Issue for the Session of 1979-80

July 1979 *Volume LXXII Number 2*



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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.

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

*Philosophy*

*Physics*

*Political Science*

*Psychology*

*Russian*

*Sociology*

*Spanish*

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 1979-80

## The Graduate School of Arts and Sciences

### First Semester—1979

- Aug. 1     *Applications for loans due*
- Aug. 20    *Final date for filing completed applications for admission for 1979-80*
- 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 95th academic year begins at 9 A.M.*
- Oct. 6     *Spanish, Italian, 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.*
- Oct. 27    *German examinations for M.A. and Ph.D. candidates*
- Nov. 3     *French 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. 1     *Final date for filing completed applications for admission for semester II*
- Dec. 3-12   *Registration period for semester II*
- Dec. 20    *Winter vacation begins*

## Second Semester—1980

- Jan. 14 *Convocation*  
*Work of semester II begins at 9 A.M.*
- Jan. 16 *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 1980-81*
- Feb. 1 *Final date for filing completed applications for fellowships, scholarships, and grants (citizens of the United States and Canada) for 1980-81*
- Feb. 16 *French examinations for M.A. and Ph.D. candidates*
- Feb. 23 *Spanish, Italian, Russian, Latin, Statistics examinations for M.A. and Ph.D. candidates*
- Mar. 1 *German 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 for May 1980 degree*
- Apr. 2-4 *Spring registration period for semester I, 1980-81*
- Apr. 11 *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 for May 1980 degree*
- Apr. 25 *Last day of seminars*
- May 11 *Conferring of degrees and close of 95th academic year*  
*Graduate residence closes*

# 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, indicating 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 for foreign students presently in the United States, there is an application fee of \$25.00 which is not refundable.

## Graduate Record Examinations

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 Examinations should be addressed to Graduate Record Examination, Educational Testing Service, Box 955, Princeton, New Jersey 08540 or to Graduate Record Examination, Educational Testing Service, 1947 Center Street, Berkeley, California 94704.

## Dates

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

Applications for admission in all departments must be complete by August 20. Graduate Record Examinations: October 20, December 8, 1979; January 12, February 23, April 26, and June 14, 1980.

### 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.

For information concerning the TOEFL write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. Tests are given on August 11, October 6, and November 17, 1979; January 19, March 22, and May 17, 1980. 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 10 (see page 84).

## 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 Library in the M. Carey Thomas Library, contain over 475,000 books and regularly receive more than 2000 periodicals as well as many scholarly series. The Library is open throughout the year with a liberal schedule of hours. 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 700,000 entries into one file. In addition, the Library is a member of the Union Catalogue of Pennsylvania, which locates approximately 7,200,000 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 and Adelman collections expand the opportunities for the study of the graphic book-arts. The Adelman Collection also substantially increases the Library's holdings of literary and related manuscripts. 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 known ceramic and textile traditions 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. The Department is also a map repository for the U.S. Geological Survey and the Defense Mapping Agency.

In addition, students 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 photomicrography and for glassblowing; there is a machine shop with expert instrument makers 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 (see page 86), through research grants from industry and other private sources, and from government agencies.

In 1979-80, the College will acquire a Hewlett-Packard 3000 computer, featuring 768 kbytes memory and 250 mbytes mass storage, tape drive, card reader and two printers. Interactive computing will be supported through eight or more typewriter-like terminals on campus. The languages APL and FORTRAN are available, as well as the packages from IMSL (International Mathematical and Statistical Library) and SPSS (Statistical Package for the Social Sciences). Bryn Mawr is a member of the UniColl Corporation, a regional computer consortium in Philadelphia which provides the resources and technical support of a major facility, offering access to a pair of IBM 370/168 computers and a library of languages and applications.

# 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 to 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 seminars at Bryn Mawr.

## Equality of Opportunity

Bryn Mawr College admits students of any race, color, national and ethnic origin as well as the handicapped, to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, or national or ethnic origin or handicap in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs or in its employment practices.

To aid the handicapped, regional alumnae/i will provide reading services, orientation sessions and other services to applicants who make the College aware of their physical disabilities.

As required by Title IX of the 1972 Federal Education Amendments, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities, or employment practices. The admission of women in the Undergraduate College is in conformity with a provision of the Act. Inquiries regarding compliance with Title IX and other policies of non-discrimination may be directed to the Assistant to the President, Taylor Hall, or the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

## 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 devoted to the dissertation and the special field in which it has been written.

8. The publication of the dissertation in whole or in part. Micro-filing 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 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 1979-80

## Graduate Seminars and Courses

Graduate seminars and courses vary from year to year. Parentheses 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

*Associate Professors:* Philip L. Kilbride PHD *Chairman*  
Judith R. Shapiro PHD

*Assistant Professor:* Richard H. Jordan PHD

*Lecturer:* Richard S. Davis PHD\*

*Professor of Linguistics in Anthropology and German:*  
Nancy C. Dorian PHD

*Prerequisites.* A good undergraduate preparation in Anthropology or a closely related discipline is desirable. Scores of the Graduate Record Examination Aptitude Test are required for admission. Students whose undergraduate training is not entirely adequate will be required to take such undergraduate courses as may seem necessary.

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\*On leave semester I

*Language Requirements.* Candidates for the M.A. or Ph.D. must offer one of the following two options: (1) two modern languages (French, German, Russian, Spanish) or (2) one modern language (French, German, Russian, Spanish) and statistics or computer science. Language skills will be tested by 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. Competence in statistics and computer science will be acknowledged when the student satisfactorily passes an approved graduate course in statistics or computer science. The statistics requirement may also be fulfilled by passing an examination administered by the Department.

*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. Those who enter Bryn Mawr College with an M.A. in Anthropology may petition the Department to proceed directly to the Ph.D. program.

*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 three four-hour written examinations and an oral examination of one hour. Students must also have a research proposal approved by the supervising committee.

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

*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 listed below indicate the areas in which seminars will be offered according to the needs of students.

Mr. Davis

*Paleoecology*

Miss Dorian

*Linguistic Techniques and Field Methods*

*Socio-Linguistics*

Miss Goodale

*Topics in Oceanic Ethnography* (Australia, Melanesia, Polynesia and Micronesia)

*Methods in Ethnographic Research*

*Social Organization*

Mr. Jordan

*Arctic Archaeology*

*Environmental Archaeology*

*History of Archaeological Theory*

*Human Evolution and Old World Prehistory*

Mr. Kilbride

*Topics in African Ethnography*

*Psychological Anthropology*

*Cultural Dynamics and Modernization*

*Quantitative Methods of Analysis*

Miss Shapiro

*Topics in Lowland South-American Ethnography*

*Sex Roles*

*Linguistic Anthropology*

*Topics in Social and Cultural Theory*

*Missionization*

SELECTED UNDERGRADUATE COURSES

- 303 *Oceania: Topics in Melanesian Ethnography*: Miss Goodale  
310 *Introduction to Descriptive Linguistic Techniques*:  
Miss Dorian  
313 *Linguistic Anthropology*: Miss Shapiro  
321 *Psychological Anthropology*: Mr. Kilbride  
324 *Cultural Ecology*: Mr. Davis

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

# Biochemistry

## *Committee on Biochemistry:*

*Professor of Biology:* Robert L. Conner PH D

*Professor of Chemistry:* George L. Zimmerman PH D

*Associate Professor of Biology:* David J. Prescott PH D *Chairman*

*Assistant Professor of Chemistry:* Kenneth G. Strothkamp PH D

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 degree with a major or its equivalent in either Biology or Chemistry.

*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 unit of seminar or course work in either Biology or Chemistry and an additional unit of work in Biochemistry. A third unit of work 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.

*Program and Examinations for the Ph.D.* All students must take the core curriculum in Biochemistry, which includes Biochemistry 353a and b, or its equivalent if taken elsewhere, and a series of graduate courses and seminars in Biochemistry. Students should note that one semester of physical chemistry emphasizing thermodynamics is a pre- or co-requisite for admission to the graduate courses in Biochemistry. At least one-half unit of physiology, cell biology,

genetics, or developmental biology is also required. 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 a member of the Committee on Biochemistry. The Preliminary and Final Examinations are taken in accordance with the regulations set by the department in which the student is enrolled.

*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.

#### SELECTED UNDERGRADUATE COURSES

See listings under the Departments of Biology and Chemistry.

## Biology

*Professor:* Robert L. Conner PHD *Chairman*

*Associate Professors:* Anthony R. Kaney PHD  
David J. Prescott PHD

*Assistant Professors:* Patricia J. Olds-Clarke PHD  
Steven N. Treistman PHD‡

*Lecturers:* Patricia Onderdonk Pruett PHD  
Michael P. Reinhart BS

*Professor of History of Science:* Jane M. Oppenheimer PHD

*Assistant Professor of Chemistry:* Kenneth Strothkamp 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

‡On leave 1979-80

before being admitted to graduate courses. All applicants should submit scores from the Graduate Record Examination Aptitude Test and the Advanced Test in Biology.

*Major and Allied Subjects.* Candidates for the M.A. and Ph.D. degrees may specialize in cell biology, cellular physiology, developmental biology, genetics, molecular biology, neurochemistry, or neurophysiology, but must take work also from areas not chosen for specialization. Candidates may also major in biochemistry through the Biochemistry Program (see page 19). 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 or by examination administered by the Biology Department. 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 the general field of Biology.

*General Degree Requirements for the M.A. and Ph.D.* The Department expects all graduate students to become biologists who are professionals both in research and in education. It is anticipated that all graduate students will gain experience in teaching, usually in the capacity of a teaching assistant. See also pages 13-15.

## GRADUATE COURSES

Mr. Prescott

*Advanced Biochemistry*—semester I

A detailed examination of the structure and function of selected proteins. Physical and chemical means of determining the structure of macromolecules will be emphasized. Two hours' lecture. Prerequisite or equivalent—Interdepartmental 353a and b. Prerequisite or co-requisite or equivalent—semester I of Chemistry 203.

