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AGNES  
SCOTT  
COLLEGE

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1981-1982

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**AGNES SCOTT COLLEGE**  
**1981-1982**

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# College Calendar

## 1981-1982

### Fall Quarter

September	8	Tuesday, 9:00 a.m.	Dormitories open for new students
	8	Tuesday, 7:00 p.m.	Meeting of new students
	9	Wednesday, 9:00 a.m.	Registration of new students
	10	Thursday, 10:30 a.m.	Registration of returning students
	12	Saturday, 8:30 a.m.	Fall quarter classes begin
November	18	Wednesday	Reading Day
	19	Thursday, 9:00 a.m.	Examinations begin
	24	Tuesday, 4:30 p.m.	Examinations end
	25	Wednesday, 10:00 a.m.	Dormitories close

### Winter Quarter

January	3	Sunday, 1:00 p.m.	Dormitories open
	4	Monday, 9:00 a.m.	Scheduling for winter quarter
	5	Tuesday, 8:30 a.m.	Winter quarter classes begin
March	12	Friday	Reading Day
	13	Saturday, 8:30 a.m.	Scheduling for spring quarter
	18	Thursday, 4:30 p.m.	Examinations begin
	19	Friday, 10:00 a.m.	Examinations end
			Dormitories close

### Spring Quarter

March	28	Sunday, 1:00 p.m.	Dormitories open
	29	Monday, 8:30 a.m.	Spring quarter classes begin
May	29	Saturday, 8:30 a.m.	Examinations begin
June	2	Wednesday, 11:30 a.m.	Senior examinations end
	3	Thursday, 4:30 p.m.	Examinations end
	6	Sunday	Commencement
	7	Monday, 10:00 a.m.	Dormitories close

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The greatest care and attention to detail is given to the preparation of the program of this college and every effort is made to insure the accuracy of its presentation in this catalog, but the College reserves the right in its discretion to make from time to time changes affecting policies, fees, curricula, or other matters announced in this catalog.

# General Information

## History

Agnes Scott had its beginnings in the faith and vision of a small group of Presbyterians in Decatur, Georgia. The organizing of a Christian school was undertaken in July of 1889, and, under the influence of the Reverend Frank Henry Gaines, minister of the Decatur Presbyterian Church, it was decided that the school would be primarily for girls and young women. Founded in that year as the Decatur Female Seminary, the school occupied a rented house and had slightly over \$5,000 of subscribed capital. There were four teachers and sixty-three students, and the work offered was of grammar-school level. In the spring of 1890, Colonel George Washington Scott, a leading Decatur businessman, gave \$40,000 to provide "a home" for the school. Colonel Scott had earlier provided 40% of the initial capital, and his gifts to the new school constituted the largest sum given to education in Georgia up to that time. In recognition of his interest and support, the Board of Trustees changed the school's name to Agnes Scott Institute in honor of Colonel Scott's mother.

Within ten years the Institute was accredited as a secondary school. In 1906 it was chartered as Agnes Scott College, and the first degrees were awarded. The College was accredited in 1907 by the Southern Association of Colleges and Schools and thus became the first college or university in Georgia to receive regional accreditation. In 1920 the College was placed on the approved list of the Association of American Universities and in 1926 was granted a charter by the United Chapters of Phi Beta Kappa. Agnes Scott is also a charter member of the American Association of University Women and of the Southern University Conference.

Throughout its history, Agnes Scott has sought to maintain the ideals first voiced by its founders: "... the formation and development of Christian character" and "a high standard of scholarship." The College is proud of its Presbyterian heritage and continues an informal affiliation with the Presbyterian Church in the United States; but it has been since its founding an independent institution governed by a self-perpetuating Board of Trustees. Its academic program has been based on a firm adherence to the traditional liberal arts disciplines supplemented by academic and extracurricular opportunities designed to meet the changing needs of women in our society.

From modest beginnings, the permanent assets of the College have grown to almost \$60,000,000 of which some \$40,000,000 is in endowment. From a single house on a small lot Agnes Scott has expanded into twenty buildings on some one hundred acres. In its ninety-two year history it has been served by four presidents: Frank Henry Gaines (1889-1923), James Ross McCain (1923-1951), Wallace McPherson Alston (1951-1973), and Marvin Banks Perry, Jr. (1973- ).

## Purpose

Agnes Scott was founded for the purpose of "establishing, perpetuating, and conducting a liberal arts college for the higher education of young women under auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion."

In a rapidly changing world of increasing mechanization and complexity, the College continues to put its faith in the life of the mind and the spirit and in the liberating power of knowledge.

As a liberal arts college for undergraduate women, the purpose of the College is as follows:

1. to help the student gain a basic acquaintance with each of three broad areas of knowledge — the humanities, natural sciences and mathematics, and social sciences — and competence in some particular phase of one area;
2. to develop through such study those qualities of mind — analytical, critical, and imaginative — which will enable the student to use the treasure of the past as well as contemporary contributions to knowledge, not only to enrich her own life but also to seek solutions to age-old and new problems;
3. to develop an appreciation for excellence and for man's creative achievements in all fields;
4. to encourage the student to find for herself a spiritual commitment and a set of values which will give vitality, meaning, and direction to her life;
5. to foster a concern for human worth and needs, physical as well as intellectual and spiritual;
6. to cultivate in the student a sense of responsibility to the society in which she lives, both within the college community and beyond.

## Policies

### **Nondiscrimination**

Agnes Scott College does not discriminate on the basis of race, color, creed, national or ethnic origin, or handicap in the recruitment and admission of students or the recruitment and employment of faculty and staff. This non-discriminatory policy also applies to all the rights, privileges, programs, and activities generally accorded or made available to students at the College; and to the administration of education policies, scholarship and loan programs, student employment, and other college-administered programs.

### **Confidentiality of Student Records**

The Family Rights and Privacy Act of 1974 (commonly called the Buckley Amendment) is designed to protect the privacy of education records, to establish the rights of students to inspect and review their records, and to provide a means of correcting inaccurate and misleading data. Agnes Scott College makes every effort to comply fully with the terms of this legislation.

Certain information is considered public and is released by the college at its



discretion. Unless a student files written notification to withhold disclosure, the College will release announcements of graduation, honors, and awards and will verify dates of attendance and conferring of degrees. Names, addresses, and other directory information will be released for use within the college community and in the college directory.

Transcripts of academic records and statements of academic status are released to third parties only with the written authorization of the student. The parents of a dependent student have the right of access to the education record.

A student or her parent has the right to challenge any content of the student's education record which is considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such a challenge may be directed to the Registrar of the College and, finally, to the United States Department of Health, Education and Welfare.

### **Suspension, Dismissal, and Withdrawal**

A student may be suspended or dismissed from the College if she fails to meet the academic standards prescribed by the Faculty. Each student upon entrance agrees to undertake to live by the Honor System and to uphold the standards and regulations of the College outlined in the Student Handbook. A student who fails to do so may be suspended or dismissed. In either case, final action is taken by the Administrative Committee acting upon the recommendation of the appropriate student or faculty body.

A student whose continuance in college may involve danger to her own health or to that of others may be asked by the Administration to withdraw.

A student who withdraws during the session for reasons other than suspension or dismissal must obtain a withdrawal card from the Dean of Students or the Dean of the College. The student is not officially withdrawn until the card is on file in the Registrar's office.

## **Student Life**

### **The Honor System**

The Honor System is the cornerstone of life at Agnes Scott. The freedom to grow responsibly in social and academic life is the basis on which the Honor System is built. Each member of the college community is committed to develop and uphold high standards of honesty and behavior. Self-scheduled exams, unproctored quizzes, and open rooms are among the benefits enjoyed by students. On entering the College, each student voluntarily pledges her support to this way of life.

### **Orientation**

Orientation for new students is planned by a student organization, Orientation Council. All components of the college community help to provide a wide spectrum of activities, both academic and social, on the campus and in metropolitan Atlanta.

## Residence Halls

The life of the College is influenced by the fact that students live and work in a small residential community. A dorm president and a dorm council are elected for each dormitory, and a senior resident, who is a member of the staff of the Dean of Students, is available for conferences when needed. All regulations governing the college community are clearly set forth in a Student Handbook which is given to each student when she arrives on the campus.

All rooms are at the same rate. Each room is furnished with single beds, mattresses and pillows, dressers, chairs, study tables, student lamps, and bookcases.

Full-time students must reside in a college dormitory or in a residence with parents, close relatives, or spouse. Exception is made in the case of students in the Return to College Program. Students who wish to change from resident to non-resident status or non-resident to resident status must obtain permission from the Dean of Students.

## Advising and Counseling

A chief function of the Dean of the College and her staff, assisted by major professors and other designated members of the faculty, is academic counseling.

General counseling of students, especially in relation to non-academic matters and social and extracurricular activities, is centered in the office of the Dean of Students. A consulting psychologist is available for additional counseling through the Dean of Students.

## Health Services

The student health services of the College are supervised by the Dean of Students and are available in the Health Center of the Frances Winship Walters Infirmary. The college medical staff includes consultants in internal medicine, gynecology, and psychology. Nurses are on duty in the Health Center Monday through Friday. A gynecological clinic is held every Tuesday evening from 5:00 p.m. to 7:00 p.m.

The residence fee charged all boarding students includes ordinary infirmary and office treatment for resident students. The expense is met by the student if consultations, laboratory work, or prescription medications are required. Resident students are urged to consult with on-campus nurses before seeking off-campus medical treatment. Cases of serious illness or accident may be referred to local hospitals.

Non-resident students may be treated for emergencies at the Health Center.

The College reserves the right, if parents or guardian cannot be reached, to make decisions concerning emergency health problems for any student. The parent is expected to sign the forms necessary for this right. Students are financially responsible for any care received at local hospitals or emergency rooms. Students should have insurance identification cards when consulting with outside health agencies.

## Student Government

To learn to live honorably and unselfishly in a community and to share the responsibility of self-government is the stated purpose of the Student Government Association. Such experiences are a part of the broader education offered at Agnes Scott. Students have an active role in shaping the policies and regulations of the College. The president of Student Government, the chairman of Honor Court, and the chairman of Interdormitory Council are full voting members of the Administrative Committee of the College in all student-oriented matters.

The activities of the students are directed through elected members of Representative Council, Honor Court, Interdormitory Council, and Dormitory Councils. Functioning closely with Student Government is the Board of Student Activities, which coordinates the programs of all student organizations including Arts Council, Athletic Association, Christian Association, and Social Council. These groups are responsible for correlating campus activities with the needs of the college community.

## Academic Honors

The Beta of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott in 1926. The Chapter conducts annual elections in accordance with criteria and procedures prescribed by the United Chapters.

Superior academic work is recognized by the College in several ways. At the Honors Convocation held each fall the Class Honor Roll is read, and Stukes Scholars — three students who rank first academically in the rising sophomore, junior, and senior classes — are announced.

The Dana Scholarship Program was begun in 1970 with a grant from the Charles A. Dana Foundation. Academic promise, leadership potential, and financial need are criteria for this honor.

The Alpha Delta chapter of Eta Sigma Phi, a national honorary fraternity of Greek and Latin students, was organized at Agnes Scott in 1928. The society encourages classical scholarship and appreciation of ancient learning both in the Agnes Scott student body and in the local high school. The basis of election to membership is scholarship.

Founded at Mulenberg College in 1930, Phi Sigma Tau is a member of the Association of College Honor Societies. The Agnes Scott chapter was organized in 1979. The Society promotes ties between philosophy departments in accredited institutions and students interested in philosophy. Membership is open to all qualified students who have taken at least three courses in philosophy.

## Extracurricular Activities

Agnes Scott offers a broad range of activities for student participation. A number of special interest clubs (creative writing, dance, drama, foreign language, music, politics, and sports) are open to students. Through the faculty-student Lecture Committee, the College brings to the campus both lec-

turers and visiting scholars in various fields and distinguished personalities from the performing arts. Language clubs — Spanish, French, and German — offer opportunities to converse in the language and increase knowledge of the country and culture studied. Student publications are the *Profile*, the campus newspaper; the *Silhouette*, the student yearbook; and the *Aurora*, a quarterly literary magazine.

Arts Council serves as a coordinating body for stimulating creative expression and participation in the arts. Exhibitions of paintings and other objects of art are held continuously in the Dalton Galleries. The Studio Dance Theatre studies contemporary dance and gives an annual formal concert in the spring. The Glee Club, composed of fifty members, presents several concerts throughout the year. Three major productions are given each year by Blackfriars, the college drama group.

The Athletic Association encourages constructive leisure pursuits by offering a variety of athletic activities in individual and team sports. The Dolphin Club, formed in 1935, develops the art of synchronized swimming. Intercollegiate participation is sponsored in field hockey and tennis.

Other groups which meet special needs of the students are Orientation Council, concerned with activities of new students during the first weeks of school; Social Council; Commuting Student Council, which aids these students in participating fully in campus activities; Students for Black Awareness; Chimo, the club for foreign students; the Spirit Committee; and Working for Awareness.

## Career Planning

The Office of Career Planning offers undergraduates and alumnae a comprehensive program, the primary goals of which are an expanded awareness of career and lifestyle options, the ability to make informed career decisions, and the development of successful job-search strategies.

To help attain these goals, the Office provides individual counseling, conferences, and workshops on such topics as specific career fields, skills assessment, decision making, job hunting, resume writing, and interviewing techniques.

A major component of the career planning program is experiential learning, with several options for off-campus experiences offered each year. Through the Shadow Program, students spend an afternoon or longer during the academic year talking with Atlanta-area sponsors who work in career fields of interest to the student. By participating in the Extern Program, students themselves have a greater opportunity to perform some aspect of the job as they spend a concentrated five-day period during a school vacation with sponsors and their colleagues. Continually expanding internships and cooperative education opportunities are an integral part of the program.

Each student who seeks counseling has access both to self-assessment aids and vocational testing, as well as to an alumnae advisory network that provides career advisers and role models. A number of prospective employers and graduate schools send recruiters to the campus each year. Full-time, summer, and part-time job referrals are provided upon request. A permanent credentials service is provided for alumnae.

A Career Resource Room contains books and pamphlets about traditional and non-traditional careers, lifestyles, the status of woman in the work world, occupational outlook, and opportunities with specific employers. Graduate and professional school catalogs and directories are available.

Beginning in her freshman year, each student is encouraged to complement her academic work and extracurricular activities by participating in career-related activities both on and off the campus. Counseling, information, and job placement services are available to alumnae as well as to current students.

## The Campus

Agnes Scott's campus consists of more than 100 acres and 20 buildings seven miles east of the heart of Atlanta. Its buildings range in architectural diversity from the Victorian spaciousness of Agnes Scott Hall built in 1891 to the modern Gothic Dana Fine Arts building designed by John Portman in 1965.

**Buttrick Hall**, named in honor of a former president of the General Education Board of New York, is a classroom-administration building. It was extensively renovated during the 1978-79 session. The building contains administrative and faculty offices, classrooms, a language laboratory, audio-visual areas, and seminar rooms.

**The McCain Library**, erected in 1936 and named in honor of the late President Emeritus James Ross McCain, was completely renovated in 1975-77. In addition to a variety of reading and study rooms, there are seven floors of open stacks. The handsome new Board Room is used for meetings and is located on the second floor with the Archives and the Special Collections rooms. Library holdings include over 150,000 volumes as well as 13,500 items of audio-visual material—recordings, microforms, movies, and tapes. Some 800 periodicals are currently received. A union catalog at Emory University supplements the bibliographical resources of the library. This catalog represents more than 8,800,000 volumes in the Atlanta-Athens area which may be secured for student and faculty use on inter-library loan.

**Presser Hall**, completed in 1940, bears the name of Theodore Presser, Philadelphia music publisher. The building contains Gaines Chapel, Maclean Auditorium, and facilities for the teaching of music, including soundproof studios and practice rooms.

**The John Bulow Campbell Science Hall**, completed in 1951, is named in honor of a former trustee of the College. The building contains laboratories, lecture rooms, a large assembly room, libraries, and departmental offices.

**The Charles A. Dana Fine Arts Building** is named for the late Mr. Dana, nationally known philanthropist. The building houses the departments of art and theatre. A new printmaking laboratory, an outdoor sculpture court and stage, the Dalton galleries, free-standing balcony studios, and a three-quarter round theatre with a thrust-stage are special features of the building.

The Dalton galleries contain five permanent collections: the Harry L. Dalton Collection, the Clifford M. Clarke Collection, the Steffen Thomas Collection,

the Susan Walker Robinson Memorial Collection of contemporary ceramics, and the newly-acquired Ferdinand Warren Collection.