Mr. Strothkamp

*Advanced Biochemistry*—semester II

The kinetics and mechanisms of several enzyme systems will be examined in detail. Metalloenzymes will be emphasized. Two hours' lecture.

*For Statistics:* See offerings in the Graduate School of Social Work and Social Research and the Department of Psychology.

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

## SEMINARS

All seminars and advanced undergraduate courses arranged for seminar credit are offered for one semester each year. Four seminars are offered each year, with each area being offered in alternate years. The topics considered in any semester are selected in accordance with the needs and desires of the students enrolled. A list of seminar topics offered by each instructor in recent years is given below:

Mr. Conner

*Cellular Physiology*

Membrane Structure and Function  
Regulation of Lipid Metabolism  
Molecular Endocrinology

Mr. Kaney

*Genetics*

Somatic Cell Genetics  
Genetics of Ciliated Protozoans  
Structure and Function of the Chromosome

Mrs. Olds-Clarke

*Developmental Biology*

Gametogenesis and Development  
Fertilization  
Sex Differentiation

Mr. Prescott

*Biochemistry*

Neurochemistry

Protein Structure and Chemistry

Peptide Hormones

Mr. Treistman

*Neurophysiology*

Organization of Motor Systems

Cyclic Nucleotide Involvement in Neural Functioning

SELECTED UNDERGRADUATE COURSES

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

350b *Problems in Cell Physiology*: Mr. Conner

351a *Problems in Genetics*: Mr. Kaney

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

(355a *Problems in Neurophysiology*: Mr. Treistman)

(356 *Biophysics*: Miss Hoyt)

358a *Analysis of Development*: Mrs. Olds-Clarke

362a *Cellular Physiology*: Mr. Conner

Int. 357a *Computer Usage in the Life Sciences*: Mrs. Pruett

## Chemistry

*Professors*: Jay Martin Anderson PHD *Director of Computing Services*

Ernst Berliner PHD

Frank B. Mallory PHD *Academic Deputy to the President*

George L. Zimmerman PHD *Chairman*

*Associate Professor*: Joseph Varimbi PHD\*

*Assistant Professor*: Kenneth G. Strothkamp PHD

*Lecturers*: Frances Bondhus Berliner PHD

Gilbert D. Lee PHD

*Associate Professor of Biology*: David J. Prescott PHD

\*On leave semester I

*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 academic or industrial research or in teaching. 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, and of biochemistry: kinetics of electrophilic substitution and addition, relative reactivities of polynuclear aromatic systems, 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, heterogeneous reaction mechanisms, non-equilibrium thermodynamics, nuclear magnetic resonance as applied to nuclear relaxation, molecular collision dynamics, structure and function of copper proteins, evolution of metalloproteins, and binding of metal ions to nucleic acids.

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. See page 10.

*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 organic, inorganic, or physical chemistry; they may also specialize in biochemistry within the biochemistry program. See page 19. The allied subject for the Ph.D. may be chosen from the fields of mathematics, physics, inorganic geology, biology, 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 two of the following: German, French, Russian, or demonstrated skill in

digital computation, numerical analysis, and the theory of error. This skill is tested 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 or oral examination on numerical analysis and error theory, or by a satisfactory grade in an appropriate course.

Language skills will be tested by 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 or theoretical 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 an 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.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.



*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.

#### 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.

Mr. Anderson

*Intermediate Quantum Mechanics*

*Non-equilibrium Thermodynamics*

*Nuclear Magnetic Resonance*

Mr. Berliner

*Physical Organic Aspects of Aromatic Chemistry*

*Physical Organic Chemistry*

*Structure and Physical Properties of Organic Compounds*

Mr. Mallory

*Organic Photochemistry*

*Recent Methods in Organic Synthesis*

*Spectral Applications in Current Organic Chemistry*

Mr. Varimbi

*Inorganic Chemistry*

*Statistical Thermodynamics*

*Theory of Electrolytic Solutions*

Mr. Strothkamp

*Spectroscopic Methods for Studying Biological Macromolecules*

*Occurrence and Function of Metal Ions in Biological Systems*

Mr. Zimmerman

*Surface Chemistry*

*Theory of Radiative and Non-radiative Transitions*

*Photochemistry*

For additional seminars in Biochemistry, see the Department of Biology.

#### SELECTED UNDERGRADUATE COURSES

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

- 301b *Advanced Inorganic Chemistry*  
 302 *Advanced Organic Chemistry*  
 303a *Quantum Mechanics of Atoms and Molecules*  
 303b *Atomic and Molecular Spectroscopy*  
 353 *Biochemistry*  
 356b *Biochemical Mechanisms*

## Classical and Near Eastern Archaeology

*Professors:* Machteld J. Mellink PHD *Acting Dean of the  
Graduate School of Arts and Sciences*

Kyle M. Phillips, Jr. PHD *Resident Director  
of Massenzia, Rome*

Brunilde S. Ridgway PHD *Acting Chairman*

*Associate Professor:* Richard S. Ellis PHD

*Assistant Professors:* James C. Wright PHD

Kathleen S. Wright PHD

*Lecturer:* Gloria F. Pinney PHD

*Dean of the Graduate School of Arts and Sciences and Professor of  
Classical and Near Eastern Archaeology and of History of Art:*

Phyllis Pray Bober PHD‡

*Prerequisites.* An undergraduate major in Archaeology or at least two courses in Archaeology or Ancient Art combined with a major in History of Art, Anthropology, Greek, Latin, or Ancient History. It is expected that students of Classical Archaeology will have a basic knowledge of Greek, Latin, and ancient history, and a reading knowledge of German and French (or Italian). For students of Near Eastern Archaeology the prerequisites are ancient history and a reading knowledge of German and French (or Italian); some preliminary study of an ancient Near Eastern language is desirable. Each individual application will be judged on its aims and soundness of preparation. All applicants must submit scores of the Aptitude Test of the Graduate Record Examinations.

‡On leave 1979–80

*Fields of Study and Allied Subjects.* There are two fields of concentration: 1. The art and archaeology of the Greek and Roman world and its Mediterranean predecessors; 2. the art and archaeology of the ancient Near East. These fields may be combined in a program of major and allied subjects. Allied subjects are ancient languages (Greek, Linear B, Latin, Sumerian, Akkadian, Ugaritic, Hebrew, Hittite, Egyptian), ancient history, History of Art, Anthropology, or a science related to the program of the student.

*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 one ancient language. Modern language skills will be tested by 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; a research paper prepared under the supervision of a departmental adviser; three hours of written examination concerning the field in which the research paper was undertaken; one hour of oral examination to discuss the results. This M.A. is a prerequisite for the Ph.D. program and will normally take two years to complete.

*Program and Examinations for the Ph.D.* After completion of the M.A. program students continue to take seminars and supervised work in preparation for the Preliminary Examinations and the Ph.D. dissertation. A program of study is designed for each individual student in consultation with the Department. Four special fields of study (one of which may be an allied field) are prepared for the Preliminary Examinations. The examinations consist of four four-hour papers and an oral examination.

All graduate students are encouraged to spend their third or fourth year of graduate study abroad. Students in Classical Archaeology are advised to spend a year at the American School of Classical Studies at Athens. For study in Italy, Bryn Mawr College now sponsors Massenzia, a graduate study center in Rome. Students of Near Eastern Archaeology will be advised to attend a center of archaeological research in their area of concentration. Museums in Europe and the Near East should be visited in the course of the year(s) spent abroad. Participation in excavations under the auspices of Bryn Mawr College or other schools is arranged when possible.

Depending upon individual study programs, the Preliminary Examinations are normally taken at the end of the third or in the course of the fourth year of graduate study.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

*Excavations.* The Department has sponsored excavation projects in Turkey and Italy. At present two projects are nearing the stage of completion.

- I. An investigation of the Bronze Age habitation of ancient Lycia in Southwestern Turkey, and of painted tomb chambers in this area. The final publication is being prepared on the basis of joint field reports by the participants (cf. *American Journal of Archaeology* annual reports from 68 [1964] to 80 [1976], pp. 377–391).
- 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. Selected students participate during the summer in field work and study of excavated material (cf. *American Journal of Archaeology* annual reports from 71 [1967] to 81 [1977], pp. 85–100).
- III. A new project in Eastern Turkey is under consideration for the years 1980–1985. A site on the West bank of the Euphrates has been tentatively chosen as an objective for rescue and training excavations under the direction of members of the Department.

*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 (see page 11), students may register for a unit of work at the University or pursue research at the University Museum.

#### SEMINARS AND GRADUATE COURSES

Seminar topics are determined for each semester in consultation with the graduate students. Seminars offered in recent years include the following (seminars offered in 1979–80 head the list):

Mrs. Bober

*(The Survival of Antiquity in the Renaissance)*

*(Roman Sarcophagi, Problems in Style and Iconography)*

Mr. Ellis

*Archaeology of Ur*

*Problems of Ancient Technology*

*Mesopotamian and Syrian Sculpture*

*Syro-Hittite Art*

*Syro-Phoenician Metalwork and Ivories*

Miss Mellink

*The Early Bronze Age in Anatolia*

*Anatolian Architecture*

*Field Seminar in Anatolia*

*Minoan and Mycenaean Religion*

*The Orientalizing Period of Greece*

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Mr. Phillips

*Greek Vase Painting*  
*Corinthian Pottery*  
*The Western Greeks*  
*Etruscan Archaeology*

Mrs. Pinney

*East Greek Pottery*  
*Greek Vase Painting*  
*Etruria in the Sixth Century B.C.*  
*Ancient Monumental Painting*

Mrs. Ridgway

*Roman Copies of Greek Sculpture*  
*Greek Sculpture of the Fifth Century B.C.*  
*Hellenistic Sculpture*  
*Architecture of Magna Graecia*  
*The Parthenon*

Mr. Wright

*Minoan Burial Customs*  
*Mycenaean Citadels*  
*The Early Bronze Age in the Aegean*  
*Problems in Greek Architecture*

Mrs. Wright

*Delos*  
*Colonies and Cities in Roman Greece*  
*The Near East in Hellenistic and Roman Times*  
*Problems in Roman Pottery Trade*

SELECTED UNDERGRADUATE COURSES

Incoming students with incomplete preparation in Archaeology will be advised to take selected undergraduate courses (with additional work for graduate credit) during their first years in graduate school.

201b *Egypt and Mesopotamia Before 1600 B.C.*: Mr. Ellis

203a *Greek Sculpture*: Mrs. Ridgway

203b *Hellenistic and Roman Sculpture*: Mrs. Pinney

205a (History) *The Ancient Near East*: Mr. Ellis

205b *Aegean Archaeology*: Mr. Wright

206a *Egyptian Archaeology*: Mr. Ellis

301b *Greek Vase-Painting*: Mrs. Pinney

302a *Greek Architecture*: Mr. Wright

304b *Monumental Painting*: Mrs. Pinney

# Economics

*Professor:* Richard B. Du Boff PHD *Chairman*

*Associate Professors:* Noel J. J. Farley PHD  
Helen Manning Hunter PHD\*

*Lecturer:* Frances E. Altvatter AB

*Prerequisites.* An undergraduate major in Economics, with work in such related fields as History and Political Science. Superior applicants with majors in other disciplines may be admitted. Applicants must submit scores on the Aptitude Test and Advanced Tests of the Graduate Record Examinations. 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 show either reading proficiency in a second modern foreign language or 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 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.* 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, and 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.

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\*On leave semester I

*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 will be devoted to the subject matter of the dissertation.

*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 Policy*  
*International Trade Theory*

Mrs. Hunter

*Econometrics*  
*Macroeconomic Analysis*  
*Monetary Theory and Institutions*

Miss Altvatter

*Corporate Financial Theory*  
*Industrial Organization*  
*Microeconomic Analysis*  
*Public Finance*

## Education and Child Development

*Professors: Janet L. Hoopes PHD Director*  
*Child Study Institute*  
*Ethel W. Maw PHD Chairman*

*Associate Professors: Susan E. Maxfield MS Director*  
*Phebe Anna Thorne School*  
*Emmy A. Pepitone PHD*  
*Faye P. Soffen EDD*

*Assistant Professor: Samuel S. Snyder PHD*

The program emphasizes extensive knowledge of human development in a variety of social contexts to provide the foundation for specialization in college teaching, research, and practice: child clinical development, educational psychology, school psychology, counseling, secondary education, and early childhood education. The typical program of study includes research and field experience in educational and mental health settings as well as participation in seminars.

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.

*Prerequisites.* An undergraduate preparation in the liberal arts which must include work in general psychology and statistics. 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 and adolescent development, clinical evaluation, counseling and guidance, history and philosophy of education, educational psychology, social psychology and sociology of education, secondary education, elementary education, early childhood education, and psychological disorders of children. 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 demonstrate a reading knowledge of one modern foreign language and competence in statistics. The statistics requirement for both degrees may be satisfied by passing the course *Foundations of Research* at a satisfactory level or by demonstrating equivalent competencies. Language skills will be tested 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.* Candidates will normally offer three units of graduate work in Education, although one of the 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 and an oral examination. The Final Examination is an oral examination devoted to the dissertation and the field in which it has been written.

*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 childhood 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.) Some seminars are offered in alternate years.

Miss Hoopes

*Clinical Evaluation*

*Advanced Theory and Practice in Clinical Evaluation*

*Assessment in Early Childhood*

Mrs. Maw

*Research and Statistics*  
*Educational Psychology*  
*Topics in Learning and Instruction*

Miss Maxfield

*Development in Early Childhood*  
*Developmental Psychology*  
*Early Childhood Education*  
*Theory in Practice: Early Childhood Education*

Mrs. Pepitone

*History and Philosophy of Education*  
*Social Theories*  
*Family Theory*  
*Issues in Urban Education*  
*Research in Children's Cooperation and Competition*

Instructor to be announced

*Social and Personality Development*  
*Psychological Disorders of Children*

Mr. Snyder

*Cognitive Processes and Cognitive Development*  
*Foundations of Research*  
*Critical Issues in Human Development*  
*Topics in Developmental Psychology*

Mrs. Soffen

*Principles and Organization of the Guidance Program*  
*The Counseling Process: Theory and Practice*  
*The Group Process in Counseling and Guidance*  
*The Psychology of Occupations*  
*Advanced Theory and Practice in Counseling and Guidance*

#### SELECTED UNDERGRADUATE COURSES

206a *Developmental Psychology*: Mr. Snyder

207b *Adolescent Development*: Mr. Snyder

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

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

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:* Carol L. Bernstein PHD  
Sandra M. Berwind PHD *Acting Dean of the  
Undergraduate College*  
Thomas H. Jackson PHD  
Joseph E. Kramer PHD *Chairman*

*Assistant Professors:* Peter M. Briggs PHD  
Katrin Ristkok Burlin PHD  
E. Jane Hedley PHD  
Eileen T. Johnston PHD‡  
Annette NiemtZOW 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 Examinations and a sample of recent critical writing.

*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 doctoral candidate will satisfy these requirements at the beginning of the second year of graduate study; they must be completely satisfied before the doctoral candidate takes the Preliminary Examinations.

Language skills will be tested by examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT

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‡On leave 1979-80

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 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 on through small seminars, selected advanced undergraduate courses (adjusted to the needs of graduate students), 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 being accepted for doctoral candidacy, the student will take Preliminary Examinations in five parts: four written (four hours each) and one 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 adviser 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 devoted to the dissertation and the field in which it has been written.

The Department offers an apprenticeship program in teaching for students who have advanced beyond the M.A.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

#### SEMINARS

Seminars run for one semester and subjects are chosen from the following areas.

Mrs. Bernstein

*Nineteenth-Century English Literature*  
*Theory of Fiction*

Mrs. Berwind

*Twentieth-Century Literature*  
*Lyric Poetry*

Mr. Briggs

*Swift and Pope*  
*Restoration and Eighteenth-Century Literature*  
*Satire*

BRYN MAWR COLLEGE

- Mrs. Burlin  
*Jane Austen, the Brontës, and George Eliot  
Fiction*
- Mr. Burlin  
*Old English Literature  
Chaucer  
Mediaeval Drama*
- Mrs. Hedley  
*Spenser  
Renaissance Literature*
- Mr. Jackson  
*Twentieth-Century Literature  
Modern Criticism*
- Mrs. Johnston  
*Victorian Literature*
- Mr. Kramer  
*Shakespeare  
Renaissance Drama  
Modern Drama*
- Miss Niemtzow  
*American Literature*
- Miss Stapleton  
*Studies in Poetry or Prose  
Milton  
Seventeenth-Century Literature*

SELECTED UNDERGRADUATE COURSES

- 300 *Old English Literature*: Mr. Burlin  
326a *Theater of Ben Jonson*: Mr. Kramer  
333b *Poetry of the Seventeenth Century: The Metaphysicals*:  
Mrs. Hedley  
355b *Major Victorian Poets*: Mrs. Bernstein  
358a *Jane Austen and Charlotte Brontë*: Mrs. Burlin  
358b "Women of Talents": Mrs. Burlin  
366b *Herman Melville*: Miss Niemtzow  
376b *D. H. Lawrence and Samuel Beckett*: Mr. Jackson  
384a *Theory of Fiction*: Mrs. Bernstein  
388a *Modern Poetic Theory*: Mr. Jackson

# French

*Professors:* Michel Guggenheim PH D ‡  
Pauline Jones PH D  
Mario Maurin PH D

*Associate Professor:* Catherine Lafarge PH D *Chairman*

*Assistant Professor:* Grace Armstrong Savage PH D

*Visiting Lecturer:* Lance K. Donaldson-Evans D ès L

*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 required 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 other than French, or German, or evidence of extensive training in Mediaeval or advanced Latin. For the Ph.D. degree, either a reading knowledge of two modern languages (including one Romance language other than French) or superior competence in one. Students may satisfy the latter requirement by completing satisfactorily at least one unit of graduate work at Bryn Mawr in a Romance literature other than French, or in German literature. Language requirements must be fulfilled before the doctoral candidate takes the Preliminary Examinations.

Language skills will be tested by examinations administered by Bryn Mawr College. Entering students may offer scores of the GSFLT

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‡On leave 1979-80

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 is devoted to the dissertation and the field in which it has been written.

*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. Donaldson-Evans

*Montaigne—semester I*

Mr. Guggenheim

*(Rousseau et le prérromantisme)*

(*Précieux, mondains et moralistes du XVII<sup>e</sup> siècle*)  
 (Voltaire)  
 (Techniques narratives [XIX<sup>e</sup> et XX<sup>e</sup> siècles])

Miss Jones

(Vigny et Camus)  
 (Baudelaire)  
 (Verlaine, Rimbaud)  
 Mallarmé—semester II

Miss Lafarge

(Stendhal et Flaubert)  
 (Le Thème de la prison au XIX<sup>e</sup> siècle)  
 (Marivaux, Giraudoux)  
 (Diderot)

Mr. Maurin

(Essayistes du XX<sup>e</sup> siècle)  
 (Le Théâtre de 1940 à 1960)  
 (L'Autobiographie de Chateaubriand à Sartre)  
 (Réalisme et naturalisme)  
 (Valéry, Claudel, Proust, Gide)  
 (Romancières du XX<sup>e</sup> siècle)  
 Mauriac et Sartre—semester I

Mrs. Savage

(L'Art du conte et de la nouvelle des Cent Nouvelles Nouvelles  
 à Flaubert)  
 (Philologie et littérature médiévales)  
 Le Théâtre médiéval—semester II

#### SELECTED UNDERGRADUATE COURSES

- (301b *La démolition du héros: Pascal, Molière, La Rochefoucauld*)  
 (302b *Racine et la critique moderne*)  
 (303a *La Vision de la femme dans la littérature française*)  
 (304a *Le Roman du XVIII<sup>e</sup> siècle*)  
 304b *Essayistes du XX<sup>e</sup> siècle: Mr. Maurin*  
 (306b *Le Théâtre de 1880 à 1939*)  
 (307a *Ecrivains engagés de Montaigne à Sartre*)  
 308a *Verlaine, Rimbaud: Miss Jones*  
 (309a *Gide et Sartre*)  
 310a *Techniques narratives: Mrs. Savage*

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 in fields other than French. An extra charge will be made. Specific information may be obtained from the Graduate School of Arts and Sciences during registration.