**The Bradley Observatory**, given by the W. C. and Sarah H. Bradley Foundation, was erected in 1949. The building houses the 30-inch Beck Telescope, planetarium, lecture room, photographic dark room, laboratory, and optical shop.

**Bucher Scott Gymnasium** is the center of athletic activities. Basketball and badminton courts, swimming pool, and physical education staff offices are located here. Adjacent to the gymnasium are a playing field, five all-weather Laykold tennis courts, and an amphitheatre.

**The Frances Winship Walters Infirmary**, completed in 1949, houses the Health Center and is named in honor of the donor, an alumna and trustee.

**The Letitia Pate Evans Dining Hall** is named in honor of its principal donor. The building, completed in 1950, has a large main hall and two additional dining areas. The college bookstore and post office are located on the ground floor.

The dormitories, which are all located on the campus, are **Agnes Scott Hall, Rebekah Scott Hall, Inman, Hopkins, Walters, and Winship.**

Other buildings on the campus include the President's home, the **Murphey Candler Student Activities Building**, and the **Anna Young Alumnae House**. Apartments for married students are located in a residential area adjacent to the main campus.

## The University Center

Agnes Scott is one of fourteen Atlanta-area institutions composing the University Center of Georgia. Other institutions in the group are Atlanta College of Art, the Atlanta University, Columbia Theological Seminary, Emory University, the Georgia Institute of Technology, Georgia State University, the University of Georgia at Athens, and Oglethorpe University. These colleges and universities cooperate in sharing facilities, resources, and activities. Chief areas of cooperation are in library services, visiting scholars, departmental conferences, and faculty research. Opportunities are also available, by special arrangement, for juniors and seniors to take courses at other institutions within the Center.

# Admission

Agnes Scott College admits students of varied backgrounds and interests whose academic and personal qualities give promise of success. Qualified students of any race, color, creed, national or ethnic origin are encouraged to apply for admission. The College admits qualified handicapped students and makes every effort to meet the needs of such students. This school is authorized under Federal law to enroll nonimmigrant alien students.

All inquiries pertaining to admission should be addressed to the Director of Admissions, Agnes Scott College, Decatur, Georgia 30030. Telephone inquiries are welcome and may be charged to the Admissions Office by calling collect: 404-373-2571.

## Application for Admission

Agnes Scott uses the Common Application which is a form shared by a national group of private, selective colleges. The form may be completed once by the applicant, duplicated, and mailed to any of the user colleges with the appropriate application fee. The non-refundable application fee for Agnes Scott College is \$15 for the 1981-82 session and will be \$25 for the 1982-83 session. Many high school guidance offices have a store of the Common Application Forms which students may request.

Application forms are mailed to students on the mailing list in September. Any student may secure an application form by calling or by writing to the Admissions Office.

The College subscribes to a Rolling Admissions Plan. Notification of the decision of the Admissions Committee occurs after all credentials in the applicant's file are received and a decision is reached by the Committee.

The Admissions Committee is comprised of three teaching faculty members selected by the faculty, the Dean of the College, and the Director of Admissions. Members of the Committee make admissions decisions based on evidence of applicants' sound academic training, ability, motivation, maturity, and integrity as shown in school records, entrance test results, and school recommendations.

Agnes Scott subscribes to the Candidates Reply Date of the College Entrance Examination Board, May 1. The College does not require any applicant to give notice of her decision on the Committee's offer of admission, scholarships, or financial aid prior to May 1.

**Freshmen** High school seniors should apply for admission anytime after September 1 of the senior year. Credentials needed to complete the freshman applicant's file include the completed application form, the high school transcript, the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT), and the guidance counselor's recommendation. The SAT is the preferred test. Applicants submitting the SAT must submit also three achievement tests including English composition (with or without essay) and any two

others. Achievement tests in mathematics and a foreign language are recommended.

In some cases admission decisions may be made without achievement test scores, but the achievement test results must be received by spring of the applicant's senior year.

**Transfers** Transfer students are admitted to the freshman, sophomore, and junior classes. Transfer students must complete the work of the junior and senior years at Agnes Scott and must earn a minimum of ninety quarter hours in this college in order to graduate. Credentials needed to complete the transfer applicant's file include the completed application form, transcripts of high school and college records, a statement of good standing, a copy of her college catalog, SAT and/or ACT results, and one letter of recommendation from a college professor who taught the applicant an academic subject.

**Readmits** Students who have withdrawn from Agnes Scott and wish to return must submit a current application form accompanied by the appropriate non-refundable application fee. The application fee for the 1981-82 session is \$15 and will be \$25 for the 1982-83 session.

Required supporting documents are transcripts of college work taken since leaving Agnes Scott and one recommendation from a professor teaching an academic subject in this more recent work. The Admissions Committee reviews these files as part of its normal admissions decisions. Students who have not pursued additional study may complete a shorter application form to be reviewed by the Dean of the College and the Dean of Students. The College reserves the right to require an official Application for Admission.

## Entrance Examinations

Applicants for admission present either the College Entrance Examination Board series (Scholastic Aptitude Test and three achievement tests) or the American College Testing Service (ACT) battery. The SAT is the test preferred by the Admissions Committee. The SAT and the ACT should be taken in the spring of the junior year or by December of the senior year. Applicants presenting the ACT need not take the achievement tests.

1. **College Entrance Examination Board (CEEB)** The Admissions Committee uses the best set of Scholastic Aptitude Test (SAT) scores presented by an applicant for admissions purposes.

Achievement tests should be taken by spring of the senior year and must include English composition (with or without essay) and two other subjects chosen from two different fields. Achievement tests in mathematics and a foreign language are recommended.

A student who wishes to be tested in a subject that will not be continued beyond the eleventh grade should take the test in the late spring of the junior year. Achievement tests are used for admissions purposes in cases where the Admissions Committee needs additional test scores and for placement in advanced level courses.

Information about the CEEB series may be found in the guidance offices of most high schools. Students may write directly for information to the College Board Admissions Testing Program, Box 592, Princeton,



New Jersey 08541. Registration is approximately five weeks before the test date. Test dates for the SAT and achievement tests in 1981-82 are:

November 7, 1981                      March 27, 1982 (SAT only)

December 5, 1981                      May 1, 1982

January 23, 1982                      June 5, 1982

October 10, 1980: CA, FL, GA, NY,  
NC, TX only (SAT only)

2. **American College Testing Program (ACT)** Information about the ACT can be obtained from most high school guidance offices or from the Test Administration Department, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243. Registration deadline is approximately one month prior to the test date. Test dates for the ACT in 1981-82 are:

October 17, 1981                      April 3, 1982

December 12, 1981                      June 12, 1982

February 20, 1982

## High School Course Selection

The Admissions Committee recommends a strong high school curriculum including a minimum of four academic subjects each year. Recommended courses include: 4 years of English, 3 years of math (algebra 1, algebra 2, geometry), 2 years of one foreign language, 1 or more years of lab science (biology, chemistry), 1 or more years of social studies. Skill in English composition, competence in a foreign language, and some understanding of scientific principles and methods are especially important in preparation for a liberal arts education.

Some flexibility is permitted in choice of subjects. Students may be accepted for admission without the recommended number of courses in a particular field.

## Foreign Students

**Admission** Foreign student applicants must present evidence of competence in the use of the English language. The application procedure is that used for other students.

In addition to the Scholastic Aptitude Test (SAT), foreign applicants whose native language is not English should take the Test of English as a Foreign Language (TOEFL). Information may be obtained from the local U.S. Office of Information or by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, New Jersey 08541. Registration arrangements should be made at least five weeks in advance of the testing date.

**Financial Aid** Foreign students who do not wish to apply for financial aid adhere to the Rolling Admissions procedures explained on page 13.

Students who wish to be considered for the limited amount of financial aid available to foreign students must submit all admissions and financial aid documents for receipt by the College on February 1. Recipients of aid must notify the College of their decisions on enrollment and aid acceptance by May 1. Further information on financial aid for foreign students may be found on page 24.

## **Joint Enrollment Plan**

The Joint Enrollment Plan recognizes the readiness of selected high school seniors to begin college work before graduation from high school and assures simultaneous receipt of a high school diploma and of college credit. Under this program a high school senior, male or female, may take some courses at the high school and some at Agnes Scott. These students are unclassified and are approved for admission to specific courses by the Dean of the College. The candidates must submit a high school transcript, a record of SAT, or ACT scores, and a letter from the high school counselor stating school approval for specific courses as well as the general recommendation of the school.

## **Early Admission Plan**

Students judged to be ready for college in terms of academic preparation and overall maturity, after the eleventh grade, may be admitted without the completion of the twelfth grade and without a high school diploma under the Early Admission Plan. Such students must have the strong recommendation of their schools for admission on this basis. Early Admission students are classified as freshmen and use the normal application procedure. Some high schools may grant a high school diploma after completion of freshmen courses at Agnes Scott College. A student considering the Early Admission Plan should consult with her high school about its policy.

## **Advanced Placement, Exemption, Advanced Credit**

With the approval of the Dean of the College and the departments concerned, entering students may be exempted from certain course requirements or be placed in advanced sections of freshmen courses or in courses above the freshman level as the result of acceptable scores in one or more of the following:

1. College Entrance Examination Board Advanced Placement Examination scores;
2. College Entrance Examination Board Achievement Test scores;
3. Exemption Examinations given by the College in September.

Further information may be found on page 28.

## **Interviews and Overnight Visits**

Campus interviews are recommended for all high school juniors and seniors and transfer students interested in the College. Appointments for interviews should be made by calling or writing the Admissions Office at least a week in advance. Interviews may be scheduled throughout the year on Monday through Friday from 9 a.m. to 4 p.m.

Saturday interviews are scheduled during the college year from 9 a.m. to 12 noon. The Admissions Office is open on Saturday during June, July, and August by appointment only. Campus tours are available following interviews and students are welcome to attend classes of their choice during the week.

Overnight visits during the school year are encouraged for high school juniors and seniors and transfer students who are seriously interested in Agnes

Scott College. Students are invited to stay on campus for any night, Monday-Thursday, while the College is in session. Visitors are guests of the College and stay overnight in a dormitory, take meals in the dining hall, and attend classes of their choice. Interviews are conducted during the student's stay on campus. Overnight visits are scheduled by writing or calling the Admissions Office.

### **Medical Report**

All applicants who accept the College's offer of admission must submit a complete medical history, including a certificate of examination by their physicians, as well as results of immunizations and chest X-ray. Medical Report Forms are mailed to enrolling students and must be filed with the Office of the Dean of Students by August 1. A student may not register for classes until the form is received.

### **Transient Students**

Regularly enrolled students in good standing at other colleges may enroll as transient students at Agnes Scott for one or more quarters to take one or more courses. A request for admission on this basis should be filed in writing with the Dean of the College and supported by the following items sent at the student's initiative: a transcript of record — including a statement of good standing; a letter from the appropriate dean indicating approval of the visiting student's plan and of specific courses to be taken for transfer back to the parent institution.

### **Return to College Program**

The Return to College Program is designed for women whose educations have been interrupted and who want to work toward the Agnes Scott degree or who want to earn up to thirty-six quarter hours of credit as non-degree, unclassified students.

Application forms for the Return to College Program may be secured by calling or writing the Admissions Office.

Financial aid is available to full-and part-time Return to College students. Further information can be found on page 23.

Applications for admission are accepted for the fall, winter, and spring quarters.

Application forms and all supporting credentials must be submitted by the following deadlines: August 15 for fall quarter admission, December 1 for winter quarter admission, and March 1 for spring quarter admission. Applications should be accompanied by the non-refundable application fee of \$15.00 for the 1981-82 session and \$25 for the 1982-83 session. Notification of admission and financial aid decisions occurs as soon as possible after receipt of supporting credentials.

Credentials needed to complete the Return to College applicant's file are the application form, a transcript of record from each school or college previously attended, and two recommendations from people who know the applicant well. All Return to College applicants are required to have an interview at the

College after the application form is submitted and before the Return to College Committee takes action on the folder.

Information on the academic program for Return to College students can be found on page 34.

### **Alumnae Admissions Representatives**

Local alumnae representatives are available in a number of cities to talk with prospective students. Their names and addresses can be obtained by calling the Admissions Office collect: 404-373-2571.

# Financial Information

## Fees and Expenses — 1981-1982

Student fees at Agnes Scott College meet less than half of the annual operating costs of the College. The difference between student payments and college operating expenses comes from general endowment income and gifts and grants to the College. Fees for full-time students for the 1981-82 academic year are:

Tuition	\$4,300
Room, board <sup>1</sup> , and infirmary fee	1,700
Student activity fee	75
	<hr/>
	\$6,075

### Schedule of Payments

#### Fees for new students:

	Resident Students	Non-resident Students
At time of application (non-refundable)	\$ 15	\$ 15
By May 1 (non-refundable)	235	235
By August 1	1,950	1,375
By December 1	1,950	1,375
By March 1	1,925	1,375
	<hr/>	<hr/>
	\$6,075	\$4,375

This \$15 non-refundable application fee charged all new students is credited to the account of those who enroll. New students make a non-refundable, enrollment-retaining payment of \$235, also credited to their account, on or before the Candidates Reply Date of May 1.

The application fee for the 1982-83 session will be \$25, and the enrollment-retaining payment will be \$250.

#### Fees for returning students:

	Resident Students	Non-resident Students
By April 1 (non-refundable)	\$ 100	\$ —
By July 1 (non-refundable)	300	300
By August 1	1,900	1,375
By December 1	1,900	1,375
By March 1	1,875	1,325
	<hr/>	<hr/>
	\$6,075	\$4,375

<sup>1</sup>During the college session, three meals a day are provided seven days a week.

Students already in residence pay a \$100 room-retaining deposit by April 1. This non-refundable deposit entitles the student to select a residence hall room for the next year. All returning students, both resident and commuting, make a non-refundable enrollment-retaining deposit of \$300 by July 1.

Students receiving financial assistance from the College are expected to pay the full amounts of the room-retaining fee by April 1 and the enrollment-retaining fee by July 1. Grants and loans are then applied equally against the three quarterly payments. Any refunds that result from over-payment are made upon request at the beginning of each quarter.

## Special Rates

**Quarterly Rates** Permission to attend classes for less than the full academic year, *i.e.*, by the quarter, must be obtained from the Office of the Dean of the College. The quarterly rate will be applied to the charges for the entire academic year.

Quarterly rates are \$2,125 for a resident student and \$1,550 for a commuting student. The quarterly rate applies if a student attends less than three quarters or changes her classification from resident to non-resident student or vice versa.

The \$75 student activity fee is not included in these charges and is due at the beginning of the first quarter of enrollment. The advance deposits are due at the scheduled time and are then credited against the total amount charged for the quarter.

**Quarter Hour Rates** Unclassified and Return to College students who take less than a full academic load (12 hours) in a quarter pay tuition at the rate of \$125 per quarter hour. These students are not charged a student activities fee.

## Special Fees

**Senior Fee** A senior fee of \$25 to cover rental of cap, gown, and hood and the purchase of the diploma is required of all students who expect to graduate in June. This payment is due August 1.

**Music Fees** The fee for private lessons in applied music (including practice) is \$300. This fee applies to all students except senior music majors, and it covers two thirty-minute lessons per week for the academic year. Payments of the music fee may be made in full in September or at the beginning of each quarter. The charge for one thirty-minute lesson weekly is half the regular fee.

In 1981-82 group instruction in harpsichord and voice will be offered for a fee of \$25 per quarter.

## Terms

A student may not attend classes or take examinations until accounts have been satisfactorily adjusted with the Accounting Office. All financial obligations to the College must be met before a student can be awarded a diploma or

before a transcript of record can be issued to another institution.

The College does not make refunds for tuition or room fees if a student leaves the College before the end of the academic year. A per diem board refund will be made if a boarding student withdraws during the first five weeks of a quarter. Per diem refunds are calculated from the date that the official withdrawal card is received by the Registrar.

The College does not provide room and board for resident students during the Thanksgiving, Christmas, or spring vacation. The dining hall and residence halls are closed during these periods.

The College exercises every precaution to protect property of students but cannot be responsible for any losses that may occur. Students responsible for any damages involving repairs, loss, or replacement of college property are subject to special charges.

It is understood that upon the entrance of a student her parents (or guardian) accept as final and binding the terms and regulations outlined in the catalog and on the application for admission or re-registration.

### **Deferred Payments**

Many families elect to meet expenses from current income through a tuition payment plan. The College endorses a low cost, deferred payment program which includes insurance protection. Information may be obtained from Insured Tuition Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108. Deferred payments are not authorized for the advance fees due in the spring.