## Geology

*Professors:* Maria Luisa B. Crawford PH D *Chairman*  
Lucian B. Platt PH D

*Associate Professors:* William A. Crawford PH D  
W. Bruce Saunders PH D

*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. Applicants must submit scores in the Aptitude Test of the Graduate Record Examinations.

*Major and Allied Subjects.* Students may specialize in 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 will be tested by examinations administered by Bryn Mawr College.

*Program and Examination for the M.A.* At least three units of work are required, one of which will consist of a field or laboratory research project under the direction of a member of the faculty. The results of the research project must be reported in a Master's thesis. The student must also pass a Final Examination consisting of a four-hour written and a one-hour oral test.

*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. A set of Preliminary Examinations which test general knowledge in Geology, knowledge in the candidate's special field, and either an allied subject or an additional field in Geology must be passed before the student becomes deeply involved in the research project. A Final Examination follows the completion of the Ph.D. dissertation. This examination is devoted to the dissertation and the field in which it has been written.

Every graduate student in the Department is expected to assist in the work of the Department.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

#### SEMINARS AND GRADUATE COURSES

Two or three courses or seminars are offered each semester. These are usually chosen so that each is offered once every other year. The specific content of the seminars is determined by the current interests of faculty and students. Students wishing to do so may also attend graduate courses at the University of Pennsylvania under the Reciprocal Plan (see page 11).

Mr. Crawford

##### *Geochemistry and Analytical Techniques*

Selected topics in the geochemistry of the earth combined with instruction in wet chemical and instrumental means of silicate analysis.

##### *Igneous Petrology*

Selected subjects in the structure, physical chemistry, and origin of igneous rocks. Prerequisite: Geology 303a, *Thermodynamics for Geologists*, or its equivalent.

Mrs. Crawford

##### *Metamorphism*

The physical and chemical processes of metamorphism, accompanied by regional studies. Prerequisite: Geology 303a, *Thermodynamics for Geologists*, or its equivalent.

##### *Advanced Mineralogy*

The study of selected rock-forming mineral groups accompanied by instruction in optical, chemical, and x-ray techniques.

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.

*Sedimentary Petrology*

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

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

## German

*Professor*: Hans Bänziger PHD\*

Nancy C. Dorian PHD *Acting Chairman*

*Associate Professors*: Gloria Flaherty PHD

C. Stephen Jaeger PHD‡

*Assistant Professor*: Susan Joan Erickson 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. They are also encouraged to write to the Chairman and seek a personal interview with the members of the Department whenever possible.

*Major and Allied Subjects.* Students may specialize in either German literature, German philology, or German linguistics. One of these fields or an area in the humanities, especially the literatures, may serve as the allied subject. Graduate students can acquaint themselves with the theory and practice of teaching German by close cooperation with a member of the faculty.

\*On leave semester I

‡On leave 1979-80

*Language Requirements.* Normally French for the M.A.; French and another language, preferably Latin, for the Ph.D. 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 will be tested by 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 or Germanic philology or both after one full year of study and before proceeding to complete 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 and/or philology, or in German literature and philology and an allied field. In addition to providing familiarity with the field in general, the M.A. program is designed to introduce the student to various historical and critical approaches to the study of literature and language. Each student must demonstrate competence in spoken and written German. After completion of course work, each student must submit a Master's paper to the department clearly demonstrating independent research. The final examination, covering the student's general knowledge of the history of German literature, 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. Graduate students in German at Bryn Mawr may register for one class each semester at the University of Pennsylvania, or for one class in the area of Mediaeval Studies at

Princeton. 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 is devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

SEMINARS

Mr. Bänziger

*(Brecht and Dürrenmatt)*

*(Franz Kafka)*

*(Gottfried Keller and German Realism)*

*(Hofmannsthal and Rilke)*

*Thomas Mann and Max Frisch*

Miss Dorian

*(Comparative Germanic Grammar)*

*(Old High German)*

*(The Structure of German)*

Miss Erickson

*(German Realism)*

*The German Lyrical Novel*

Miss Flaherty

*(Bibliography and Methods in Criticism)*

*(German Baroque Literature)*

*(Goethe and Schiller)*

*(Romanticism)*

Mr. Jaeger

*(Wolfram's Parzival)*

*(German Renaissance Literature)*

*(Middle High German Literature)*

SELECTED UNDERGRADUATE COURSES

(300b *A Survey of German Literature*: Mr. Bänziger)

301a *History of the German Language*: Miss Dorian

(302a *Vernacular Literature in Mediaeval Germany*:

*The Courtly Romance*: Mr. Jaeger)

(303a *Modern German Prose*: Mr. Bänziger)

(304b *The German "Novelle"*: Miss Erickson)

(305b *The Modern German Drama*: Mr. Bänziger)

(307b *The Literature of the Renaissance and the Reformation*:

Mr. Jaeger)

(308a *Introduction to Middle High German*: Mr. Jaeger)

310b *Lessing and the Enlightenment*: Miss Flaherty

# Greek

*Professor:* Mabel L. Lang PHD *Chairman*

*Associate Professors:* Gregory W. Dickerson PHD  
Richard Hamilton PHD

*Andrew W. Mellon Postdoctoral Fellow:* Neil Forsyth 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. Candidates for the Ph.D. degree must first complete an M.A. degree.

*Allied Subjects.* Any literature, ancient or modern, ancient history, ancient philosophy, Classical Archaeology, linguistics.

*Language Requirements.* Latin, French, and German for both the M.A. and the Ph.D. Language skills will be tested by 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 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 and complete the M.A. paper. The Final Examination consists of a three-hour written examination on two of the fields covered by the student's seminars and an oral examination of one hour on the field of the paper.

*Program and 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 is devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

SEMINARS AND GRADUATE COURSES

- Mr. Dickerson  
*Early Tragedies of Aeschylus*—semester I
- Mr. Hamilton  
*Euripides*—semester II
- Miss Lang  
*Herodotus*—semesters I and II

SELECTED UNDERGRADUATE COURSES

The following undergraduate courses are open to graduate students in other fields.

- 101 *Herodotus and Tragedy*: Mr. Dickerson, Mr. Hamilton  
102b *Homer's Odyssey*: Mr. Dickerson  
201 *Plato and Thucydides; Tragedy*:  
Mr. Hamilton, Mr. Dickerson  
301 *Aeschylus and Aristophanes; Hesiod and Pindar*:  
Mr. Dickerson, Mr. Hamilton

## History

*Professors*: Charles M. Brand PHD *Chairman*  
Arthur P. Dudden PHD†  
Mary Maples Dunn PHD *Dean of*  
*The Undergraduate College*‡  
Elizabeth Read Foster PHD  
Barbara M. Lane PHD  
Jane M. Oppenheimer PHD  
J.H.M. Salmon LITD  
Alain Silvera PHD  
James Tanis THD *Director of Libraries*

*Associate Professor*: Phyllis S. Lachs PHD‡

*Assistant Professors*: Wendell Holbrook PHD‡  
Stephen Poppel PHD

†On leave semester II

‡On leave 1979–80

*Fields of Study.* 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 allied with it.

*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 must submit scores in the Aptitude Test of the Graduate Record Examinations, and a sample of recent historical writing.

*Language Requirements.* Entering students may offer scores of the GSFLT taken within twelve months of the date on which they begin graduate work at Bryn Mawr.

At least one modern foreign language, to be approved by the Department, is required of M.A. degree candidates. The College language examination must be attempted before the end of the first semester's work; the examination must be passed before the end of the following summer or before candidacy for the degree is requested, whichever is earlier.

At least two modern foreign languages, the choice of which must be approved by the Department during the student's first academic year, are required of the Ph.D. candidates. Students entering with an A.B. must attempt a College language examination before the end of the first semester's work and must pass the examination in one language before they may enter upon a third semester of work. They must attempt an examination in the second language no later than their third semester of work and must pass an examination on this second language before they may enter upon a fifth semester of work. Students entering with an M.A. must attempt examinations in both languages before the end of their first semester and must pass examinations in both before they may enter upon a third semester of work. 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.

In practice, since the College language examinations are scheduled toward the beginning of the second semester, proof of language facility must often be established early in the second semester of work to enable the student to enter upon a third semester of work. In addition, since financial aid decisions are made early in semester II, often before semester II language examinations are



completed, students applying for financial aid for the succeeding academic year should demonstrate language competence before the end of 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 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 Oral Examination is devoted to the dissertation and the field in which it has been written; plans for publication will also be reviewed. The department reviews each student's progress and plans for work at all stages.

*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 and the current research interests of the faculty.

#### *Ancient History*

Students should consult pages 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)*

*(Venice from the Tenth through the Thirteenth Centuries)*

*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 and 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 History—semester I*

Mrs. Dunn  
*(Seventeenth-Century America)*  
*(Eighteenth-Century America)*

Mrs. Foster  
*(Parliament in the Early Stuart Period)*  
*(Social and Economic History of the Early Stuart Period)*  
*Topics in Early Modern English History—semester II*

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*

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Mr. Tanis

*(Historiography of the Reformation)*

*African and Afro-American History*

Topic to be announced.

*History of Science*

Miss Oppenheimer

*Embryology in the Twentieth Century*

SELECTED UNDERGRADUATE COURSES

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

301a *Topics in the History of Modern Europe: Social History:*

Mr. Poppel

302 *France, 1559–1661:* Mr. Salmon

303a *Topics in the Recent History of the United States:*

Mr. Dudden

314 *History of Scientific Thought:* Miss Oppenheimer

320a *Rise of the Dutch Republic:* Mr. Tanis

320b *Golden Age of the Netherlands:* Mr. Tanis

330 *France Since 1870:* Mr. Silvera

360 *England under the Tudors and Stuarts:* Mrs. Foster

380a *Topics in the Enlightenment:* Miss Oppenheimer

## History and Philosophy of Science

*Committee on History and Philosophy of Science:*

*Professor of Chemistry:* Ernst Berliner PHD

*Professor of History:* Mary Maples Dunn PHD *Director*‡

*Professor of History of Science:* Jane M. Oppenheimer PHD

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

*Associate Professors of Philosophy:* Michael Krausz PHD

George Weaver PHD

‡On leave 1979–80

*At the University of Pennsylvania:*

*Professors:* Thomas Park Hughes PHD *Chairman*  
 Charles Rosenberg PHD  
 Nathan Sivin PHD  
 Rosemary Stevens PHD  
 Arnold Thackray PHD  
 Alexander Vucinich PHD

*Associate Professor:* Diana Crane PHD

*Assistant Professors:* Mark Adams PHD  
 Robert E. Kohler, Jr. PHD  
 Russell Maulitz PHD MD

*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 History and Sociology of Science at the University of Pennsylvania. After 1979–80 this program will be discontinued as a separate program.

*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 will be tested by 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

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Philosophy. The Final Examination is devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

SEMINARS AND GRADUATE COURSES

Miss Oppenheimer

*Embryology in the Twentieth Century*

*At the University of Pennsylvania:*

Mr. Adams

*Seminar on Science and Literature*

Miss Crane

*Sociology of Science*

Mrs. Hughes

*Technology in Industrial America, 1880-1950*

Mr. Kohler

*Seminar in American Science*

Mrs. Stevens

*Introduction to Research in Medical History and Policy*

Mr. Thackray

*Scientific and Learned Periodicals. History: Theory: Practice*

Mr. Vucinich

*Science Historiography*

UNDERGRADUATE COURSES

314 *History of Scientific Thought:* Miss Oppenheimer

# History of Art

*Professors:* Charles G. Dempsey MFA PHD *Chairman*  
Charles Mitchell BLITT LITTD  
James E. Snyder MFA PHD

*Associate Professor:* Dale Kinney PHD

*Assistant Professor:* Steven Z. Levine PHD‡

*Dean of the Graduate School of Arts and Sciences and Professor of  
Classical and Near Eastern Archaeology and of History of Art:*  
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 occasionally admitted. All applicants must submit scores in the Aptitude Test of the Graduate Record Examinations.

*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 languages other than their own, to be approved by the Department.

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.

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‡On leave 1979-80

*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 of these and one allied subject). After two or three years at Bryn Mawr, students normally go abroad for a period of research on their dissertations.

*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

Four or more one-term seminars are given annually, on topics that change from year to year, in addition to units of supervised individual study or research. Recently offered seminars include:

*Liturgy and Architecture*  
*Early Christian and Byzantine Syria*  
*The Art and Influence of Montecassino*  
*Illustrated Psalters*  
*Early Dutch Painting*  
*Dutch Paintings from Geertgen to Heemskerck*  
*Carel van Mander's Het Schilder-boeck*  
*Mediaeval and Renaissance Drawing*  
*The Patronage of Julius II*  
*Leon Battista Alberti*  
*Michelangelo*  
*Problems in the Reform of Italian Art, 1550-1600*  
*Selected Topics in Baroque Painting*  
*Venetian Eighteenth-Century Art*  
*French Eighteenth-Century Painting*  
*Monet and Impressionism*  
*Cezanne*  
*Contemporary Spanish Painting*

Topics for 1979-80:

Mr. Dempsey

*Problems in Baroque Painting—semester II*

Mrs. Kinney

*Problems in Mediaeval Italian Architecture—semester II*

Mr. Mitchell

*Picasso—semester I*

Mr. Snyder

*Late Gothic Painting in Bruges*—semester I

Graduate students are sometimes advised to register for selected undergraduate courses which with additional work may be accepted for graduate credit.

SELECTED UNDERGRADUATE COURSES

330a *Art of Alexandria and Coptic Egypt*: Mrs. Kinney

331b *Van Gogh and the Dutch Tradition*: Mr. Snyder

332b *William Morris*: Mr. Mitchell

333a *Problems in Baroque Painting*: Mr. Dempsey

## History of Religion

*Professor*: Samuel Tobias Lachs PHD

*Professor of History*: James Tanis THD *Director of Libraries*

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, with additional work, may be taken for graduate credit with permission of the major department.

210a *Jewish Ethics and Theology*: Mr. Lachs

300b *Studies in Early Rabbinic and Mediaeval Judaism*:

Mr. Lachs



# Italian

*Associate Professors:* Nancy Dersofi PHD *Acting Chairman*†  
Nicholas Patruno PHD *Chairman*\*

*Andrew W. Mellon Postdoctoral Fellow:* Maria Rosa Menocal PHD

*Visiting Lecturer:* Teresa Hanes

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.

(301a *Dante*)

303a *Petrarch, Boccaccio, and the Early Humanists*

303b *Literature of the Italian Renaissance*

(305a *Arcadia and Enlightenment*)

(305b *History of the Italian Theater*)

# Latin

*Professors:* Russell T. Scott PHD *Chairman*\*  
Myra L. Uhlfelder PHD

*Associate Professor:* Julia H. Gaisser PHD

*Andrew W. Mellon Postdoctoral Fellow:* Neil Forsyth 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 Examinations 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.

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†On leave semester II

\*On leave semester I

*Language Requirements.* French and German are required for both the M.A. and Ph.D. Language skills will be tested by 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, or the history of classical scholarship; one four-hour written paper in the field of the allied subject, and 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 Examination is devoted to the dissertation and the field in which it has been written.

*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 1979-80:

Mrs. Gaisser

*The Alexandrian Tradition in Latin Poetry*—semester I

Mr. Scott

*Livy: Early Rome*—semester II

Miss Uhlfelder

*Imperial Literature*—semesters I and II

SELECTED UNDERGRADUATE COURSES

202a,b *Mediaeval Latin Literature*: Miss Uhlfelder

(301a *Livy and Tacitus*: Mr. Scott)

(301b *Vergil's Aeneid*: Mrs. Gaisser)

302a *Lucretius*: Miss Uhlfelder

302b *Cicero and Caesar*: Mr. Scott

## Mathematics

*Professor*: Frederic Cunningham, Jr. PHD *Chairman*

*Visiting Lecturer*: Mario Martelli PHD

*Lecturer*: Carol G. Heines 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 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.

*General Degree Requirements for the M.A. and Ph.D.* See pages 13-15.

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

#### SEMINARS AND GRADUATE COURSES

The work of the graduate program consists primarily of reading and research under the direction of members of the department. Seminars are offered in selected topics as justified to meet the needs and interests of sufficient numbers of students. Students are also encouraged to take advantage of the reciprocity agreement to take a course at the University of Pennsylvania.

Mr. Cunningham

*Real and Complex Analysis*

*Functional Analysis*

*General Topology*

*Linear Spaces*

Miss Heines

*Group Theory*

*Number Theory*

Mr. Martelli

*Real and Complex Analysis*

*Differential Equations*

*Dynamical Systems*

*Applied Mathematics*

*Non-linear Functional Analysis*

SELECTED UNDERGRADUATE COURSES

- 301 *Advanced Calculus*: Mr. Martelli  
303a *Introduction to Abstract Algebra*: Miss Heines  
303b *Topics in Algebra*: Miss Heines  
(308 *Introduction to Applied Mathematics*: Mr. Martelli)  
(309b *Dynamical Systems*: Mr. Martelli)  
310a *Theory of Functions of a Complex Variable*:  
Mr. Cunningham  
(311 *Differential Equations*)

## Mediaeval Studies

*Committee on Mediaeval Studies:*

*Professor of English*: Robert B. Burlin PHD

*Professor of History*: Charles M. Brand PHD *Chairman*

*Professors of History of Art*: Charles Mitchell BLITT LITT D

James E. Snyder MFA PHD

*Professor of Latin*: Myra L. Uhlfelder PHD

*Professor of Music*: Isabelle Cazeaux PHD

*Professor of Philosophy*: Jean A. Potter PHD

*Professor of Spanish*: Joaquín González-Muela *D en Fil*

*Associate Professor of German*: C. Stephen Jaeger PHD

*Assistant Professor of French*: Grace Armstrong Savage PHD

*Assistant Professor of History of Art*: Dale Kinney PHD

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 in the future come under the supervision of a particular department; applications are no longer being accepted for doctoral work in Mediaeval Studies.

Mediaeval work in a particular department will fall under the regulations of that department. For students continuing to work

under the Mediaeval Studies Committee the regulations are as follows:

*Prerequisites.* The Committee must be satisfied that all candidates 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, and History of Music.

*Language Requirements.* For the M.A., Latin and two modern languages. Other languages may be substituted by permission of the Committee according to the candidate's special program. Language skills will be tested by examinations administered by Bryn Mawr College.

*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).

*General Degree Requirements for the M.A.* See pages 13-15.