### **Health Insurance**

There is no charge for routine treatment in the student Health Center. To help meet possible medical expenses not provided by the college health services, a twelve-month Student Accident and Sickness Insurance Plan is recommended. Information concerning this plan is sent to parents prior to the opening of the session. This coverage is required of foreign students.

## **Financial Aid and Scholarships**

Agnes Scott makes every effort to provide financial assistance for students whose resources are insufficient to meet expenses at this college. In 1980-81 approximately 49% of the student body received aid from the College in amounts ranging from \$250 to full room, board, tuition, and fees.

An Agnes Scott financial aid award is usually a combination of grant, low-interest Agnes Scott loan, and the opportunity for campus employment. Students may choose not to accept the loan or the employment portions of their package. Grants and loans are applied toward students' accounts. The loans bear no interest while students are in attendance and are repayable after withdrawal or graduation. Loan payments may be deferred during full-time attendance at a graduate or professional school. Students are paid for campus employment by payroll check on a bi-weekly basis.

Financial aid awards are made for one year, but are renewable on evidence of continued financial need. The amounts of subsequent awards are based on current financial statements filed each year. Students are expected to be members in good standing of the college community.

Any student receiving financial aid who withdraws from the College during the refund period will not receive a refund personally. Instead, money that is refunded will go back into the various accounts of the programs from which she received funds. In cases where the student withdraws from the College and has received cash for non-direct educational expenses, repayment of unused funds may be necessary.

Financial aid information is confidential and is not a factor in admissions decisions.

### **Agnes Scott Awards**

**Application Procedure** Freshmen applicants seeking financial assistance file a Financial Aid Form (FAF) with the College Scholarship Service (CSS), P.O. Box 2700, Princeton, New Jersey 08541. The College will accept also the Family Financial Statement (FFS) which is to be submitted to the American College Testing Program (ACT), P.O. Box 4005, Iowa City, Iowa 52243, but the FAF is preferred. These forms may be obtained from the high school guidance office and should be filed between January 1 and February 15 for priority consideration. Prospective students should indicate their interest in financial assistance on the Agnes Scott application for admission. There is no institutional application form for financial aid, but students should complete the FAF Supplement or the FFS Student Data Form which accompanies the FAF or FFS.

Presently enrolled students seeking aid for the next session should obtain a copy of the FAF from the Financial Aid Office. Instructions for applying are posted on the official bulletin board at the beginning of the winter quarter. Transfer applicants may obtain a copy of the FAF from the Agnes Scott admissions office. They should arrange also to have a financial aid transcript sent to the Agnes Scott Director of Financial Aid from all institutions they have previously attended.

**Determination of Awards** The amount of financial aid granted to a student is based on need, which is defined as the difference between the cost of attending Agnes Scott and the family's financial resources. The Agnes Scott Financial Aid Committee determines from the CSS Financial Aid Form or the ACT Family Financial Statement the family resources which should be available to the student for college expenses. Among the factors used in the analysis are the following: family and student income and assets (including the student's summer earnings), taxes, medical expenses, extraordinary debts and expenses, current living expenses and retirement allowances, number of dependents, and number of children in college. Copies of the federal income tax return for both the student and her parents for the year prior to entrance are required for verification. These should be submitted to the Financial Aid Office by May 1. Students are expected also to inform the Financial Aid Office of any significant changes in the financial situation of their family which might necessitate an increase or decrease in aid.



**Confidentiality of Awards** Since the amount of an award reflects a family's financial circumstances, the award will be considered a private matter among the student, her parents, and the Financial Aid Committee. In accordance with the legislation titled "The Family Educational Rights and Privacy Act of 1974," Agnes Scott College will not release this information to others (except specific scholarship donors) without the student's written consent.

**Notification of Awards** New students are notified shortly after receiving notice of acceptance, provided their aid applications are complete. Returning students are usually notified by April 1.

**Special Scholarships** In addition to need-based grants, loans, and campus jobs, Agnes Scott offers a number of scholarships based on merit. *Agnes Scott Honor Scholars* are chosen each year through a national selection process. Each Honor Scholar receives \$2,500 per year for her four-year college career, if she continues to meet the qualifications of the scholarship. To be eligible for these scholarships, students must have outstanding high school records, present an SAT composite of 1200 to 1600, and show evidence of leadership. All application materials must be submitted to Agnes Scott by a specified deadline, usually early to mid-January, and interest in competing for the Agnes Scott Honor Scholarships must be indicated on the Agnes Scott Application for Admission. Further information about the Agnes Scott Honor Scholars Program may be obtained from the Office of Admissions, Agnes Scott College, Decatur, Georgia 30030.

Agnes Scott offers several four-year scholarships annually through the *National Merit Scholarship Corporation*. Recipients are selected from finalists who have designated Agnes Scott as their college choice and the minimum award is \$500 per year. The *Charles A. Dana Scholarship Program* totalling \$40,000 in 1981-82 will be awarded to sophomores, juniors, and seniors. Factors in selection of the Merit and Dana Scholars are leadership potential and academic promise and achievement. Financial need is the basis for determining the amount of each scholarship.

The *Nannette Hopkins Scholarships* in music are awarded annually to students planning to major in music on the basis of musical talent and promise. These renewable scholarships are \$1,000. Applications are obtained from the admissions office. Applicants are expected to audition in person or on tape for the music department before April 1.

The *Marie L. Rose Scholarship* of \$1,000 is awarded annually by the Huguenot Society of America to a rising sophomore, junior, or senior who presents proof of eligibility as a Huguenot descendant. Applications for this award must be submitted to the Agnes Scott Financial Aid Committee by June 1 of each year. The Committee makes its recommendations to the Society on the basis of academic performance and personal qualifications.

**Return to College Students** Both part-time and full-time students may apply for financial assistance from the College. A Financial Aid Form and an FAF Supplement, which can be obtained from the Financial Aid Office, should be submitted well in advance of the quarter in which matriculation is intended. Financial aid decisions on Return to College students are made by the Return to College Committee where special consideration is given each case. Awards are typically in the form of grants. In special hardship cases of full-time degree

candidates, loans and employment on campus may be offered also. Return to College students are encouraged to apply for federal and state aid for which they may be eligible.

**Foreign Students** A limited amount of financial aid based on need is available for foreign students. Interested foreign students may obtain both the *CSS Declaration and Certification of Finances* and the *Financial Aid Application for Students in Foreign Countries* from the Agnes Scott admissions office. Foreign students must be able to provide at the least their own transportation, vacation and summer expenses, and health insurance. February 1 is the deadline for receipt of all admissions and financial aid documents from foreign students interested in aid.

Recipients of aid must notify the College that they intend to enroll and accept aid by May 1.

### **Other Sources of Funds**

Students interested in financial assistance at Agnes Scott are required to apply for all federal and state grants which may be available to them and to answer immediately all inquiries related to these grants. Students are encouraged to investigate the possibility of aid through community agencies, local foundations, corporations, unions, and religious and civic groups. High school counselors and local libraries or the Agnes Scott Director of Financial Aid should be consulted for further information.

**Federal Programs** The Basic Educational Opportunity Grant Program (newly named the Pell Grant Program) is a federal student aid program which provides grants to those with substantial financial need. In order to be considered for this grant, students should follow all appropriate instructions on the FAF and FFS. No other application is necessary.

The Guaranteed Student Loan Program (GSLP) enables students to borrow directly from banks, credit unions, savings and loan associations and other participating lenders. These loans are guaranteed by a state or private nonprofit agency or insured by the federal government. No interest is charged the student while the student is in school. Six months after the student leaves school, interest begins to accrue.

The Parent Loan Program, to become effective January 1, 1981, will enable parents of dependent undergraduates to borrow funds from lenders at reasonable interest rates. Interest will begin to accrue sixty days after disbursement.

All inquiries about these loans should be made to the local lender.

**State Grants** Georgia residents who are classified as degree candidates, who were legal residents of Georgia for the twelve months immediately preceding enrollment, and who are enrolled for at least twelve quarter hours are eligible for tuition grants through the Georgia Grant Program for Private Colleges. These grants, which were \$600 per student for the 1980-81 session, are not based on financial need.

Georgia residents who are full-time students, and who demonstrate substantial financial need, are eligible for Student Incentive Grants (formerly the Georgia Incentive Scholarships) which range from \$150 to \$450 per year.

There is a common application form for the Georgia programs which must be filed yearly and is available in the Financial Aid Office. Students applying for the Student Incentive Grants must file by May 15 in the Financial Aid Office. Those who wish to apply only for the Georgia Tuition Grant must file by the tenth day of the first quarter of the term for which they register.

Other states including Connecticut, Delaware, Massachusetts, Pennsylvania, Rhode Island, and Vermont have grant programs which may be used in out-of-state colleges. Inquiries about these programs should be made to the Office of Education of the state in which the student resides.

**Student Responsibilities in Receiving Federal and State Assistance** Students are responsible for knowing and complying with all instructions and regulations of the various governmental student assistance programs. To receive funds from these sources, students must be in "good standing" and be "making satisfactory progress" in their course of study. For the purposes of receiving this aid, these terms are defined as the "eligibility of a student to continue in her studies at Agnes Scott."

**Further Information** All types of financial assistance, including others not listed here, are fully described in the handbook *Financing Your Agnes Scott Education*. This booklet may be obtained by writing to the Director of Financial Aid, Agnes Scott College, Decatur, Georgia 30030.

# The Academic Program

## The Curriculum

Agnes Scott College confers the degree of Bachelor of Arts. The academic program is planned to allow the student the maximum possible freedom within the scope of a liberal arts education. The curriculum is designed to help her gain a basic acquaintance with the major areas of knowledge and competence in one or two disciplines in these areas. She achieves these objectives through a plan of distribution of studies, concentration in one or two disciplines, and elective work to meet her special interests.

The College operates on a three quarter academic calendar, and the unit of credit is the quarter hour. A course scheduled for three fifty-minute class periods a week for one quarter carries credit of three quarter hours, and a course scheduled for three class periods a week for the academic year carries credit of nine quarter hours. A three-hour laboratory is equivalent to one class period. Some courses carry four or five quarter hours of credit, indicating four or five class periods or the equivalent each week.

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

### Hours and Quality

The minimum number of credit hours required for the B.A. degree is one hundred and eighty, usually earned in four years (twelve quarters). Minimum qualitative requirements for the degree are a cumulative 1.00 quality point ratio (C average) on courses taken at Agnes Scott and a grade C or above on every course accepted for transfer credit.

### Residence

The junior and senior years, or three of the four years including the senior year, are to be completed at Agnes Scott. Under special circumstances, a student who has completed three years at Agnes Scott, or two years including one at the upper-division level, may take the senior year at another institution. A request for this exception to the residence requirement must be filed with the Dean of the College by the beginning of the spring quarter of the preceding session. Permission may then be granted by the Committee on Academic Standards on recommendation of the chairman of the major department and the Dean of the College.

Classified students in the Return to College program comply with degree requirements according to the following maximum time limits: (a) four years, if initially classified as a junior; (b) six years, if initially classified as a sophomore; and (c) eight years, if initially classified as a freshman. For students in this program, the junior and senior years are equivalent to the final ninety quarter hours of credit for the degree.

## Distribution of Studies

For success in any field of education a student should be able to read attentively and critically, to write clearly and analytically, and to use research skills. Therefore, a specific requirement for all freshmen is a course in English composition and reading.

A student, unless exempted, will complete a course in biblical literature in order to have some understanding of the Judaeo-Christian dimension of Western civilization.

A student, unless exempted, will complete the intermediate level of an ancient or a modern foreign language in order to gain some knowledge of another civilization through its own language and literature.

A student will take six quarters of physical education during the first two years of residence in order to have a regular program of physical activity.

A student, in order to ensure breadth of intellectual experience, will choose one or more courses from each of the following groups:

1. Literature in the language of its composition — literature in English or ancient or modern foreign language at the 200 level or higher. A minimum of 9 quarter hours in one discipline.
2. History, classical civilization and history, philosophy. A minimum of 9 quarter hours in one discipline.
3. Astronomy, biology, chemistry, mathematics, physics. A minimum of 14 quarter hours with at least two quarters of work in each of two disciplines, one of which must be a laboratory science.
4. Anthropology, economics, political science, psychology, sociology. A minimum of 9 quarter hours in one discipline.
5. Art, creative writing, music, theatre. A minimum of 5 quarter hours in one discipline.

## The Major

In the spring quarter of the sophomore year each student usually elects a major or majors consisting of an approved program of courses taken in one discipline or in each of two disciplines. This choice may be made as early as the spring quarter of the freshman year.

The major consists of a minimum of forty-five quarter hours, exclusive of internships, and a maximum of seventy-two quarter hours, inclusive of internships, in one discipline. Any hours in excess of seventy-two must represent work beyond the one hundred eighty hours required for the degree, unless permission for additional hours has been given for a specific interdepartmental major.

The major program must be approved by the department chairman.

Major work is offered in the following disciplines: Art, Bible and Religion, Biology, Chemistry, Classical Languages and Literatures, Economics, English, French, German, Greek, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, and Theatre.

Interdepartmental majors are offered in Art History-English Literature, History-English Literature, Fine Arts, International Relations, and Mathematics-Physics. Intradepartmental majors are offered in English and Creative Writing and in Physics-Astronomy.

It is possible to design a major which cuts across departmental lines. A student who is interested in creating her own major should consult the Dean of the College who will assign her an adviser. The student and her adviser may design a major program in keeping with the student's interests. Such a program must be presented to the Curriculum Committee for approval, usually during the spring quarter of the student's sophomore year.

## EXEMPTION, PLACEMENT, AND CREDIT BY EXAMINATION

Some students, because of superior high school preparation and special opportunities, may have had the equivalent of college-level work before beginning the freshman year. An effort is made to see that no student finds college work a repetition of previous experience. The following instruments are recognized as appropriate testing devices: Advanced Placement Examination of the College Entrance Examination Board, Achievement Test of the College Entrance Examination Board, and exemption examinations prepared by certain departments at the College. On the basis of scores on these tests, a student may be awarded college credit, placed in an advanced level course, or given exemption from a course or distribution requirement.

A student who wishes to receive credit for college-level courses taken in high school must take the College Board Advanced Placement Examination in May of her senior year in high school. College credit will be awarded for a grade of 4 or 5 on the following examinations: American History, Biology, Chemistry, English, European History, French, German, Mathematics (Calculus AB and Calculus BC), Physics C, Spanish. College credit may be recommended by the appropriate department for those students who have made a grade of 4 or 5 on the following examinations: Art, Latin, Music, Physics B. The awarding of credit in these areas is dependent upon action of the faculty. No credit is awarded for a grade of 3 on Advanced Placement Examinations except that credit may be recommended for Calculus BC with a grade of 3. Nine quarter hours of credit will be awarded except in the case of Biology, Chemistry, and Physics where the credit will be eight quarter hours.

Certain students, upon the recommendation of the department concerned, may be placed in advanced-level courses. Scores on the Achievement Tests of the College Board and on tests administered at the College are used in conjunction with other test scores.

With the approval of the department concerned, a student may be exempted from certain distribution requirements for the degree. Exceptionally high scores on the Achievement Tests of the College Entrance Examination Board or on exemption tests prepared by the College form the basis for the exemption. Every freshman, during the summer prior to her entrance in college, is given the opportunity to request exemption examinations to be administered after her arrival at the College. Achievement Test scores submitted as part of admissions credentials may be used also.

## OTHER CURRICULAR OPPORTUNITIES

### Independent Study

Students with proven ability in a major field may have the opportunity to explore for themselves some area of intellectual or artistic interest in the major and to produce independently a piece of work connected with it. Students may begin a program of Independent Study as early as the spring quarter of the junior year. A student who wishes to participate in the program makes application to her major department. Admission to the program is granted by the Committee on Independent Study upon the recommendation of the academic department.

Independent Study carries the course number 490 and may be taken for three, four, or five hours per quarter with a minimum total of six hours and a maximum of ten. A minimum of six quarter hours of Independent Study is required for graduation With High Honor.

### Special Study

Special Study, offered by most academic departments, is designed for senior majors who wish to pursue work in some area not included in the department's existing course offerings. Though it is intended primarily for senior majors within the department, a few non-majors who present sufficient evidence of preparation in the discipline may be admitted. Special Study, numbered 410, may be taken for three to five hours of credit. Applications for admission to the program are submitted to the Curriculum Committee. Ordinarily a student may take no more than six hours of 410 in a single discipline and no more than ten hours of 410 during her college program. In unusual circumstances, a junior may be admitted to the program.

### Freshman and Sophomore Seminars

Certain academic departments offer special seminars, designated as 190, for freshmen and sophomores. The courses are limited in enrollment, and a student may not elect more than one such course in any quarter. Topics vary from year to year and are announced each spring prior to Course Selection Week.