#### SEMINARS AND GRADUATE COURSES

See listings under the various departments.

#### SELECTED UNDERGRADUATE COURSES

See listings under the various departments.

## Music

*Professor:* Isabelle Cazeaux PHD *Chairman*

*Roian Fleck Resident in Religion:* Henry E. Horn STM

Applications are no longer being accepted for graduate study leading to a degree in Music. Graduate seminars and approved courses may be taken for graduate credit with the permission of the major department.

SEMINAR AND GRADUATE COURSE

Miss Cazeaux

*Subject to be announced*

SELECTED UNDERGRADUATE COURSES

Undergraduate courses taken for graduate credit require additional work.

301b *The Development of Christian Hymnody*: Mr. Horn

302 *Mediaeval, Renaissance and Baroque Music*: Miss Cazeaux

307a *Music Criticism*: Miss Cazeaux

310a *Bibliography and Research*: Miss Cazeaux

## Philosophy

*Professors*: José María Ferrater Mora *Lic Fil*

George L. Kline *PHD Chairman*

Jean A. Potter *PHD*

*Associate Professors*: Michael Krausz *PHD*

George E. Weaver, Jr. *PHD*

*Assistant Professors*: Richard H. Gaskins *PHDJD‡*

Tracy M. Taft *PHD*

*Associate Professor of Political Science*: Stephen G. Salkever *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. All applicants are required to submit scores in the Aptitude Test of the Graduate Record Examinations.

*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 examinations administered by Bryn Mawr College. Entering students may offer scores of

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‡On leave 1979-80

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 examinations, two of which are to be in systematic fields and two in authors or periods.

*General Degree Requirements for the M.A. and Ph.D.* See pages 13-15.

*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.

## SEMINARS

Mr. Ferrater Mora

*(Methods of Research in the History of Philosophy)*  
*(History of Philosophic Concepts)*  
*(Kant: Critique of Pure Reason)*  
*Phenomenology: Heidegger*

Mr. Kline

*(Ethics)*  
*(Hegel)*  
*Whitehead*

Mr. Krausz

*(Aesthetics)*  
*(Philosophy of Science)*  
*(Philosophy of History)*  
*Metaphysics and Epistemology*

Miss Potter

*(Mediaeval Philosophy)*  
*(Continental Rationalism)*  
*(Philosophy of Religion)*  
*Ontology*



BRYN MAWR COLLEGE

Mr. Salkever  
*Political Philosophy*

Miss Taft  
*(Aristotle)*  
*Plato*

Mr. Weaver  
*(Intensional Logics)*  
*(Completeness and Decidability)*  
*(Homogeneous Universal Models)*  
*Introduction to Mathematical Logic*

SELECTED UNDERGRADUATE COURSES

- 310b *Philosophy of Science*: Mr. Krausz  
311a *Philosophy of Religion*: Miss Potter  
313a *Analytic Philosophy*: Mr. Ferrater Mora  
316b *Number Systems*: Mr. Weaver

## Physics

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

*Associate Professor*: Alfonso M. Albano PHD *Acting Chairman*

*Assistant Professor*: Peter Beckmann PHD

*Fields of Study and Research.* The graduate program is designed to give students a broad background in physics and a high degree of expertise in a chosen field of research. Seminars and original research are tailored to meet individual needs and goals, which can include interdisciplinary studies, teaching, and applied research, as well as pure research in theoretical and experimental physics. In theoretical physics, the present research activities in the Department involve non-equilibrium thermodynamics, nuclear and electron spin interactions, solid-solid phase transitions, the biophysics of nerve fibers and excitable membranes, and the structure and

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\*On leave semester I

function of biomembranes and other systems using computer modeling techniques. In experimental physics, present activities include nuclear spin relaxation studies in molecular solids using pulsed nuclear magnetic resonance and nuclear spectroscopy using directional and polarization correlation techniques. Under the Plan for the Coordination of the Sciences there are special opportunities for research and training in such areas as chemical physics, biophysics, and geophysics. See page 86.

*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 courses and 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.

*Language Requirements.* For both the M.A. and the Ph.D. degrees, one language is required, normally French, German, or Russian. Language skills are tested by examinations administered by Bryn Mawr College.

*Computer Skills Requirement.* For both the M.A. and the Ph.D. degrees, proficiency is required in the use of a modern computer language approved by the Department. Computer skills are tested by examinations administered by Bryn Mawr College.

*Qualifying Examination.* An oral qualifying examination must be passed by all graduate students. The subject matter of the examination, which is normally taken in the first semester of graduate work, will include only material ordinarily covered in undergraduate physics courses.

*Program and Examination for the M.A.* The qualifying examination discussed above must be taken during the first year. The three units of work offered for the degree must include the quantum mechanics course and will ordinarily include one unit of experimental physics. The paper will usually consist of a report on a special field related to one of the seminars or units of graduate work offered for the M.A. The M.A. Examination is a one-hour oral examination.

*Program and Examinations for the Ph.D.* Each student is normally expected to have completed the graduate courses in Quantum Mechanics and Electromagnetic Theory, or their equivalents, must have a mathematical preparation acceptable as adequate for the Ph.D. degree, and must 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 it 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 and special relativity; (2) electromagnetic theory including applications to optics; (3) quantum mechanics, including applications to atomic, molecular, and nuclear physics; (4) thermodynamics, statistical mechanics, and solid state physics. 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 be devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and Ph.D.* See pages 13-15.

*Colloquium.* All members of the Department, including graduate students, meet weekly for the discussion of current problems.

#### GRADUATE COURSES

Year long (1 unit) graduate courses in quantum mechanics and electromagnetic theory are offered every year. Although both are normally taken in the first year, one or, if necessary, both may be delayed a year if it is felt that the student requires prior work at the level of advanced undergraduate courses. Students who have taken equivalent graduate courses elsewhere may be exempted.

*Quantum Mechanics:* Mr. Pruett

Mathematical formalism of matrix and wave mechanics; the Schrodinger, Heisenberg, and Interaction Approaches; time-independent and time-dependent perturbation theory; semi-classical theory of radiation; the density matrix; Dirac's relativistic wave equation.

*Electromagnetic Theory:* Miss Hoyt

Electrostatics, magnetic fields of constant currents, Maxwell's equations and their applications, electromagnetic fields of time-varying currents and of moving charges and radiation of electromagnetic waves.

## SEMINARS

The seminars reflect both the research activities of the faculty and the research interests of the students. As a result, contents are flexible and are chosen to satisfy the needs of individual students and to incorporate recent developments in each field. Seminars may cover either one or two semesters ( $\frac{1}{2}$  or 1 unit). Those listed below are intended only to be representative, offerings in any given year being determined by student needs. Under the Reciprocal Plan, students may also take graduate courses at the University of Pennsylvania. See page 11.

Mr. Albano

*Statistical Mechanics*  
*Non-equilibrium Thermodynamics*  
*Advanced Quantum Mechanics*

Mr. Beckmann

*Solid State Physics*  
*Magnetic Resonance*

Miss Hoyt

*Topics in Biophysics*  
*Molecular and Chemical Physics*  
*Use of Group Theory in Physics*

Mr. Pruett

*Nuclear Physics*  
*Molecular Physics, with applications to biomembrane structure and function*

Members of the Department

*Experimental Physics*  
*Mathematical Physics*

## SELECTED ADVANCED UNDERGRADUATE COURSES

- 308a *Advanced Classical Mechanics*  
 309b *Advanced Electromagnetic Theory*  
 310a *Mathematical Physics*

# Political Science

*The Caroline McCormick Slade Department of Political Science*

*Professors:* Melville T. Kennedy, Jr. PHD  
Gertrude C. K. Leighton ABJD

*Associate Professors:* Charles E. Frye PHD  
Marc Howard Ross PHD *Chairman*  
Stephen G. 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, political behavior, 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 will be tested by 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 written and oral Preliminary Examinations. An oral Final Examination will be devoted to the dissertation and the field in which it has been written.

*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

*Aspects of Political Behavior*  
*International Law*  
*Jurisprudence*

Mr. Ross

*American Politics: Political Behavior*  
*Community Politics*

Mr. Salkever

*Aristotle*  
*Political Philosophy*

## SELECTED UNDERGRADUATE COURSES

- 218b *Community Politics*: Mr. Ross  
 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  
 312b *Problems in Modernization*: Mr. Kennedy  
 313b *Problems in Constitutional Law*: Mr. Salkever  
 315b *Political Authority and Decision Making*: Mr. Ross  
 317a *Political Culture and Political Leadership*: Mr. Frye  
 327a *Political Philosophy in the 20th Century*: Mr. Salkever  
 328a *United States Policy in Asia*: Mr. Kennedy

# Psychology

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

*Associate Professors:* Clark McCauley, Jr. PHD  
Earl Thomas PHD

*Assistant Professor:* To be announced

*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 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, Spanish. 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 Examinations, which should be taken early in the third year, consist of three written area-examinations of four hours each and a paper which either (a) synthesizes a major area of research in psychology or (b) develops a theoretical analysis of a major problem or issue in psychology. The three area-examinations must be completed within four weeks; the entire set of examinations (including the paper) must be completed within six months. The three four-hour examinations are in the following areas: learning and motivation, physiological psychology, social psychology, developmental psychology, or, with the approval of the Department, in two of these areas and in one of the allied subjects listed above. (The area of comparative psychology as such is not represented in a separate examination; comparative issues are treated in each of the other area-examinations.) The topic of the paper is developed initially by the student and his advisor and submitted to the Department for approval.

*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*

Instructor to be announced.