These seminars carry one hour of academic credit each quarter. Credit earned in 190 courses may not be applied toward satisfying distribution requirements for the degree.

### Agnes Scott Summer Programs

Agnes Scott offers several summer study programs, both abroad and in the United States. These programs are usually on a rotating basis. Detailed course descriptions of each program are to be found in the section on Courses of Instruction. Dates, costs, and other details of the programs are supplied during the academic year prior to the program. These courses are on the same credit and quality-point system as those taught in the regular college session and are not included in the thirty-hour limitation for summer school work elsewhere.

There are two summer study programs in Biology. Desert Biology (1982) is taught in the western United States. Marine Biology (1981) is to be taught in coastal areas of the Southeast.

A number of programs exist outside the United States. They are as follows: Summer Study in Rome in Classical Art and Architecture (1982); Summer Study in Germany for students of German (1981); Summer Study in England and Scotland in British history (1983).

### **Junior Year Abroad**

A qualified student may substitute for the work of the junior year at Agnes Scott a year of study abroad in an approved program. To be eligible for the junior year abroad a student must have high standing in the work of the first two years at Agnes Scott and must be recommended by her major department and the language department concerned. A number of programs abroad offered by American colleges and universities place special emphasis on the study of the language and culture of another country. Other students, especially in the areas of English and history, have the opportunity to spend the junior year in a British university.

Students interested in applying for junior year abroad programs should consult their major departments early in the sophomore year. Written requests to take the junior year abroad must be filed with the Dean of the College before February 1 of the sophomore year and must be approved by the Committee on Academic Standards. Credit for junior year abroad programs is awarded on the basis of a transcript from an American college or university. In the case of a student pursuing an independent program at a British university, credit is awarded by the Curriculum Committee upon the recommendation of the departments concerned.

### **The Washington Semester**

Agnes Scott participates in American University's Washington Semester Program. Juniors and seniors admitted to the program spend the fall quarter at American University in Washington. Students of political science have the opportunity to study and observe the federal government in operation. Policy making as it relates to international and domestic economic policy is studied by majors in economics. Science students have the opportunity to learn about national problem areas such as energy, pollution, and health. Several other programs may be arranged for students in other disciplines. Agnes Scott students are nominated for the program by their major departments and apply through the Dean of the College.

### **Exchange Programs**

Agnes Scott College and Mills College, in the San Francisco Bay area, Oakland, California, have an agreement whereby students enrolled at either college may spend a quarter, semester, or year at the other college. Participants in the program remain enrolled in their home college and pay all fees to the home college. Students interested in the possibility of attending Mills for a



period should consult the Dean of the College. Permission to take part in this program or in other programs which may be arranged is given by the Committee on Academic Standards.

### **Field Experiences (Internships)**

Learning through field experience can be a valuable adjunct to classroom learning. The College will endeavor to make worthwhile experiences possible for students whose academic programs would benefit from such opportunities. Academic credit will be awarded for such established programs as the internship with the Georgia Legislature and the internship with the Washington Semester Program. Credit may be authorized by the Curriculum Committee upon the recommendation of the appropriate department for other field experiences such as the Governor's Intern Program. A student interested in a field experience for academic credit should contact the chairman of her major department. Internships carry the course number 450.

Students are urged to take advantage of other beneficial experiences even though the awarding of academic credit may seem inappropriate.

## **PROFESSIONAL PROGRAMS**

### **Teaching**

Agnes Scott has a state-approved program for teaching at the elementary level and in several secondary fields. A new program for certification in elementary/general music and/or choral music was approved in 1980. A student who completes any of these programs satisfactorily is eligible for initial Georgia certification, generally accepted throughout the United States. In the case of a few states, certain specific courses are required; arrangements can be made to meet these special requirements as a part of the Agnes Scott degree program.

A student in the professional teacher education program has an opportunity to observe and to work in a wide variety of school settings. Tutoring opportunities in schools are open to students at all levels, including freshmen.

Students interested in teaching should consult the Chairman of the Department of Education and the Chairman of the Department of Music, in the case of students interested in music certification, as early as the beginning of the freshman year and no later than the spring quarter of the sophomore year.

### **Dual Degree Programs with the Georgia Institute of Technology**

A student may combine three years of liberal arts studies at Agnes Scott with two years of specialized work at the Georgia Institute of Technology. Upon completion of this five-year liberal arts/professional program, the student will be awarded the Bachelor of Arts degree from Agnes Scott and a bachelor's degree from Georgia Institute of Technology. The Georgia Tech degree may be in a variety of engineering fields: in information and computer science, in industrial management, or in management science. With advanced planning, a few outstanding students will be able to complete a master's degree at Georgia

Tech with a minimum of additional time.

Students interested in the 3-2 program should consult the Agnes Scott dual degree coordinator as early as possible in the freshman year. Requirements include certain courses in science, mathematics, and economics. In addition, the student must select a major and plan a program which will satisfy all distribution requirements for the Agnes Scott degree by the end of the junior year and, if the student should elect to remain at Agnes Scott for the senior year, all requirements for an Agnes Scott departmental major.

Admission to the program at the Georgia Institute of Technology is based on completion of the requirements stated above and on the recommendation of the dual degree coordinator at Agnes Scott, currently the chairman of the mathematics department.

### **Preparatory Program for Business**

For students interested in business careers, the College has selected from its curriculum a group of courses designed to familiarize them with the skills and knowledge to facilitate their entrance into business.

The program does not alter requirements for graduation; nor does it constitute a major. Rather, it is designed to serve as an academic bridge from an undergraduate liberal arts curriculum into business careers.

Students who choose to follow the program will complete nine of the courses listed below, including work from at least three disciplines and including Economics 204, 205, and 311. In addition, they will complete Mathematics 101 or Mathematics 120. Their official transcripts will carry the notation that they have completed the Preparatory Program for Business.

Courses included in the Program:

Economics 204, 205, 303, 309, 310, 311, 312, 313, 317

English 210

Mathematics 101, 115, 120, 121, 150 or 220, 328

Psychology 316

Philosophy 103

Political Science 102 (or 321, an option for students entering college prior to 1980)

Theatre 107 (or 108, an option for students entering college prior to 1980)

### **Reserve Officers Training Corps (ROTC)**

Through a special cross-town arrangement, Agnes Scott students may participate in the Air Force Reserve Officers Training Corps and in the Naval Reserve Officers Training Corps at the Georgia Institute of Technology. A student who completes one of these programs will qualify as a commissioned officer and will be ordered to active duty in the United States Air Force, the United States Navy, or the United States Marine Corps.

A student may apply to either program at the beginning of her freshman year or may choose to apply at the end of the sophomore year. While a student is enrolled in one of these programs, she will attend certain courses at Georgia Institute of Technology.

Agnes Scott students are eligible to apply for scholarships under both the Air Force and the Navy programs. Scholarships cover all educational expenses at Agnes Scott.

Additional information about either program is available from the respective ROTC units at the Georgia Institute of Technology or from the Office of the Dean of the College at Agnes Scott.

## **PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY**

A liberal arts program with sound education in basic disciplines is considered the best preparation for most graduate and professional study. During her four years at Agnes Scott, a student may satisfy requirements for the B.A. degree and at the same time prepare for graduate study or for entrance into such professional schools as architecture, law, medicine, dentistry, business, journalism, social service, and education.

A student planning to earn an advanced degree should confer with her major professor and the Dean of the College as early as possible in order to be aware of any specific courses needed. Information regarding graduate and professional schools, fellowships, and standard examinations may be obtained in the office of the Dean of the College. Law schools, medical schools, and some graduate schools require special admission tests. Arrangements for taking these tests are the responsibility of the student.

### **Medicine**

The premedical program at Agnes Scott College allows a student to meet the requirements for admission to medical school while majoring in any academic discipline of her choice. Almost all medical schools recognize the importance of a four-year liberal arts education. Minimum requirements for admission to medical school can generally be satisfied with two years of chemistry and one year each of biology, physics, and English. Many institutions require mathematics through calculus and some advise courses in the behavioral sciences. A student planning a premedical program should consult the Dean of the College who serves as premedical adviser. The annual bulletin of the Association of American Medical Colleges is helpful in listing medical school admission requirements. Arrangements can be made to take the Medical College Admission Test at local centers.

### **Law**

The normal preparation for law school is a four-year course of study in the liberal arts. No specific courses are prescribed for a prelaw program. In order to qualify for admission to law school, a student must present a strong undergraduate record in any major of her choice. The Law School Admission Test is required. Students interested in studying law should consult the Dean of the College and their major professors. Copies of the Prelaw Handbook are on file in the office of the Dean.

## Business and Management

A major in almost any academic discipline is suitable preparation for graduate programs in business and management. Graduate schools are generally interested in students who have strong liberal arts programs. Students should have mathematics through calculus and at least introductory work in economics and accounting.

## Return To College Program

The Return to College Program provides, for women whose education has been interrupted, the opportunity to work toward the Agnes Scott degree. It is designed for qualified persons who have not had college work and for those who have already acquired credits toward the B.A. degree. The program is available also to those who prefer to pursue a course of study as unclassified (non-degree) students; these students are permitted to earn a maximum of 36 quarter hours of credit at Agnes Scott.

Admission is possible in the fall, winter, and spring quarters. Requirements include (1) an application, filed preferably at least a month in advance of the opening of the quarter; (2) an interview at the college; and (3) a transcript of record from each school or college previously attended. Inquiries regarding admission should be directed to the admissions office.

All students enroll in regular college courses, and classified students meet the same course requirements for the degree as other undergraduates. Students in this program are not subject, however, to the usual minimum course load requirements nor are they expected to complete work for the degree in the usual four years. Time limits for completion for the degree are: (a) four years, if initially classified as a junior; (b) six years, if initially classified as a sophomore, and (c) eight years, if initially classified as a freshman.

Students who have obtained a college degree may be admitted to the Return to College Program as unclassified students. Before registering for a second quarter of work, they must present for approval a statement of a proposed program of study to the Assistant Dean of the College, who is special adviser to students in the Return to College Program.

Requests for exception to any of the above requirements may be directed to the Committee on Academic Standards and must be approved by the Faculty.

Financial aid is available to Return to College students, whether part-time or full-time. Information may be obtained from the Assistant Dean of the College and the Director of Financial Aid.

## Academic Regulations

### Classification of Students

A classified student is one who has been admitted as a candidate for the Agnes Scott degree. Students are classified as follows:

Freshmen: students who have earned less than 36 quarter hours of credit.

Sophomores: students who have earned at least 36 quarter hours of credit

and a cumulative quality point ratio of at least 0.50.

Juniors: students who have earned at least 84 quarter hours of credit and a cumulative quality ratio of at least 0.75.

Seniors: students who have earned at least 132 quarter hours of credit and a cumulative quality point ratio of at least 0.91.

Students who present advanced standing credits will be classified during their initial quarter at Agnes Scott on the basis of credit hours alone.

An unclassified student is one who is not a candidate for the Agnes Scott degree. Such students are primarily of three kinds: (a) adults not working toward a degree, (b) transient students working toward a degree at another institution, and (c) high school students on a joint enrollment program. Unclassified students are permitted to earn a maximum of 36 quarter hours of credit at Agnes Scott. Requests for exception must be directed to the Committee on Academic Standards. Unclassified students who wish to become candidates for the degree must submit a petition to the Office of Admissions before completing 36 quarter hours of credit. Once a student has been given classified status, she may not return to unclassified status.

## Registration

All students must register for classes on the dates announced in the College Calendar. A \$10 fee is charged for late registration. No student is allowed to register after the tenth day of the quarter.

Students already in residence pre-register for the next session during Course Selection Week in the spring quarter. Entering freshmen receive instructions from the Office of the Dean of the College in the early summer and file a preliminary selection of courses in July. They consult special advisers for final course selection after they arrive in September. Entrance into any course is prohibited after the tenth day of the quarter.

A course of study which has been approved may be changed only in accordance with posted instructions. No new course may be elected after the first ten days of a quarter, and no shift from letter-grade basis to pass-fail or pass-fail to letter-grade may be made after the first ten days of a quarter.

No course may be dropped after the first month of each quarter. Dates are posted in September.

## Withdrawal

A student who withdraws during the session for reasons other than suspension or dismissal must obtain a withdrawal card from the Dean of Students or the Dean of the College. The student is not officially withdrawn until the card is on file in the Registrar's office.

## Course Loads

The normal academic load is from fourteen to eighteen hours per quarter. Students may take a minimum load of twelve hours for a total of three out of the six quarters comprising the freshman and sophomore years. Juniors and seniors are permitted to elect one quarter of thirteen hours each year, provided

the total number of hours elected for the year is at least forty-two. Students may petition the Committee on Academic Standards for other exceptions to the normal course load. Students in the Return to College Program are not subject to the limitations for minimum course loads.

## **Auditing**

Classified students may audit courses with written permission from the Dean of the College. The student's previous academic record and the number of credit hours being carried are factors considered. Permission for auditing is given during the first two class days of each quarter.

## **Class Attendance**

Attendance at academic sessions is not mandatory, with the exceptions noted below, but the responsibility for work missed is entirely that of the individual student.

Attendance at all academic appointments is required of students on academic probation and of all freshmen during the fall quarter. These students are permitted one cut in each class during the quarter.

Attendance at tests announced at least a week in advance is mandatory.

## **Examinations**

Examinations are self-scheduled and are held at the end of each quarter. With the exception of a few examinations scheduled in advance because of the nature of the course or the size of the class, a student may take any examination that she chooses at any of the times set for examinations.

A student who because of illness is unable to complete examinations during the regular period may take the examinations in question at the time scheduled for re-examinations. Re-examinations are permitted in the case of conditional failure and are given in the first week of the next quarter.

## **Grades**

Grades indicating the student's standing in any course are officially recorded as follows: A, excellent; B, good; C, average; D, passing; E, conditional failure with the privilege of re-examination; F, failure. Grades for courses taken on a pass-fail basis are recorded as P or F.

A student may elect a total of ten quarter hours of regular course work on a pass-fail basis during the junior and senior years. Courses taken to meet the distribution and specific requirements for the degree, regular courses in the student's major subject, and certain courses in the teacher education program may not be elected on a pass-fail basis.

All grades on field experiences (internships) will be recorded as either pass or fail. This option is in addition to the ten quarter hours of pass-fail work in regular courses. It also constitutes an exception to the general rule that no work in the major department may be taken on a pass-fail basis. A student's intention to elect pass-fail courses must be signified to the Registrar by the tenth day of the quarter.

Grades (except for courses taken on pass-fail basis) are evaluated by a quality point system: A = 3 quality points per quarter hour, B = 2, C = 1, D = 0. For a statement of the grade and quality point requirements for class standing and for the degree, see sections on the classification of students and requirements for the degree.

Quarter grades, in year or two-quarter courses are progress reports only. Credit and quality points are based on the final official grade and are given only on completion of the entire course.

Grade reports are issued to students at the end of each quarter. They are sent to parents who have filed a written request and whose daughters are dependents according to Internal Revenue Code of 1954, Section 152.

## Graduation Honors

A student is eligible to graduate With Honor if she attains a cumulative grade point ratio of 2.40 and has maintained this minimum level of work while classified as a Junior and Senior (figured on a cumulative basis for all work completed while so classified). It is understood that in figuring the cumulative basis for the work while classified as a Junior and Senior, year grades will be used in the case of year-long courses rather than progress grades as reported by the quarter. In the case of students on leaves of absence, this will be figured on the basis of the last six quarters in residence. A student must receive also the recommendation of her major department.

A student is eligible to graduate With High Honor if she attains a cumulative grade point ratio of 2.70 and has maintained this minimum level of work while classified as a Junior and Senior (figured on a cumulative basis for all work completed while so classified). It is understood that in figuring the cumulative basis for the work while classified as a Junior and Senior, year grades will be used in the case of year-long courses rather than progress grades as reported by the quarter. In the case of students on leaves of absence, this will be figured on the basis of the last six quarters in residence. A student must have completed also a minimum of 6 credit hours of independent study distributed over two quarters and receive the recommendation of her major department.

Honor Roll is based on quality point ratios earned in a given academic session. Requirements are posted.

## Academic Review and Discipline

The work of each student is reviewed at the end of every quarter. A student whose work is unsatisfactory will be placed on academic probation. Academic probation serves as a warning to the student that her work must improve. A student whose work continues to be unsatisfactory may be subject to academic dismissal.

A full-time student will be subject to academic dismissal if she fails to earn a minimum of thirty quarter hours of degree credit in any academic session. She will be subject to academic dismissal if she fails to make appropriate class standing for two successive years or if she has been on academic probation for two consecutive quarters.