*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  
204a *Sensory Processes*: Mr. Hoffman  
(207b *Language and Cognition*: Instructor to be announced)  
302b *Physiological Psychology*: Mr. Thomas

## Russian

*Associate Professors*: Dan E. Davidson PHD *Chairman*  
Ruth L. Pearce PHD

*Assistant Professor*: George S. Pahomov PHD

*Professor of Philosophy*: George L. Kline PHD

*Prerequisites.* An undergraduate major in Russian or an equivalent preparation with some work in literature. Applicants should submit scores in the Aptitude Test of the Graduate Record Examinations, a brief biography written in Russian, and at least one essay written in English on a literary topic. The English essay may have been written for an advanced undergraduate course or graduate seminar previously taken.

*Allied Subjects.* Any language or literature, economics, Russian 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 will be tested by 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 be devoted to the dissertation and the field in which it has been written.

*General Degree Requirements for the M.A. and the Ph.D.* See pages 13-15.

#### SEMINARS AND GRADUATE COURSES

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 (see page 11) 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.

Mr. Davidson

*Karamzin and Early Romanticism*  
*Old Russian Literature*  
*Russian Language: Structure and Teaching Methodology*  
*Russian Prose of the Early Modern Period*  
*Versification*

Mr. Pahomov

*Chekhov*  
*Classics of Russian Drama from Fonvizin to Chekhov*  
*Russian Romanticism*  
*The Russian Short Story: Karamzin to Chekhov*  
*Turgenev and Goncharov*

Mrs. Pearce

*History of the Development of the Russian Literary Language*  
*History of the Russian Language: Phonology and Morphology*  
*Old Church Slavic: Phonology and Morphology*  
*Readings in Old Church Slavic*  
*Studies in the Structure of Russian*

Mr. Kline

*Theory and Practice of Literary Translation*

#### SELECTED UNDERGRADUATE COURSES

- 303 *Twentieth-Century Russian Literature*  
 305 *Advanced Russian Grammar*

306 *Russian Prose and Poetry of the Nineteenth Century*  
Philosophy 333b *Russian Philosophy*

*Cooperation with the University of Pennsylvania.* Attention is drawn to the graduate courses offered by the Department of Slavic Languages at the University of Pennsylvania. Students wishing to do so may register for a unit of work at the University under the Reciprocal Plan (see page 11).

## Sociology

*Professors:* Judith R. Porter PHD\*

Eugene V. Schneider PHD *Chairman*†

*Associate Professor:* Robert E. Washington PHD

*Assistant Professor:* Sheila Kishler Bennett 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 (see page 11).

*Language and Statistics Requirements.* 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.

\*On leave semester I

†On leave semester II

*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 be devoted to the dissertation and the field in which it has been written.

*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*

*Industrial Sociology*

*Race Relations*

*Sociology of Poverty*

*Political Sociology*

*Sociology of Developing  
Countries*

*Sociology of the Family*

*Social Change*

#### UNDERGRADUATE COURSES

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 Fil Acting Chairman*  
Willard F. King *PHD Chairman\**

*Associate Professor:* Eleanor K. Paucker *PHD*

*Assistant Professor:* Enrique Sacerio-Garí *PHD*

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

*Andrew W. Mellon Postdoctoral Fellow:* María Rosa Menocal *PHD*

\*On leave semester I

*Prerequisites.* An undergraduate major in Spanish (or the equivalent) which includes representative reading from both Spanish-American and peninsular Spanish literature. Applicants for admission in Spanish are asked to submit scores on the Aptitude Test and Advanced Test of the Graduate Record Examinations. They should submit one essay written in Spanish for an advanced undergraduate course and are strongly advised to arrange for a personal interview with a member of the Department.

*Major and Allied Subjects.* Students may specialize in any period of Spanish or Spanish-American literature. All Ph.D. candidates must complete one course in the history of the Spanish language. The following allied subjects are accepted: any literature, ancient or modern; European or Spanish-American history; classical or Romance philology; history of art.

*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 will be tested by 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.

*Program and Examinations for the Ph.D.* Students must complete a minimum of six units of graduate work, one and one-half of which may be in an allied subject. The Preliminary Examinations consist of four tests written in Spanish on both Spanish and Spanish-American topics and an oral examination. Suitable fields for these examinations should be discussed with the Chairman of the Department. The Final Examination is oral and devoted to the dissertation and the field in which it has been written.

*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.

Mr. González-Muela

*The History of the Spanish Language*—semester I  
*The Mediaeval Castilian Epic and Lyric*—semester II  
*(Mediaeval Prose from Alfonso el Sabio to the Corbacho)*  
*(Popular and Elite Styles in Golden Age Poetry)*  
*(The Language of Poetry since 1950)*

Mrs. King

*Ideological Currents in Renaissance Spain*—semester II  
*(Cervantes)*  
*(The Spanish Novel of the Sixteenth and Seventeenth Centuries)*  
*(Seventeenth-Century Drama: Spain and France)*  
*(Modern Drama)*  
*(Critical Approaches to Literature)*  
*(Don Quixote and Guzmán de Alfarache)*

Mrs. Paucker

*Spanish Romanticism*—semester I  
*(The Urban Novel in Spain)*  
*(Unamuno and Machado)*  
*(The Novel of the Mexican Revolution)*  
*(Gaucho Literature)*  
*Stylistics and Advanced Syntactic Analysis*—semester II

Mr. Sacerio-Garí

*Chroniclers of the New World*  
*(Borges and His Precursors)*  
*(The New Latin American Novel)*  
*Modern Latin American Poetry: Neruda, Vallejo, Paz,*—  
 semester I

#### SELECTED UNDERGRADUATE COURSES

- (302a *Mediaeval Spanish Literature*: Mrs. Paucker)  
 303a *The Modern Novel in Spain*: Mr. González-Muela  
 303b *Modern Poetry in Spain*: Mr. González-Muela  
 (304a *Cervantes*: Mrs. King)  
 (304b *Poetry and Drama of the Golden Age*: Mrs. King)  
 (350b *Masters of the Short Story*: Mr. Sacerio-Garí)

Appropriate graduate seminars at the *Centro de Estudios Hispánicos en Madrid* may be included in the program for the M.A. or the Ph.D. (see page 12).

# Fees

Application (payable by citizens of the United States and Canada and foreign students presently in the United States): \$25.

## Tuition

Full-time students:

\$4650 a year (or \$2325 for a semester)

Part-time students:

2 academic units \$3100 a year (or \$1550 a semester)

1 academic unit \$1550 a year (or \$775 a semester)

Auditors:

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

Continuing enrollment (see page 8): \$200 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

Both tuition and residence fees will be billed by semester. The Education Plan of monthly payment in cooperation with the Provident National Bank is available for those who prefer to pay fees in monthly installments. Direct correspondence to the Comptroller of the College.

Students whose fees are not paid on presentation of the 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.

## Refund Policy

In the event of withdrawal from the Graduate School of Arts and Sciences, refunds will be made according to the following schedule:

### For Semester I

Withdrawals prior to Sept. 7	100%
Withdrawals Sept. 7 through Oct. 29	50%
Withdrawals through Jan. 14	0%

### For Semester II

Withdrawals prior to Jan. 15	100%
Withdrawals Jan. 15 through March 8	50%
Withdrawals March 9 to end of semester	0%

For those students living at the Graduate Residence Center, the charge for residence is \$2300 in 1979-80. In accordance with the above schedule, if a student withdraws from graduate study a refund will be made of that portion of the fee which represents room, with the proviso that the College is able to reassign the student's space to some other student not previously in residence. The student is not entitled to dispose of the room he or she leaves vacant.

Appropriate reduction or remission will also be made for that portion of the residence fee which represents the cost of food.

## Medical Leave

In case of absence from the College extending six weeks or more because of illness, there will be a proportionate reduction or remission in the charge for the cost of food.

## Procedure for Securing Refunds

Written notice must be received by the Dean at least one week prior to the effective date of withdrawal. Students who have received loans under NDSL or GSL to meet any educational expenses for the current academic year must make an appointment with the Loan Officer before leaving the campus to arrange for appropriate repayment of the loans in question.

## Summary of Expenses for the Academic Year

### Regular

Tuition Fee (full time) .....	\$4650
Residence in graduate student housing .....	2300

### Contingent

Application Fee .....	\$ 25
Continuing Enrollment Fee .....	400
Course in Reading German or French .....	100
(flat fee from September to February)	
Health Insurance (United States citizens) .....	70
Health Insurance (foreign students) .....	100
Graduation Fee for all Graduate Degrees .....	25
Charge for Microfilming Ph.D. Dissertation .....	37
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 six 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.

## Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, 330 Independence Avenue, SW, Washington, D.C. 20201, concerning alleged failures by the institution to comply with the Act.

Copies of Bryn Mawr's policy regarding the Act and procedures used by the College to comply with the Act can be found in the Office of the Dean. The policy is printed in the Bryn Mawr-Haverford Academic Regulations, which also list all education records maintained on students by this institution.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Graduate Dean.

## Designation of Directory Information

Bryn Mawr College hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

- Category I Name, address, dates of attendance, class
- Category II Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
- Category III Date of birth
- Category IV Telephone number
- Category V Marital Status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification which must be in the Office of the Recorder, Taylor Hall, by 5 p.m. on the last Friday in Sep-

tember. Forms requesting the withholding of "Directory Information" are available in all Deans' offices and in the Office of the Recorder.

Bryn Mawr College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

## 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. Fellowships carry a stipend of \$2500 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 \$2000 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 (TOEFL) or the examination of the English Language Institute of the University of Michigan must be included.

### 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, Application for

Financial Aid for the Academic Year 1980-81. 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 9.

The GAPS FAS 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 90 for loan requirements.)

## Fellowships in the Award or Nomination of the College

*Bryn Mawr College Fellowships* of \$2500 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 of Art, Latin, Mathematics, 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 and of New York and Southern Connecticut, and from the Alumnae Association of Cambridge and 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 Elizabeth Eaton Butterfield Fund* for Graduate Scholarships was established in 1978 as a memorial by friends and family of Mrs. Butterfield, Class of 1935, founder and for many years President of the Bryn Mawr Book Sale of Cambridge, Massachusetts.