An unclassified student's eligibility to continue her work at Agnes Scott will be determined by the Dean of the College, subject to confirmation by the Committee on Academic Standards.

## **Acceleration**

A student may receive permission from the Dean of the College and her major department to complete degree requirements in nine, ten, or eleven quarters. This acceleration may be accomplished in any of the following ways: (1) entering with Advanced Placement credits based on College Entrance Examination Board Advanced Placement Examinations; (2) carrying excess course loads during regular sessions; (3) attending either summer sessions at other institutions or an Agnes Scott summer program.

## **Summer School**

Students may attend summer sessions in accredited colleges and universities. Their courses must be approved in advance by the Dean of the College.

A maximum of eighteen quarter hours will be approved for a single summer session, and a maximum total of thirty quarter hours of summer work may be counted toward the Agnes Scott degree. A grade of C or above must be made in each course.

## **Academic Counseling**

Academic counseling is coordinated in the Office of the Dean of the College. Each new student, prior to her arrival on the campus, is assigned to a faculty adviser. Where possible, this adviser teaches in the student's area of special interest and works with the student until she declares a major at the end of the sophomore year. The Class Dean for Freshmen and Sophomores coordinates this program.

The chairman of her major department becomes a student's academic adviser for the junior and senior years. Supplementary counseling of upperclassmen is the responsibility of the Assistant Dean.

The Dean and her assistants, members of the Faculty, and the Director of Career Planning share in advising students and alumnae about plans for graduate and professional programs.



# Courses of Instruction 1981-1982

## EXPLANATION OF SYMBOLS AND ABBREVIATIONS

### Course Numbers

Courses are numbered according to level of difficulty. One hundred-level courses are intended primarily for freshmen and sophomores; 200-level courses are intended primarily for sophomores, but in some cases are open to freshmen by permission; 300-level courses are intended primarily for juniors and seniors, but in some cases are open to sophomores by permission; 400-level courses are intended for seniors.

Certain course numbers are used in each department for special programs. The number 190 is used to designate Freshman and Sophomore Seminars, 410 is assigned to Special Study, and 490 to Independent Study. The number 450 is used for all internships and field experiences.

### Course Notations

Courses which are offered for one quarter only are designated by f, w, or s (fall, winter, or spring) following the course number. Course numbers followed by hyphenated letters (for example, f-w) indicate courses extending through two quarters. Course numbers without letters indicate courses extending throughout the year. No final grade or credit is given until the entire course is completed; quarter grades in such courses are progress reports only.

Summer Study Abroad courses are designated by SG, SE, SR (Summer in Germany, England, Rome) following the course number. A course number followed by SUS designates Agnes Scott Summer Study courses in the United States.

### Course Credit

The calendar for the academic year consists of three quarters, and the unit of credit is the quarter hour. Each 50-minute lecture period a week represents credit of one quarter hour. A course which carries credit of three quarter hours is scheduled for three lecture periods a week for one quarter. A course which carries five quarter hours of credit is scheduled for five lecture periods a week unless indicated. A course which carries credit of nine quarter hours is scheduled for three periods a week for the academic year. Course credits are indicated in parentheses following the course title.

Laboratories are usually three-hour periods, and a three-hour laboratory per week is equivalent to one lecture period. For courses with laboratories, the number of hours lecture and the number of hours laboratory work a week are

designated by LEC, LAB. A course which carries credit of four quarter hours and is scheduled for three lecture periods and one three-hour laboratory per week is designated by 3 LEC, 1 LAB.

## Schedule of Classes

The courses of instruction will meet in accordance with the Schedule of Classes which is available in the Office of the Registrar prior to Course Selection Week. Classes are scheduled Monday through Friday from 8:30 a.m. Monday, Wednesday, Friday classes; Monday through Friday classes; and classes after 1 p.m. are fifty minutes in length unless otherwise specified. Tuesday, Thursday morning classes are seventy-five minutes in length unless otherwise specified.

## Anthropology

See Sociology and Anthropology

## Art

Professor: Marie H. Pepe (Chairman)  
Associate Professor: Leland Staven  
Assistant Professor: Terry S. McGehee  
additional appointment to be made

The objectives of the Department of Art are to give training in appreciation, to help students form standards of taste, and to promote creative effort in the entire community. The department offers a balanced program of practice, theory, and history, so integrated as to bring effectively into a liberal education the essential values of the visual arts.

Introductory 100-level courses do not require previous experience in art and are designed to provide all students with essentials for becoming part of the cultural life of their community.

## REQUIREMENTS FOR THE MAJOR

Theory, History, and Criticism:

- (a) 101, 102, 103
- (b) Two of the following: 303, 304, 305, 306
- (c) One of the following: 307, 308, 309
- (d) One of the following: 317, 318, 319

Art Structure and Studio:

- (a) 191, 192, 193
- (b) One of the following: 240, 241, 242
- (c) One of the following: 271, 272, 273
- (d) Minimum of nine quarter hours in other 200-, 300-, or 400-level studio courses

Twelve additional hours are recommended in studio art or the history and criticism of art.

Each art major is required to contribute one of her works of art, chosen by the art faculty, to the permanent collection.

A student interested in both art and literature is invited to consider the interdepartmental major Art History-English Literature.

A student interested in art, music, and theatre is invited to consider the interdepartmental major in Fine Arts.

## History and Criticism of Art

### 101f. Introduction to Art (3)

An introduction to the pictorial, structural, and plastic arts. A course in the theory of art. A brief discussion of art criticism, aesthetics, the social and psychological functions of art, and the philosophy of art.  
Miss McGehee, Mr. Staven

### 102w. Introduction to Art (3)

Continuation of 101. A non-technical analysis and criticism of prehistoric art, the art of ancient Egypt, Mesopotamia, Greece, Rome, the Americas, and Medieval art.  
Mrs. Pepe

### 103s. Introduction to Art (3)

Continuation of 102. A non-technical analysis and criticism of the art of the Renaissance and the eighteenth, nineteenth, and twentieth centuries.  
Mrs. Pepe

300-level courses are open to sophomores by permission of the department chairman.

### 303f. American Art: Revolution to World War II (3)

The development of painting, printmaking, and sculpture from the Revolutionary period to 1940.

### 304f. Modern Art: Painting and Sculpture - Nineteenth Century (3)

The history and criticism of painting and sculpture from 1785 to 1900. Main emphasis on French and American art, but special attention given to the art of Germany, Italy, England, and Latin America.  
Mrs. Pepe

### 305w. Modern Art: Painting and Sculpture - Twentieth Century (3)

The history and criticism of painting and sculpture from 1900 to the present. Main emphasis on French and American art, but special attention given to the art of Germany, Italy, England, and Latin America.  
Mrs. Pepe

### 306s. Modern Art: Architecture of the Nineteenth and Twentieth Centuries (3)

The development of architecture from 1800 to the present. Main emphasis on the architecture of the United States with special attention given to the art of building in Germany, France, the Scandinavian countries, and Latin America.  
Mrs. Pepe

### 307f. Art of the Middle Ages (5)

Development of art and architecture from about 300 to 1400A.D. The character of the early Christian, Byzantine, Carolingian, Romanesque, and Gothic periods analyzed by means of the art they produced.

Alternate years: offered 1981-82

Mrs. Pepe

### 308w. Art of the Northern Renaissance (5)

Painting, sculpture, and architecture from 1400 to 1700 in the Netherlands, Germany, Spain, France, and England.

Alternate years: not offered 1981-82

Mrs. Pepe

- 309s. Art of the Italian Renaissance** (5)  
Painting, sculpture, and architecture in Italy from 1400 to 1700, with particular emphasis on such great artists as Donatello, Botticelli, Michelangelo, Leonardo da Vinci, and Raphael.  
Alternate years: not offered 1981-82 Mrs. Pepe
- 317w. Prehistoric and Ancient Art and Architecture** (5)  
Art and architecture of prehistoric times and of ancient Egypt, Babylonia, Assyria, Persia, and the Latin American Indian Civilizations (Maya, Aztec, and Inca).  
Alternate years: offered 1981-82 Mrs. Pepe
- 318f. Oriental Art and Architecture** (5)  
Art and architecture of ancient India, China, Japan.  
Alternate years: not offered 1981-82 Mrs. Pepe
- 319s (Classics 341). Greek and Roman Art and Architecture** (5)  
An historical survey of the art and architecture of the pre-Greek and early Greek cultures of the Aegean, of Greece, and of Rome through the period of Constantine.  
Not open to students who have had Classics 340SR  
Alternate years: offered 1981-82 Miss Zenn
- 410f,w,s. Special Study in Art History and Criticism** (3)  
Special problems adjusted to the needs and interests of the individual student. An introduction to scholarly research.  
Open to art majors only The Department
- 420f. Seminar in Art History and Criticism** (5)  
Special study for art majors in a field of art history and criticism. Group discussions. Topic for 1981-82: Studies in Medieval and Renaissance iconography.  
Prerequisite: permission of the department chairman Mrs. Pepe
- 490. Independent Study** (6-10)  
Independent research in the area of art history and criticism or in applied art.  
The Department

## Studio Art

All studio courses meet 6 hours per week for 3 quarter hours credit unless otherwise indicated.

- 191f. Art Structure** (3)  
Elements of design. A study of the visual elements of design with experiments in various media.  
Miss McGehee
- 192w. Art Structure** (3)  
Principles of design. Emphasis on the organization of the visual elements. Problems in color and experiments in various media.  
Prerequisite: 191 Miss McGehee
- 193s. Art Structure** (3)  
Compositional problems with emphasis on the creative attitude and experimentation with various media.  
Prerequisite: 192 Miss McGehee

Non-majors electing courses in studio art on the 200 level or above are required to take courses in history and criticism of art (preferably in the same year) to balance studio courses elected.

**229w. Principles of Design (3)**

A course especially for students preparing to teach. Experience with various media and a study of the theory of art education. Not a methods course. 1 LEC, 4 hours studio

Not open to students who have had Art 191, 192, or 193 Miss McGehee

**240f. Drawing and Composition (3)**

Drawing. Study of the principles of pictorial organization. Experience in various media.

Prerequisite: 193 Mr. Staven

**241s. Drawing and Painting (3)**

Work from figures, still life, and landscape. Development of form through color. Experience in various media.

Prerequisite: 193 Mr. Staven

**242w. Drawing and Printmaking (3)**

Traditional etching and aquatint techniques combined with photo-etching methods. Vacuum serigraph and photo-screen procedures.

Prerequisite: 193 Mr. Staven

**271f or w. The Art of the Potter (3)**

A basic course in the design of stoneware pottery, techniques of decorating and glazing, and use of the kiln. Discussion of principal pottery traditions.

Prerequisite: 191

Open to freshmen who meet the prerequisite

**272w. Intermediate Pottery (3)**

Application of basic skills in the manipulation of pottery materials to a variety of design problems and firing techniques, including some simple sculptural works, wheel and handbuilt forms.

Prerequisite: 271 or permission of the department chairman

**273s. Three-Dimensional Design (3)**

A series of related experiments in plastic design including relief, collage, construction, sculpture in-the-round, the mobile in such media as clay, wire, wood, tissue, plastic materials. Discussion of relevant works.

Prerequisite: 191

Open to freshmen who meet the prerequisite Miss McGehee

300-level courses are open to sophomores by permission of the department chairman.

**340f,w,s. Advanced Painting (3, 6, or 9)**

Creative work in various painting media. Particular attention given to individual expression and to aesthetic consideration of the picture structure.

Prerequisite: 240 or 241 or 242 Mr. Staven

**370f,w,s. Advanced Plastic Design (3, 6, or 9)**

Individual problems in pottery or ceramic sculpture.

Prerequisite: 272 or permission of the department chairman

**440f,w,s. Advanced Graphic Design (3, 6, or 9)**

Special problems of two-dimensional design with work in various media.

Prerequisite: three quarter hours of 340 and permission of the department chairman

Open to art majors only The Department

**470f,w,s. Advanced Three-Dimensional Design**

(3, 6, or 9)

Special problems of three-dimensional design with work in various media.

Prerequisite: three quarter hours of 370 and permission of the department chairman

Open to art majors only

The Department

## Astronomy

See Physics and Astronomy

## Bible and Religion

Professors: Kwai S. Chang (Chairman)

Mary B. Sheats

Visiting Professor: Ludwig R. Dewitz

Visiting Assistant Professor: Emanuel Feldman

The Department of Bible and Religion offers students the opportunity of broadening their knowledge and understanding of the religious dimension of life, with special emphasis on the Judaeo-Christian tradition.

The degree requirement for a course in biblical literature may be met by completion of Bible and Religion 200 or 201. Students considering the possibility of majoring in Bible and Religion are strongly urged to take 201 as the basic course.

A student who majors in this department may focus either on Bible, choosing a minimum of 20 hours on the 300 or 400 level in the biblical field and the remainder of her major hours in either Bible or Religion, or she may concentrate on Religion, choosing a minimum of 20 hours on the 300 or 400 level in the field of Religion and the remainder of her major hours in either Bible or Religion.

The department recommends that students concentrating in Bible take Greek 203, and that those planning to do graduate work in theology take German. Courses in classical literatures, philosophy, psychology, and sociology are recommended as electives for the enrichment of the major.

### REQUIREMENTS FOR THE MAJOR

200 or 201

**200f or w or s. Approach to Biblical Literature**

(5)

A study of the Hebrew Scriptures and the New Testament. An examination of their distinctive concepts and practices.

Not open to students who have had 201

Mr. Chang, Mrs. Sheats

**201. Old and New Testaments**

(9)

An introduction to the study of the Old and New Testaments, including the Apocrypha, with emphasis on history, literature, and religious teachings. Questions of human identity, purpose, and destiny are explored.

Not open to students who have had 200

Mr. Chang, Mrs. Sheats

- 303w. The Ancient Middle East** (5)  
The development of pre-classical civilizations in the Fertile Crescent (including ancient Mesopotamia and Egypt) as known archaeologically and from extra-biblical literature, with particular attention to Palestine during Old Testament times.  
Prerequisite: 200 or 201  
Alternate years: not offered 1981-82  
Mr. Dewitz
- 304w. The World of the New Testament** (5)  
Background studies in extra-biblical history, literature, and art of the New Testament period. Relevant findings of archaeology are used.  
Prerequisite: 200 or 201  
Alternate years: offered 1981-82  
Mr. Dewitz
- 307f. American Religious Thought** (5)  
A study of religion as a factor in a developing culture. Examination of creative American religious thinkers. Protestant, Catholic, and Jewish practices and beliefs in the United States today. The relationship of organized religious movements to current national problems.  
Alternate years: not offered 1981-82
- 310f. Eastern Religious Traditions** (5)  
An introduction to the literature, beliefs, and practices of Hinduism, Theravada Buddhism, and Islam in India; Confucianism and Taoism in China; Mahayana Buddhism and Shinto in Japan.  
Mr. Chang
- 311s. Mysticism East and West** (5)  
A study of the meaning and significance of mystical experience within the contexts of Hinduism, Buddhism, and Christianity.  
Alternate years: offered 1981-82  
Mr. Chang
- 321s. Jewish Faith and Practice** (3)  
A study of the Jewish people and religion from Talmudic times to the present.  
Alternate years: offered 1981-82  
Mr. Feldman
- 323f. The Hebrew Prophets** (5)  
A study of the prophetic movement in Israel to show the distinctive attitudes and concepts of prophetic religion.  
Prerequisite: 200 or 201  
Alternate years: not offered 1981-82  
Mrs. Sheats
- 327w. The Letters of Paul** (5)  
An historical and literary study of the life and thought of the Apostle Paul as reflected in his letters and in the book of Acts.  
Prerequisite: 200 or 201  
Open to sophomores with permission of the instructor  
Alternate years: offered 1981-82  
Mrs. Sheats
- 328s. Wisdom, Poetry, and Apocalypse** (5)  
A study of three distinctive types of writing from the Ancient Near East, with a consideration of literature from the Old Testament canon, the Apocrypha, the Pseudepigrapha, and Babylonian and Egyptian sources.  
Prerequisite: 200 or 201  
Open to sophomores with permission of the instructor  
Alternate years: offered 1981-82  
Mrs. Sheats

- 335s. The Four Gospels** (5)  
A study of the words, acts, and person of Jesus as presented in the gospel accounts.  
Prerequisite: 200 or 201  
Alternate years: not offered 1981-82 Mrs. Sheats
- 340w. Biblical Theology** (5)  
A topical study of the major religious concepts of the Old and New Testaments, chiefly those of God, human beings, sin, and salvation. Opportunity is given for exploring presuppositions of biblical theology in current writings.  
Prerequisite: 200 or 201  
Alternate years: not offered 1981-82 Mrs. Sheats
- 345f (Philosophy 315). Philosophy of Religion** (5)  
Prerequisite: Bible and Religion 200 or 201; or one of the following:  
Philosophy 101, 102, 105, 106, 206, 209, (207, 208)  
Alternate years: not offered 1981-82
- 352f. Christian Thought in the Renaissance and Reformation** (5)  
A study of significant contributors to the development of Western religious thought, from Wyclif through Calvin.  
Prerequisite: 200 or 201  
Alternate years: offered 1981-82 Mrs. Sheats
- 360w. Contemporary Theology** (5)  
A study of contemporary trends in Western religious thought, with special emphasis on some major writers such as Barth, Bultmann, and Tillich.  
Prerequisite: 200 or 201 Mr. Chang
- 363f. Seminar in Religious Studies** (5)  
Prerequisite: 200 or 201
- 365s. Introduction to Christian Ethics** (5)  
A study of the nature, methods, and basic issues of Christian ethics, with special attention to the relation between theology and conduct.  
Prerequisite: 200 or 201  
Alternate years: not offered 1981-82 Mr. Chang
- 410f,w,s. Special Study** (3 or 5)  
Supervised research in a selected area. The Department
- 490. Independent Study** (6-10)  
Independent research is arranged under the supervision of a member of the department. Results are presented in written form. The Department

## Biology

Professor:	Sandra T. Bowden (Chairman)
Assistant Professors:	Dale L. Hoyt John F. Pilger Harry Wistrand
Instructor:	M. Eloise Brown Carter



The program for majors in the Department of Biology is designed so that students acquire knowledge in several fields of modern biology. Students are advised to plan individual programs that include studies in the following areas: functional morphology of cells and tissues, microbial organisms, lower and higher plants and animals, patterns and mechanisms of heredity and evolution, physiology of cells and organisms, taxonomy, and ecology. In addition, students are advised to elect in their major programs one or more field courses. The department recommends that all biology majors take Mathematics 150. Students planning to attend graduate school are urged to take Chemistry 250s, Physics 210-211, and Mathematics 120-121. Other courses recommended for graduate school are Chemistry 300 and 353, and German or French. Students interested in medicine and in health-related professions should consult the Dean of the College.

A student may be exempted from 100, 102, and 105 if she receives a passing score on each of the appropriate exemption tests administered by the department.

## REQUIREMENTS FOR THE MAJOR

100, 102, 105, 206, 303, 310, 411; 306 or 312

Chemistry 110, 250f-w

Biology 203 not applied toward minimum 45-hour major

There is a \$15.00 fee for required weekend field trips for biology courses.

### 100f or w. Introduction to Biology

(4)

Fundamental concepts of major areas of modern biology: structures and functions of biological molecules, cell structure and functions, inheritance in eucaryotes and in procaryotes, development of plants and animals, evolution, ecology. Prerequisite to all other courses in biology. 3 LEC, 1 LAB

The Department

### 102w or s. Botany

(4)

The functional morphology of vascular plants, growth regulation, taxonomy and evolution, plant ecology. A brief survey of the morphology, ecological roles, and economic significance of selected representatives of major divisions. 3 LEC, 1 LAB

Mrs. Bowden, Mrs. Carter

### 105w or s. Zoology

(4)

Morphology and physiology of animals with a survey of the major phyla. 3 LEC, 1 LAB

The Department

200-level courses are open by permission of the department to freshmen who meet the prerequisites.

### 201f. Ecology

(4)

The basic principles of ecology with lectures and field work emphasizing the relationships of animals and plants in natural habitats. Land, fresh water, and salt water environments are considered. 2 LEC, 2 LAB, 1 weekend field trip

Prerequisite: 102, 105

Mrs. Carter

- 202s. Plant Taxonomy** (4)  
Principles of classification, identification, and nomenclature of vascular plants native to this locality. Introduction to techniques for collecting and preserving specimens. 2 LEC, 2 LAB, 1 weekend field trip  
Prerequisite: 102 Mrs. Carter
- 203s. Genetics, Evolution, and Man** (3)  
A basic study of heredity and evolution with emphasis on man. Among the topics discussed are race, behavior, intelligence, and genetic engineering.  
Prerequisite or corequisite: 102 or 105  
Not open to biology majors or to students who have had Biology 303  
Alternate years: not offered 1981-82 Mr. Wistrand
- 206f. Cell Biology** (4)  
An introduction to cellular and subcellular structure and function. 2 LEC, 2 LAB  
Prerequisite: 102, 105 Mr. Pilger
- 208w. Histology** (4)  
The microscopic anatomy of animal tissues. Laboratory includes practical microtechnique and histochemistry. 3 LEC, 1 LAB  
Prerequisite: 102, 105 Mr. Hoyt
- 301f. Microbiology** (5)  
A basic course in the biology of microorganisms with emphasis on bacteria. Microbial structure, metabolism, genetics, taxonomy, and ecology are introduced. 3 LEC, 2 LAB  
Prerequisite: 206; Chemistry 110, 250f-w Mrs. Bowden
- 302f. Evolution** (3)  
The study of processes and patterns of adaptation and species formation.  
Prerequisite: 303 Mr. Wistrand
- The following 300-level courses are open to sophomores by permission of the chairman: 303, 304, 306, 307.**
- 303w. Genetics** (5)  
Principles of structure, function, and transmission of hereditary materials in pro- and eukaryotic organisms. 3 LEC, 2 LAB  
Prerequisite: 206 Mr. Wistrand
- 304f. Comparative Anatomy of Vertebrates** (5)  
The study of the major organ systems of vertebrates. Laboratory includes dissections of selected vertebrates. 3 LEC, 2 LAB  
Prerequisite: 105 Mr. Hoyt
- 305w. Animal Physiology** (5)  
A comparative study of the physiology of the digestive, circulatory, excretory, nervous, muscle, endocrine, and reproductive systems of animals. 3 LEC, 2 LAB  
Prerequisite: 304  
Prerequisite or corequisite: Chemistry 250f-w Mr. Hoyt
- 306w. Developmental Biology** (5)  
Morphological and developmental processes in the ontogeny of animals. 3 LEC, 2 LAB  
Prerequisite: 206 Mr. Pilger

- 307s. Invertebrate Zoology** (5)  
Comparative anatomy, systematics, and evolution of invertebrates. Laboratory emphasis on the functional morphology and ecology of aquatic forms. 3 LEC, 2 LAB, 1 weekend field trip  
Prerequisite: 105 Mr. Pilger
- 308s. Animal Behavior** (4)  
Principles of the development, causation, and function of behavior in non-human animals. 3 LEC, 1 LAB  
Prerequisite: 303 Mr. Wistrand
- 310s. Cellular Physiology** (5)  
The study of cellular energetics, metabolism, metabolic regulation, excitability and contactility, and cell growth and division. 3 LEC, 2 LAB  
Prerequisite: 206; Chemistry 110, 250f-w Mrs. Bowden
- 311w. Plant Physiology** (5)  
Studies of plant cellular constituents, water relations, mineral nutrition, metabolism, growth regulation, and photophysiology. Emphasis is on the physiology of seed plants. 3 LEC, 2 LAB  
Prerequisite: 102  
Prerequisite or corequisite: Chemistry 250f-w  
Alternate years: offered 1981-82 Mrs. Bowden
- 312w. Plant Diversity and Evolution** (5)  
An evolutionary approach to the study of the morphology of bacteria, fungi, algae, bryophytes, and selected groups of vascular plants. Investigations involve living materials. 3 LEC, 2 LAB  
Prerequisite: 102  
Alternate years: not offered 1981-82 Mrs. Bowden
- 314SUS. Desert Biology** (5)  
The study of the adaptations of plants and animals to hot, arid environments of the western United States. A three-week field trip to the desert; dates to be determined. Course limited to nine students.  
Prerequisite: 105 and permission of the instructor  
Offered summer 1982 Mr. Wistrand
- 315SUS. Marine Biology** (5)  
The biology of the sea as exemplified by organisms and ecology of oceanic, coastal, and estuarine waters. Four weeks; dates to be determined. Course limited to eight students.  
Prerequisite: 102, 105, and permission of the instructor  
Offered summer 1981 Mr. Pilger
- 410f,w,s. Special Study** (3-5)  
Intensive study of an area of biology by a senior major under the supervision of a staff member. Designed to support the individual major's special interests.  
Prerequisite: permission of the department The Department
- 411f. Senior Seminar** (2)  
The study of specialized subject areas of biology chosen by the biology staff. Each student reviews the literature, prepares, and presents a seminar on a selected topic.  
Open to senior biology majors only The Department
- 490. Independent Study** (6-10)  
Independent laboratory and/or field research with supervision by a member of the department. Thesis is required and a seminar presentation is recommended.  
Admission to the program is granted by the Committee on Independent Study. Recommenda-

tion by the department for admission to the course is necessary. Departmental recommendation is based on the student's choice of a suitable research project, potential for biological research, and coursework background.

The Department

## Chemistry

Professors: Alice J. Cunningham (Chairman)  
                  Julia T. Gary  
Associate Professor: Paul M. Kuznesof  
Instructor: Susan S. Connell  
                  additional appointment to be made

The academic program of the Department of Chemistry, approved by the American Chemical Society, is designed to give students a thorough grounding in the principles and applications of modern chemistry as well as extensive practical experience with research-quality instruments. The curriculum is structured to serve chemistry majors, majors in chemistry-related disciplines, and non-science majors.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect, if possible, Chemistry 101-102-110 and Mathematics 120-121 in the freshman year and complete Physics 210-211 before the junior year.

Exemption from the introductory Chemistry 101-102 may be considered if a student has: an Advanced Placement score of 4 or 5; or high school chemistry and a satisfactory score on the departmental exemption examination; or previous credit for a college chemistry course at the introductory level. In all cases, evidence of prior laboratory experience comparable to that gained in Chemistry 101-102 must be presented.

Students planning for certification by the American Chemical Society must complete the minimum requirements for a major, as shown below, and the equivalent of an additional six hours of study or research at the advanced level in chemistry, physics, or mathematics, as approved by the department. This additional work must include at least one credit hour of laboratory work in chemistry. A reading knowledge of a modern foreign language, preferably German, is recommended.

The department strongly recommends that all majors complete a second year of calculus (Mathematics 201) prior to or during the junior year. Majors are encouraged also to elect courses in computer programming (Mathematics 150), statistics and probability (Mathematics 115 or 328), differential equations (Mathematics 309), and electronics (Physics 343).

### REQUIREMENTS FOR THE MAJOR

101-102 (or 100), 110, 250, 301, 302, 303, 326, 332, 333, 351  
Mathematics 120-121  
Physics 210-211

**101f. Fundamental Concepts of the Properties of Matter (4)**

Introduction to the major concepts required for an understanding of chemical phenomena. Stoichiometry; atomic and molecular structure; properties of gases, liquids, solids, and solutions; and energetics of chemical processes. Laboratory methods of quantitative and qualitative analysis. 3 LEC, 1 LAB

Not open to students who have had 100

Mr. Kuznesof, Mrs. Connell

**102w. Introduction to Energetics, Structure, and Reactivity (4)**

A continuation of Chemistry 101. Energetics, kinetics, equilibria, the development of modern atomic theory, chemical bonding, and descriptive chemistry of selected elements. Laboratory methods of quantitative and qualitative analysis. 3 LEC, 1 LAB

Prerequisite: 101

Not open to students who have had 100

Mr. Kuznesof, Mrs. Connell

**110s. Introduction to Analytical Chemistry (5)**

A thorough treatment of chemical equilibria. Fundamental principles and methods of separation and analysis. 3 LEC, 2 LAB

Prerequisite: 102

Miss Cunningham, Mrs. Connell

**200f. Computational Methods in Chemistry (3)**

Selected topics in calculus, statistics, and computer applications, as applied in various areas of chemistry.

Prerequisite: 101-102 (or 100), 110; Mathematics 120-121

Mathematics 201 recommended

Miss Cunningham

**250 or 250f-w. Introductory Organic Chemistry (12 or 8)**

The chemistry of the common functional groups with underlying theory. Students not majoring in chemistry may take 250f-w for credit of 8 quarter hours. 3 LEC, 1 LAB

Prerequisite: 102

**300f. Fundamentals of Physical Biochemistry (3)**

An introduction to the physicochemical principles of biological processes, with emphasis on bioenergetics and enzyme kinetics.

Prerequisite: 110, 250

Not open to students who have had 302 or 303

Miss Cunningham

**301f. Basic Quantum Chemistry (4)**

A study of quantum theory as applied in chemistry, including structure and spectral relationships. 3 LEC, 1 LAB

Prerequisite: 110, 250; Mathematics 120-121; Physics 210-211

Miss Cunningham

**302w. Chemical Thermodynamics (4)**

General principles of thermodynamics, equilibria, and statistical mechanics. 3 LEC, 1 LAB

Prerequisite: 301

Miss Cunningham

**303s. Chemical Dynamics (4)**

A study of rate processes and the methods of chemical kinetics. 3 LEC, 1 LAB

Prerequisite: 301

Mr. Kuznesof

**326w-s. Modern Analytical Chemistry (6)**

An advanced study of the instrumental and theoretical approaches for complete analysis. 2 LEC, 1 LAB

Prerequisite: 300 or 301

Miss Cunningham

**332w. Inorganic Chemistry: Principles of Structure and Reactivity (4)**

Ionic interactions in solids, theory and energetics of the covalent bond, molecular structure, acid-

base concepts, non-aqueous solvents. Laboratory emphasis on synthesis and physicochemical characterization of inorganic compounds. 3 LEC, 1 LAB

Prerequisite: 301

Prerequisite or corequisite: 302

Mr. Kuznesof

**333s. Inorganic Chemistry: A Systematic Survey (4)**

Coordination complexes, descriptive chemistry of the d- and f-block metals and main group elements, selected topics in organometallic chemistry and bioinorganic chemistry. Laboratory emphasis on synthesis and physicochemical characterization of inorganic compounds. 3 LEC, 1 LAB

Prerequisite: 332

Prerequisite or corequisite: 303

Mr. Kuznesof

**351f. Organic Qualitative Analysis (4)**

A systematic study of the isolation, classification, and identification of organic compounds. 2 LEC, 2 LAB

Prerequisite: 250

Prerequisite or corequisite: 301

**352w. Structure and Reactivity of Organic Compounds (4)**

An advanced examination of the mechanisms of organic reactions with supporting evidence from stereochemistry, chemical kinetics, and spectroscopy. Increased independence and utilization of modern instrumentation and apparatus in the laboratory. 3 LEC, 1 LAB

Prerequisite: 250, 301

**353s. Bio-Organic Chemistry (3)**

A detailed study of the fundamental chemistry of organic molecules of biological importance. Emphasis on enzyme mechanisms and the reactions of metabolism.

Prerequisite: 250

**410f,w,s. Special Study (3)**

Open to seniors with permission of the department

The Department

**490. Independent Study (6-10)**

Independent research conducted under the supervision of a member of the department. Thesis is required. Seminar presentation of results is recommended.

Admission to the program is granted by the Committee on Independent Study. Departmental recommendation for admission to the program is necessary and depends on choice of a suitable research problem, demonstrated potential for chemical research, and student motivation for pursuing the laboratory and non-laboratory aspects of the project.

The Department

## Classical Languages and Literatures

Professor: Elizabeth G. Zenn (Chairman)  
Associate Professor: Gail Cabisius  
Assistant Professor: Alice L. Levine

Course offerings permit a major in Greek, or in Latin, or in Classical Languages and Literatures. Latin in college is advised for all Greek majors. Greek in college is advised for all students doing major work in Latin. A major in Classical Languages and Literatures consisting of courses in both Greek and Latin can be arranged.

## REQUIREMENTS FOR THE MAJOR

## Greek

101, 201, 202; 301 or 305; 351

## Latin

201, 280, 281, 282, 351

## Greek

## 101. Elementary (9)

The essentials of forms and syntax, reading of selections from Plato, writing Greek.

Credit awarded only if followed by the intermediate-level course (9 quarter hours) or if taken simultaneously with or after completion of the language requirement. Miss Zenn

## 201f. Intermediate (3)

Plato: *Apology* and *Crito*, with selections from other writings of Plato.

Prerequisite: 101

Credit awarded if followed by 202 or 203 Miss Levine

## 202w-s. Homer (6)

*Iliad*, selected books.

Prerequisite: 201

Miss Levine

## 203w-s. New Testament Greek (6)

A study of Luke and other writers.