*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 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 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 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 postdoctoral candidate to allow continuation of a 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 individual research, but arrangements may be made with the department to do a small amount of teaching if desired.

*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.

*The Louise Kingsley Scholarship Fund* was established in 1972 through the bequest of Dr. Kingsley. Income from the fund is used for graduate scholarships and fellowships.

*The Melodee Siegel Kornacker Fellowship in Science* was established in 1976 by Melodee Siegel Kornacker, Class of 1960. The income is used for a graduate fellowship in Biology, Chemistry, Geology, Physics, or Psychology.

*The Samuel H. Kress Foundation Fellowships* in varying amounts are awarded to advanced 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 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 graduate student working toward the doctorate. This award may be made to a beginning graduate student.

*The Mildred and Carl Otto von Kienbusch Fellowships* were established in 1977 by bequest of Carl Otto von Kienbusch. The income on this fund is to be used for graduate students working toward the doctorate. These awards may be made to beginning graduate students.

*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 students in their final dissertation year. Each fellowship carries a stipend of \$550 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 Trustees, 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 Fellowships* 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 student 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 \$2000 each in addition to tuition are offered annually to students 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 who are 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 named 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 \$3235-3445 for half-time work, \$2175-2280 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.

## 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 students who are United States citizens or permanent residents and who are registered for at least two units of graduate work. Application is made on a special form which is obtained from the Loan Officer after a student has been admitted to the Graduate School of Arts and Sciences. The application and a GAPS FAS form (see page 84) 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, available to United States citizens who are studying at least half-time, through their local banks. Part of the application is completed by the Loan Officer. A GAPS FAS form is required.

*All students who are applying for National Direct Student 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 a National Direct Student Loan, complete Part III if, during the last twelve months, you a) resided for more than six consecutive weeks with, or b) have been claimed as a federal income tax deduction by, or c) have been the recipient of an amount in excess of \$750 from 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 purposes approved by the Committee, who try to provide small loans to meet special emergencies or to help with tuition payments. 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. 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 modest. 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.

## Career Planning Office

Graduate students are invited to make use of the services of the Career Planning Office. 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 Career Planning Office 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 Trustees.

The Council also plays a major role in devising policies and procedures for on-campus graduate housing.

## Graduate Student Housing

Housing on campus is provided for about forty-five graduate students in the Graduate Residence Center. There is a separate bedroom for each student. The College provides only basic furniture; students supply linen, bed pillows, desk lamps, rugs, curtains and any other accessories they need. (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 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 by August 15.

The regular charge for residence (room and board) for graduate students is \$2300 a year, payable one half by September 1 and the other half by January 1. Although the Graduate Residence Center may be closed during the Christmas and spring vacations, when food and health service are not provided, residence on campus covers the period 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. Students living off campus will be charged a fee for service. 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 fee paid by graduate students living in campus housing entitles them to treatment in the College dispensary, to inpatient care in the Infirmary at a nominal charge during the year, and to attendance by the college physicians during this time.

Graduate students who do not live in campus housing may pay for health services as rendered, at a nominal charge.

The College maintains a counseling and diagnostic service staffed by clinical social workers and consulting psychiatrists. They are at the Infirmary on a part-time basis. All students 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.

The Infirmary offers use of its rooms for sleeping privileges, without nursing care, for \$6.00 a night.

## 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 are entitled to the Bryn Mawr College Student Health care insurance at a cost of about \$70 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 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 \$100.00 for a twelve-month period, starting in September.

## Child Care Center

Child care is available for Bryn Mawr and Haverford college families at the New Gulph Children's Center, Conestoga and Sproule Roads, Villanova, just ten minutes from campus. Children 3 months through 5 years old are eligible. The center is open five days a week, 8:30 am-5:30 pm.

The center, conducted by professional staff, incorporates appropriate age group developmental activities with high quality group care, plus a nursery school program. Flexible schedules can be arranged to accommodate the programs of students, staff, faculty and alumnae parents, based on the college calendar. A minimum of nine hours regular use per week is required.

The fee scale is based on the age of the child and the number of hours in attendance at the center. Tuition for the semester is payable in advance. Financial assistance is available. Early registration for all programs is essential. For information contact the Director.

# The Board of Trustees of Bryn Mawr College

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*Deputy to the President of the College*

Eliza Cope Harrison, *ex officio*

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John C. Whitehead, *ex officio*

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Frances Ehrlich Wolf, *ex officio*

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Edith H. McGrath

*Assistant Secretary*

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\*Nominated by the Alumnae Association

# Faculty and Staff of the Graduate School of Arts and Sciences

*for the Academic Year 1979-80*

Mary Patterson McPherson PHD (Bryn Mawr College) *LLD President of the College*

Frank B. Mallory PHD (California Institute of Technology) *Academic Deputy to the President of the College*

Phyllis Pray Bober PHD (New York University) *Dean of the Graduate School of Arts and Sciences*‡

Machteld J. Mellink PHD (University of Utrecht) *Acting Dean of the Graduate School of Arts and Sciences*

Mary Maples Dunn PHD (Bryn Mawr College) *Dean-Elect of the Undergraduate College*‡

Sandra M. Berwind PHD (Bryn Mawr College) *Acting Dean of the Undergraduate College*

Robert R. Mayer PHD (Brandeis University) *Dean of the Graduate School of Social Work and Social Research*

Gertrude C. K. Leighton AB (Bryn Mawr College) JD (Yale University) *Secretary of the General Faculty*

Joseph Varimbi PHD (University of Pennsylvania) *Secretary of the Faculty of Arts and Sciences*\*

Alfonso M. Albano PHD (State University of New York at Stony Brook) *Associate Professor of Physics*

Frances E. Altvatter, AB (Douglass College, Rutgers University) *Lecturer in Economics*

Jay Martin Anderson PHD (Harvard University) *Professor of Chemistry*

Hans Bänziger PHD (University of Zürich) *Professor of German*\*

Peter Beckmann PHD (University of British Columbia) *Assistant Professor of Physics*

Sheila Kishler Bennett PHD (University of North Carolina) *Assistant Professor of Sociology*

Ernst Berliner PHD (Harvard University) *W. Alton Jones Professor of Chemistry*

Frances Bondhus Berliner PHD (Bryn Mawr College) *Lecturer in Chemistry*

The notations throughout this section refer to the following footnotes:

\*On leave semester I

†On leave semester II

‡On leave 1979-80

- Carol L. Bernstein PHD (Yale University) *Associate Professor of English*
- Sandra M. Berwind PHD (Bryn Mawr College) *Associate Professor of English and Acting Dean of the Undergraduate College*
- Eleanor A. Bliss SCD (Johns Hopkins University) *Dean Emeritus*
- Phyllis Pray Bober PHD (New York University) *Dean of the Graduate School of Arts and Sciences and Professor of Classical and Near Eastern Archaeology and of History of Art‡*
- Charles M. Brand PHD (Harvard University) *Professor of History*
- Peter M. Briggs PHD (Yale University) *Assistant Professor of English*
- Katrin Ristkok Burlin PHD (Princeton University) *Assistant Professor of English*
- Robert B. Burlin PHD (Yale University) *Professor of English*
- Rhys Carpenter PHD (Columbia University) LITTD *Professor Emeritus of Classical Archaeology*
- Isabelle Cazeaux PHD (Columbia University) *Alice Carter Dickerman Professor of Music*
- Robert L. Conner PHD (Indiana University) *Professor of Biology*
- Rachel Dunaway Cox PHD (University of Pennsylvania) *Professor Emeritus of Education and Child Development and of Psychology*
- Maria Luisa B. Crawford PHD (University of California) *Professor of Geology*
- William A. Crawford PHD (University of California) *Associate Professor of Geology*
- Frederic Cunningham, Jr. PHD (Harvard University) *Professor of Mathematics*
- Dan E. Davidson PHD (Harvard University) *Associate Professor of Russian*
- Richard S. Davis PHD (Columbia University) *Lecturer in Anthropology\**
- Frances de Graaff PHD (University of Leyden) *Professor Emeritus of Russian*
- Frederica de Laguna PHD (Columbia University) *Professor Emeritus of Anthropology*
- Charles G. Dempsey MFA PHD (Princeton University) *Professor of History of Art*
- Nancy Dersoff PHD (Harvard University) *Associate Professor of Italian†*
- Gregory W. Dickerson PHD (Princeton University) *Associate Professor of Greek*
- Nancy C. Dorian PHD (University of Michigan) *Professor of Linguistics in Anthropology and German*



BRYN MAWR COLLEGE

- Richard B. Du Boff PHD (University of Pennsylvania) *Professor of Economics*
- Arthur P. Dudden PHD (University of Michigan) *Professor of History*
- Mary Maples Dunn PHD (Bryn Mawr College) *Dean-Elect of the Undergraduate College and Professor of History*‡
- Richard S. Ellis PHD (University of Chicago) *Associate Professor of Classical and Near Eastern Archaeology*
- Susan Joan Erickson PHD (Yale University) *Assistant Professor of German*
- Noel J. J. Farley PHD (Yale University) *Associate Professor of Economics*
- José María Ferrater Mora *Licenciado en Filosofía* (University of Barcelona) *Professor of Philosophy and Fairbank Professor in the Humanities*
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## Directions to Bryn Mawr College

*By automobile from the East or Southeast* 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 to Lancaster Pike (route 30) . . . (St. Charles Borromeo will be on right at corner) . . . turn right on route 30 to Bryn Mawr. In Bryn Mawr, turn right at Bryn Mawr Trust Company (clock on bank building) and follow traffic pattern under railroad to traffic light at Montgomery and Morris Avenues. Continue on Morris Avenue to Bryn Mawr College Parking on left.

*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.



Jan 14<sup>th</sup>





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