Prerequisite: 201

The Department

## 301f. Greek Tragedy (3)

Euripides: selected plays.

Prerequisite: 202

Alternate years: offered 1981-82

Miss Cabisius

## 302w. Greek Lyric Poetry (3)

Prerequisite: 202

Alternate years: offered 1981-82

Miss Zenn

## 303w. Plato (3)

Selected dialogues.

Prerequisite: 202

Alternate years: not offered 1981-82

Miss Zenn

## 305s. Greek Tragedy (3)

Sophocles: selected plays.

Prerequisite: 202

Alternate years: not offered 1981-82

The Department

## 307s. Greek History (3)

Selections from Herodotus or Thucydides.

Prerequisite: 202

Alternate years: offered 1981-82

Miss Cabisius

<b>308f. Aristophanes</b>	<b>(3)</b>
Selected plays.	
Prerequisite: 202	
Alternate years: not offered 1981-82	
	Miss Zenn
<b>350f or w or s. Advanced Reading Course</b>	<b>(3 or 5)</b>
Selections from Greek prose and poetry, not covered in other courses, chosen to meet the needs of individual students.	
Prerequisite: 202	
	The Department
<b>351f or w or s. Greek Prose Composition</b>	<b>(2)</b>
Prerequisite: permission of the department	
	The Department
<b>490. Independent Study</b>	<b>(6-10)</b>
	The Department

## Latin

<b>101. Latin Fundamentals</b>	<b>(9)</b>
Fundamentals of Latin grammar and reading of Latin authors.	
Credit awarded only if followed by the intermediate-level course (9 quarter hours) or if taken simultaneously with or after completion of the language requirement.	
	Miss Cabisius
<b>201. Intermediate</b>	<b>(9)</b>
First quarter: selections from a variety of Latin prose authors; review of syntax; second and third quarters: Vergil, <i>Aeneid</i> I-VI.	
Prerequisite: 2 entrance credits in Latin or 101	
	Miss Zenn
<b>220s. Medieval Latin</b>	<b>(3)</b>
Selected readings representative of Latin literature from the Patristic Age through the twelfth century.	
Prerequisite: 201 or permission of the instructor	
Alternate years: not offered 1981-82	
	Miss Cabisius
<b>280f. Catullus and Ovid</b>	<b>(3)</b>
Selections from the poetry of Catullus and Ovid's <i>Amores</i> .	
Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department	
	Miss Cabisius
<b>281w. Petronius</b>	<b>(3)</b>
Selections from the <i>Satiricon</i> .	
Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department	
	Miss Levine
<b>282s. Comedy</b>	<b>(3)</b>
Selected plays of Plautus and Terence.	
Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department	
	Miss Cabisius
<b>331w. Livy</b>	<b>(3)</b>
Selections from books I-X.	
Prerequisite: permission of the department	
Alternate years: offered 1981-82	
	Miss Cabisius



<b>333w. Lucretius</b>	<b>(3)</b>
<i>De Rerum Natura.</i>	
Prerequisite: permission of the department	
Alternate years: not offered 1981-82	Miss Cabisius
<b>335s. Tacitus</b>	<b>(3)</b>
Selections from the <i>Annals</i> .	
Prerequisite: permission of the department	
Alternate years: not offered 1981-82	Miss Zenn
<b>336f. Vergil</b>	<b>(3)</b>
<i>Eclogues</i> and selections from the <i>Georgics</i> .	
Prerequisite: permission of the department	
Alternate years: not offered 1981-82	Miss Levine
<b>337f. Juvenal and Martial</b>	<b>(3)</b>
<i>Satires</i> and <i>Epigrams</i> .	
Prerequisite: permission of the department	
Alternate years: not offered 1981-82	Miss Zenn
<b>338s. Horace</b>	<b>(3)</b>
Selections, principally from the <i>Odes</i> .	
Prerequisite: permission of the department	
Alternate years: not offered 1981-82	Miss Levine
<b>350f or w or s. Advanced Reading Course</b>	<b>(3 or 5)</b>
Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students.	
Prerequisite: permission of the department	The Department
<b>351f or w or s. Latin Prose Composition</b>	<b>(2)</b>
Prerequisite: permission of the department	The Department
<b>490. Independent Study</b>	<b>(6-10)</b>
	The Department

## Classical Courses in English

<b>150. Classical Civilization</b>	<b>(9)</b>
The development of Greek and Roman civilization. Indebtedness of the modern world to Greece and Rome in the fields of language and literature, religion and philosophy, art and architecture, government and law.	
May not be counted toward a major in the Classical Languages and Literatures department	
	Miss Levine
<b>160w. Introduction to Classical Archaeology</b>	<b>(3)</b>
Archaeological aims and methods through focus on evidence from representative sites.	
	Miss Zenn
<b>170s. Women in Antiquity</b>	<b>(3)</b>
Women's roles in the society, religion, and literature of ancient Greece and Rome.	
	Miss Cabisius
<b>309w. Classical Mythology</b>	<b>(3)</b>
A study of mythical configurations: creation myths, divine archetypes, the trickster, the hero cycle.	

Modern psychological and literary approaches to the science of mythology.

Open to sophomores with permission of the instructor

Miss Cabisius

**310f. Classical Drama**

(3)

The origins and development of classical drama. Representative plays of the Greek and Roman dramatists.

Open to sophomores with permission of the instructor

Miss Zenn

**314s. Greek Thought**

(3)

The development of Greek thought in an historical context.

Open to sophomores with permission of the instructor

Alternate years: not offered 1981-82

Miss Zenn

**318f (History 341). Greek History**

(5)

Political history of Greece from the Bronze Age through the Hellenistic period, with emphasis upon the development of Athenian democracy; consideration of Greek political theory of the fifth and fourth centuries, including the reading in translation of selections from Thucydides, Plato, and Aristotle.

Open to sophomores with permission of the instructor

Alternate years: offered 1981-82

Miss Cabisius

**319f (History 342). Roman History**

(5)

Political and social institutions of the Roman Republic, formation of the Augustan principate, imperial history to the fall of the Western Empire.

Open to sophomores with permission of the instructor

Alternate years: not offered 1981-82

Miss Cabisius

**340SR. Roman Art and Architecture**

(5)

An introduction to the Roman legacy in architecture, sculpture, painting, and the minor arts, with brief consideration of Greek precedents, especially of the Hellenistic period.

Offered summer 1982

Miss Zenn

**341s (Art 319). Greek and Roman Art and Architecture**

(5)

An historical survey of the art and architecture of the pre-Greek and early Greek cultures of the Aegean, of Greece, and of Rome through the period of Constantine.

Not open to students who have had 340SR

Alternate years: offered 1981-82

Miss Zenn

**410f,w,s. Special Study**

(3 or 5)

Directed study to meet the individual needs of students whose major is Classical Languages and Literatures.

The Department

## Economics

Associate Professors: Edward C. Johnson  
William H. Weber, III (Chairman)  
Instructor: Mary K. Bumgarner

Economics is the study of the production and distribution of goods and services and of the various institutions through which this has been and is carried on now. Current economic theory is taught with reference to past thought and theory so as to emphasize the evolutionary character of the development of

economics as a social science. Methods of theory construction and analysis useful in the task of understanding both the social implications of any form of economic system and the management and organization of enterprises, public or private, are taught.

Economics 204 and 205 are prerequisite to all 300-level courses except Economics 303, 309, and 311 each of which requires only 204. Certain 300-level courses have prerequisites in addition to Economics 204 and 205. All students majoring in Economics are required to take Economics 303, 306, and 332, as well as a year of calculus and a course in statistics.

A student interested in study relating economics, history, and political science is invited to consider the interdepartmental major in International Relations.

Students planning graduate work in either economics or business are advised to take two years of calculus as well as an introductory course in computer programming. The department offers a number of courses preparatory to a career in business, and of these 311 and 312 (Accounting and Economic Decision Making) are considered essential.

## REQUIREMENTS FOR THE MAJOR

204-205, 303, 306, 332

Mathematics 115 or 328; 120-121

Economics 311 not applied toward minimum 45-hour major

### 204f. Introductory Economics I (5)

A study of the causes of unemployment, inflation, and economic growth, including the role of government fiscal and monetary policy.

Open to freshmen

The Department

### 205w. Introductory Economics II (5)

A continuation of 204, emphasizing the operation of a market economy.

Prerequisite: 204 or permission of the department

Open to freshmen

The Department

### 215f. Economic and Social Systems (5)

A comparative study of the organization of economic life under capitalism, socialism, communism, fascism.

Prerequisite: 204 or permission of the instructor

Open to freshmen

Mr. Johnson

### 216s. American Economic History and Development (5)

The development of the American economy from colonial times to the present. Emphasis on growth theory and application to specific periods and industries.

Prerequisite: 204 or permission of the instructor

Open to freshmen

Mr. Johnson

300-level courses are open by permission of the instructor to sophomores who meet the prerequisites.

### 303w. Labor Economics (5)

Study of labor-management relations, the labor movement, the laws and public policies governing labor, and the economic impact of these in terms of wages, prices, and national income.

Prerequisite: 204 or permission of the instructor

Mr. Johnson

- 306s. Microeconomics** (5)  
 An advanced study of economic principles concentrating on microeconomic analysis.  
 Prerequisite: 204-205 Mr. Weber
- 309s. Money and Banking** (5)  
 Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity.  
 Prerequisite: 204  
 Prerequisite or corequisite: 205 Mr. Johnson
- 310f. Corporate Finance** (5)  
 A study of the economics of business finance, including topics such as sources and uses of funds; capital budgeting and capital costs; stocks and bonds; and financial markets.  
 Prerequisite: 306 Mr. Weber
- 311w. Accounting and Economic Decision Making I** (5)  
 Introduction to the principles of accounting theory and to the application of these principles in business and government. The design of accounting systems is stressed.  
 Prerequisite: 204
- 312s. Accounting and Economic Decision Making II** (5)  
 A continuation of 311.  
 Prerequisite: 311
- 313s. Marketing** (5)  
 Planning, organizing, and controlling the marketing function in a corporate setting.  
 Prerequisite: 204-205; 306 recommended Mrs. Bumgarner
- 317s. Theories of Management and Organization** (5)  
 Change and development in and the management of complex organizations.  
 Prerequisite: 204-205 Mr. Weber
- 330w. Fundamental Methods in Mathematical Economics** (5)  
 The application of advanced topics in calculus to model building in economics and sociology.  
 Prerequisite: 204-205; Mathematics 120-121  
 Mathematics 201 recommended Mrs. Bumgarner
- 331f (Political Science 330). International Economics** (5)  
 An examination of international trade and finance.  
 Prerequisite: 204-205  
 Alternate years: not offered 1981-82 Mr. Weber
- 332f. Macroeconomics** (5)  
 A survey emphasizing general equilibrium conditions. Model building and analysis of theories of business cycles, inflation, and growth. Evaluation of theoretical bases for various monetary and fiscal policies.  
 Prerequisite: 204-205 Mrs. Bumgarner
- 334w. Theories of Economic Growth, Development, and Planning** (5)  
 A critique of the various theories which have been offered as explanations of the forces governing change and development in the Third World.  
 Prerequisite: 204-205  
 Alternate years: offered 1981-82 Mr. Weber

<b>336s (Political Science 331). Public Finance</b>	(5)
A study of the political aspects of the operation of the economy and the economic aspects of the operation of the government.	
Prerequisite: 204-205	Mrs. Bumgarner
<b>410f,w,s. Special Study</b>	(3-5)
Supervised intensive study in a special field of economics.	
	The Department
<b>490. Independent Study</b>	(6-10)
	The Department

## Education

Professor:	Margaret P. Ammons (Chairman)
Lecturers:	Rebecca Fleischman
	Joanne E. Fowler
	Gué P. Hudson
	David V. Martin

The curriculum of the Department of Education is designed to prepare students to teach on the elementary or secondary level. Teacher education at Agnes Scott is a college-wide enterprise and a major in education is not offered.

A student interested in teaching should contact the chairman of the Department of Education no later than the end of her sophomore year to plan her academic program. Students will be advised concerning requirements and assisted in planning necessary courses.

### STATE-APPROVED REQUIREMENTS FOR CERTIFICATION

Students who complete satisfactorily a planned, state-approved program are automatically eligible for a T-4 certificate to teach in Georgia on the elementary or secondary level; or to teach elementary/general music and/or choral music. Students interested in the music certification program should see page 83. Candidates for the elementary certificate must choose the K-4 or 4-8 certificate.

Out-of-state students may meet certification requirements in their respective states. They are urged to study their state requirements at the time of projecting their programs. Copies of the requirements from all states are on file in the Department of Education.

The professional quarter involves an integrated program which includes the study of procedures and materials of instruction, extensive classroom observation and teaching, and advanced study of pupils and school organization.

Summer experience in such programs as Headstart, day care nurseries, and summer schools and camps is encouraged. Rising seniors who have been admitted to the professional quarter are required to participate in a September Practicum. Students will be contacted by a member of the Department of Education so that individual arrangements may be made.

Students in the teacher education program are advised to take the National Teacher's Examination. Examination dates are announced by the Educational Testing Service and are available in the Department of Education.

## Elementary K-4

Psychology 121-122 (or 101), preferably prior to the junior year

Completion of any major offered by the College

Education 201, 304, 306, 307, 308, 370, 420E, 421E, 440E

Completion of courses designated as special fields for the elementary teacher:

1. A minimum of three courses in the arts: Art 229, Music 340, Elementary Games
2. A minimum of two courses in science and mathematics: one course in laboratory science (biology recommended) and one course in mathematics (101 or 120)
3. A minimum of two courses in the social sciences: one course in history (American recommended) and an additional course in political science, economics, or sociology
4. A program of non-credit directed reading in children's literature (with subsequent evaluation) approved by the Department of Education for the summer before the senior year, or a summer-session course in children's literature

A September Practicum

## Elementary 4-8

Psychology 121-122 (or 101), preferably prior to the junior year

Completion of any major offered by the College

Education 201, 304, 370, 420E, 421E, 440E

Methods courses (Education 306, 307, 308) in areas of concentration

Completion of a primary and a secondary area of concentration

The primary area of concentration must contain a minimum of 25 quarter hours.

The primary areas are:

1. Language Arts. Concentration must include English 101 or 102, and a program of non-credit directed reading in children's literature approved by the Department of Education for the summer before the senior year, or a summer-session course in children's literature.
2. Science. Concentration must include coverage in at least three of the following areas: physics, biology, chemistry, earth science, physical science. (Education 308 will satisfy one of the areas.)
3. Social Studies. Concentration must include History 105 or 106 and a program of non-credit directed reading in geography approved by the Department of Education, or a summer-session course in geography.
4. Mathematics. Concentration must include Mathematics 120.

The secondary area of concentration must contain a minimum of 20 quarter hours. The secondary areas include language arts, science, social studies, mathematics, art, and music.

A September Practicum

## Secondary

Psychology 121-122 (or 101), preferably prior to the junior year

Completion of a major in one of the five fields approved for certification:

English, foreign language, mathematics, science, social studies

Education 202 (or 201 with permission of the department), 311-312, 380, 430S, 431S, 440S

A September Practicum

English majors: Education 304

Modern foreign language majors: a course in the culture and civilization of the country whose language they are preparing to teach

## Elementary/General Music

Courses required for the major in music

Music 203, 311, 330, 341, 342; 420E or 430S; 421E or 431S

Education 201 or 202; 380; 440E or 440S

## Choral Music

Courses required for the major in music

Music 203, 207, 311, 341, 342, 343, 430S, 431S

Education 202, 380, 440S

Participation in approved mixed choir ensembles

Additional requirements for Elementary/General Music and/or Choral Music certification:

1. Four years participation in an ensemble most appropriate to the student's major instrument
2. A minimum of two years participation in a vocal ensemble
3. At least one ensemble experience in an area which makes use of a secondary performance medium
4. A September Practicum

**201f (Psychology 209). Child Psychology** (5)

A study of the development of the individual from conception to adolescence.

Prerequisite: Psychology 121-122 (or 101)

Mrs. Drucker

**202s (Psychology 210). Adolescent Psychology** (5)

A study of the development of the individual from the end of childhood to the beginning of young adulthood.

Prerequisite: Psychology 121-122 (or 101)

Mrs. Ilgaz-Carden

**304f or w. Teaching of Communication Arts - Elementary** (5)

Designed to develop special techniques in the teaching of reading, writing, speaking, and listening; and to study materials (including media) used in instruction. 4 LEC, 1½ hours in an elementary classroom

Open to sophomores

Not to be taken concurrently with 306

Miss Ammons

- 306f or w. Teaching of Social Studies - Elementary** (3)  
Designed to acquaint the student with methods, materials (including media), and content of the social studies programs in the elementary school. 3 LEC, 1 hour in an elementary classroom  
Not to be taken concurrently with 304 Miss Ammons
- 307f. Teaching of Mathematics - Elementary** (3)  
A study of techniques, media, and materials used in teaching mathematics in the elementary school. 3 LEC, 1 hour in an elementary classroom  
Prerequisite: Mathematics 101 or 120  
Open to sophomores with permission of the department chairman Mrs. Hudson
- 308w. Teaching of Science - Elementary** (3)  
A study of techniques, media, and materials used in teaching science in the elementary school. 3 LEC, 1 hour in an elementary classroom  
Prerequisite: Astronomy 121, 122 or 123; or Biology 100, 102 or 105; or Chemistry 101-102; or Physics 210  
Open to sophomores with permission of the department chairman Mrs. Hudson
- 311f. The Teaching Process - Secondary** (2)  
A study of teaching strategies and instructional media with application in secondary schools. 2 LEC, 1 hour in a secondary classroom  
Corequisite: 312  
Open to majors in English, foreign languages, social studies, mathematics, or sciences Mr. Martin
- 312f. Special Methods of Teaching - Secondary** (3)  
A study of methods, materials, and content of secondary school subject-matter areas.  
Corequisite: 311  
Open to majors in English, foreign languages, social studies, mathematics, or sciences  
Miss Fowler, Mrs. Hudson, Mr. Martin
- 370f. Curriculum Development: Theory and Practice** (3)  
A study of selected authorities who have investigated two major educational questions: How should a curriculum be determined? What should the curriculum of an educational institution be?  
Prerequisite: 304 or 306 or 307 or 308 or 311-312 or permission of the instructor  
Miss Ammons
- 380f. Children and Youth with Special Needs** (5)  
Study of major areas of exceptionality, including identification and teaching of children and youth with such exceptionalities. 5 LEC, 2 hours in a special classroom  
Mrs. Fleischman
- 410f or w. Special Study** (3 or 5)  
Supervised study in a selected field of education. The Department

## The Professional Quarter

The professional quarter is open with permission of the Committee on Teacher Education to students who have shown appropriate scholastic aptitude and personality traits. The evaluations made by the students' major professors and instructors in prerequisite courses will weigh heavily in selections.



## Elementary

- 420Es. Student Teaching** (10)  
 Application for student teaching must be made in the winter quarter of the junior year.  
 Prerequisite: 304, 306, 307, 308, 380, September Practicum  
 Corequisite: 421E, 440E
- 421Es. Problems Seminar** (3)  
 Individual and group study of children and of curriculum based on experiences in 420E.  
 Corequisite: 420E, 440E
- 440Es. American Education** (3)  
 A study of the historical background and of current issues in education.  
 Corequisite: 420E, 421E

## Secondary

- 430Sw or s. Student Teaching** (10)  
 Application for student teaching must be made in the winter quarter of the junior year. Winter: majors in foreign languages, social studies; Spring: majors in English, mathematics, social studies, sciences.  
 Prerequisite: 311-312, 380, September Practicum  
 Additional prerequisite for English majors: 304  
 Corequisite: 431S, 440S
- 431Sw or s. Problems Seminar** (3)  
 Individual and group study of youth and curriculum based on experiences in 430S.  
 Corequisite: 430S, 440S
- 440Sw or s. American Education** (3)  
 A study of the historical background and of current issues in education.  
 Corequisite: 430S, 431S

## English

- Professors: Jack L. Nelson<sup>1</sup>  
 Margaret W. Pepperdene (Chairman)
- Associate Professors: B. W. Ball  
 Patricia G. Pinka  
 Linda L. Woods
- Assistant Professor: David A. Barton

Marvin B. Perry, Jr., President of the College

additional appointments to be made

The curriculum of the Department of English is constructed to give the student a breadth of knowledge and depth of understanding of English and

<sup>1</sup>On leave spring quarter 1981-82

American literature and to provide her the opportunity to learn to read literature with perception and delight and to write about it critically and imaginatively.

A student majoring in English is required to take work in medieval literature, sixteenth-century English literature, seventeenth- or eighteenth-century English literature, nineteenth-century English literature, and American literature. She has a choice of courses within each required area and a choice of electives in these or other fields, especially in modern British and American literature, to complete her major hours. In addition to the basic English major the department offers a major in English and Creative Writing and interdepartmental majors in Art History-English Literature and History-English Literature. With the approval of the department a student may also design a program of concentrated study in which she emphasizes her major interests in literature and chooses complementary courses from other disciplines. For example, she may plan a program in medieval studies, Renaissance studies, or American studies. The department provides the opportunity for its majors to study at British universities in the junior year and to participate in internships in the senior year.

All advanced literature courses in the department have as a prerequisite English 211 (9 hours) or one of its equivalents: a combination of English 211 (6 hours) and English 212 (3 hours); a score of 4 or 5 on the College Board Advanced Placement Examination in English Literature; or two 300-level courses in English literature if the student has been exempted from English 211 on the recommendation of her instructor in English 101 or 102.

## REQUIREMENTS FOR THE MAJOR

### English

Basic course: 211 (9 hours) or equivalent

One of the following: 305, 306, 312

One of the following: 313, 314, 316

One of the following: 327, 328, 361, 362

One of the following: 321, 322, 335

One of the following: 331, 332, 333, 334

### English and Creative Writing

Basic course: 211 (9 hours) or equivalent

One of the following: 305, 306, 312

One of the following: 313, 314, 316

One of the following: 327, 328, 361, 362

Two of the following: 320, 321, 322, 323, 335 *or*

Two of the following: 332, 333, 334, 336

201 *or* 202 *or* 203

341 *or* 342

415 *or* 490 in Creative Writing

The College distribution requirement in English composition and reading required of every candidate for the degree unless a similar course is offered as transfer credit from another academic institution, is fulfilled by English 101 or 102. English 101 is the basic course for all other work in the English department, except for students who are admitted to 102. A student is admitted to 102 by the chairman of the department on the basis of CEEB verbal score, English Achievement Test score, and high school record.

**101. Approach to Literature and Composition** (9)

Critical reading of literary types. Writing of critical and expository papers, with individual conferences on problems of writing. The Department

**101w-s. Special Section** (9)

Admission by permission of the department chairman

**102. Literature and Composition** (9)

An intensive study of selected prose, fiction, drama, and lyric poetry, with constant practice in critical writing and regular individual conferences.

Mr. Nelson, Mrs. Pepperdene

**210f. Advanced Composition** (3)

Designed for the student who wishes to develop and refine her use of language in various forms of expository writing.

## Creative Writing

**201w, s. Introduction to Narrative Writing** (3 or 6)

Principles and forms of narrative writing. Illustrative readings and frequent writing.

Prerequisite: permission of the instructor

Open to freshmen

Mr. Ball

**202s. Introduction to Writing Poetry** (3)

A study of traditional writing with emphasis on contemporary forms and techniques.

Prerequisite: permission of the instructor

Open to freshmen

Mr. Barton

**203s. Introduction to Writing Plays** (3)

Study of the resources of the theatre and essentials of the playwright's craft from beginning to completed script; reading of several one-act plays. Each student required to complete a one-act play for public reading or performance.

Prerequisite: permission of the instructor

Open to freshmen

Mr. Barton

**341f. Writing Workshop: Fiction** (5)

Guidance in revising and preparing publishable material. Individual conferences and group workshop sessions.

Prerequisite: 201 or permission of instructor

Mr. Ball

**342w. Writing Workshop: Poetry or Drama** (5)

Guidance in revising and preparing publishable material. Individual conferences and group workshop sessions.

Prerequisite: 202 or 203 or permission of the instructor

Mr. Barton

**415f, w, s. Advanced Creative Writing** (3 or 5)  
Individual conferences with emphasis on sustained creative writing projects in poetry, fiction, or drama.  
Prerequisite: 341 or 342 or permission of the instructor Mr. Ball, Mr. Barton

**490. Independent Study in Creative Writing** (6-10)  
Mr. Ball, Mr. Barton

## Literature

**211. Introduction to English Literature** (9)  
A study of the masterpieces in historical context and sequence. The Department

**211f-w.** (6)  
Not offered 1981-82.

English 211(9) or a combination of English 211(6) and English 212(3) is prerequisite to the other courses in literature unless a student has received advanced placement credit in literature or unless she has been exempted from taking English 211 upon recommendation of the instructor in English 101 or 102

**212s. Studies in Modern English Literature** (3)  
Prerequisite: permission of the department  
No more than 3 hours in 212 may count toward the degree requirement in literature  
Not offered 1981-82

**300-level courses are open to sophomores by permission of the chairman.**

**301f. Prosody** (2)  
A close study of metrics and other aspects of "form" in poems. Mr. Nelson

**305s. Chaucer** (5)  
*Troilus* and the minor poems.  
Alternate years: not offered 1981-82 Mrs. Pepperdene

**306f. Chaucer** (5)  
*The Canterbury Tales.* Mrs. Pepperdene

**312w. Old English** (5)  
Readings in Old English prose and poetry, including most of Beowulf.  
Alternate years: offered 1981-82 Mrs. Pepperdene

**313w. Shakespeare** (5)  
A study of one of the tragedies and some of the comedies and chronicle plays. Mr. Ball

**314s. Shakespeare** (5)  
A study of several great tragedies. Mr. Ball

**316w. Spenser and the Sixteenth Century** (5)  
A study of Spenser's major poetry augmented with selections from other sixteenth-century writers.  
Alternate years: offered 1981-82 Mrs. Pinka

**320f. Modern Poetry** (5)  
Selected British and American poets of the twentieth century. Mr. Barton

- 321w. Poetry of the Romantic Period** (5)  
Primary emphasis upon the poetry of Wordsworth, Coleridge, and Keats, along with selected poems of Shelley and Byron. Mr. Nelson
- 322s. Poetry of the Victorian Period** (5)  
Tennyson, Browning, Arnold, and Hopkins.  
Alternate years: offered 1981-82 Mr. Perry
- 323s. Modern Drama** (5)  
Selected plays of modern dramatists. Mrs. Woods
- 327f. Classical Period: Dryden, Swift, and Pope** (5)
- 328s. Classical Period: Johnson and His Age** (5)  
Alternate years: offered 1981-82
- 329s. Restoration and Eighteenth-Century Drama** (5)  
Alternate years: not offered 1981-82
- 331f. American Literature to Middle of the Nineteenth Century** (5)  
Emphasis on Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne.  
Alternate years: not offered 1981-82 Mrs. Woods
- 332f. American Literature** (5)  
The second half of the nineteenth century, especially Melville, Emily Dickinson, Whitman, Mark Twain, Henry James.  
Alternate years: offered 1981-82 Mrs. Woods
- 333w. American Literature** (5)  
Twentieth-century fiction.  
Alternate years: offered 1981-82 Mrs. Woods
- 334w. Southern Literature** (5)  
Reading in the literature of the American South of the twentieth century with emphasis on such figures as Faulkner, Wolfe, Warren, and Ransom.  
Alternate years: not offered 1981-82 Mrs. Woods
- 335s. The English Novel from Richardson to Eliot** (5)  
Alternate years: not offered 1981-82 Mr. Nelson
- 336w. The Modern British Novel** (5)  
A study of several modern novelists with emphasis on Joyce, Lawrence, and Woolf. Mr. Barton
- 361w. Prose and Poetry of the Seventeenth Century** (5)  
Emphasis on the writings of Donne, Jonson, Herbert, Marvell, Bacon, and Browne.  
Alternate years: not offered 1981-82 Mrs. Pinka
- 362s. Milton** (5)  
Mrs. Pinka
- 405. Seminar** (5)  
Not offered 1981-82
- 410f,w,s. Special Study** (3 or 5)  
Study of selected texts to meet the needs of individual students. The Department
- 490. Independent Study in English or American Literature** (6-10)  
The Department

# French

Professor: Frances C. Calder (Chairman)  
Associate Professors: Claire M. Hubert  
Huguette D. Kaiser  
Assistant Professor: Christabel P. Braunrot

The Department of French has as its goals accuracy and fluency in the written and spoken language and knowledge and appreciation of the literature and culture of France.

New students who make a satisfactory score on the exemption examination may be exempted from the foreign language requirement for graduation. All new students electing French, depending upon their preparation, will be placed directly in the appropriate French course or will be asked to take a placement test.

French 235 plus an additional French literature course of three or more hours on the 300 level will satisfy the literature requirement for graduation. French 235 is the prerequisite for all French courses on the 300 level.

Students, if qualified, may spend their junior year in France on an approved program. Interested students should consult the department chairman early in their sophomore year.

A French Assistant comes from France each year to live on the French Hall with students desirous of speaking French in the dormitory. To be eligible for residence on the French Hall, students must be enrolled in a French course on or above the intermediate level. Application for residency should be made to the Office of the Dean of Students. "La Table Française" in the dining hall welcomes students on all levels of French proficiency. The French Club involves students in programs of plays, songs, poetry, and slides. The language laboratory is open to all foreign language students.

The department recommends for the French major the following electives in other departments: History 100, 309; Classics 309, 310; English 211; Art 103, 308; Philosophy 206, 209, 309; another foreign language.

## REQUIREMENTS FOR THE MAJOR

235, 305, 336; a minimum of sixteen additional hours on the 300 level

Elective French courses to complete the major should be representative of various centuries and genres.

### 01. Elementary

(9)

For students who begin French in college. Equivalent of two years secondary school preparation.

Credit awarded only if followed by the intermediate-level course (9 quarter hours) or if taken simultaneously with or after completion of the language requirement. The Department

### 101. Intermediate

(9)

Practice in the aural, oral, and written use of the language; training in the essentials of grammar; study of some representative types of French literature. Selected students may be placed in an Honors Section fall quarter to be followed by 103w-s or 235w-s upon recommendation of the instructor. Supplementary sections are required for students whose preparation is inadequate or who made a grade of C or below in 01.

Prerequisite: 2 entrance credits or 01

The Department

- 103. Readings from French Literature** (9)  
Selected literary works. A review of grammar. May be followed by 235w-s after fall quarter upon recommendation of the instructor.  
Prerequisite: 3 entrance credits or 101 with grade B- or below Mrs. Kaiser
- 105s. Introduction to French Phonetics** (1)  
Open to students who have completed or who are completing French 01, 101, or 103 Mrs. Kaiser
- 207f. Intermediate French Conversation** (3)  
Prerequisite: 101 with grade B- or above The Department
- 210s. French Writers of the Twentieth Century** (3)  
Readings in translation from Camus, Sartre, Ionesco, and others.  
Not open to French majors  
Alternate years: not offered 1981-82 Mrs. Hubert
- 235f-w or w-s. Topics in French Literature** (6)  
A central theme ("l'engagement" in 1981-82) as it is treated by several great writers. Oral and written discussion of the literature read. A review of grammar. Prerequisite to all 300-level courses.  
Prerequisite: 4 or more entrance credits, or 101 with grade B or above, or 103 Mrs. Braunrot, Mrs. Calder
- 305. Advanced French Language Study** (9)  
The Department
- 308w. French Civilization** (3)  
Alternate years: offered 1981-82 Mrs. Hubert
- 336s. Seventeenth-Century French Literature** (5)  
"L'Age d'Or" (Classicism). Selected works of Descartès, Corneille, Pascal, Molière, Racine, and others. Mrs. Calder
- 340w. Medieval French Literature** (3)  
A study in modern French of *La Chanson de Roland*, *Tristan*, Marie de France, Crestien de Troyes, the *Fabliaux*, *Le Roman de Renard*, *Le Roman de la Rose*.  
Alternate years: offered 1981-82 Mrs. Calder
- 355f. The Novel** (5)  
Eighteenth and early nineteenth centuries.  
Alternate years: offered 1981-82 Mrs. Braunrot
- 356w. The Novel** (5)  
From Balzac through Zola.  
Alternate years: offered 1981-82 Mrs. Braunrot
- 357w. The Novel** (5)  
Selections from fiction of the twentieth century.  
Alternate years: not offered 1981-82 Mrs. Hubert
- 358w. The Drama** (5)  
Origins through the eighteenth century.  
Alternate years: not offered 1981-82 Mrs. Calder

<b>361s. French Poetry</b>	<b>(3)</b>
Lyric poetry of the nineteenth century after 1850.	
Alternate years: offered 1981-82	Mrs. Braunrot
<b>363f. Baudelaire</b>	<b>(3)</b>
Alternate years: not offered 1981-82	Mrs. Hubert
<b>367f. Proust</b>	<b>(3)</b>
Alternate years: not offered 1981-82	Mrs. Hubert
<b>370s. Contemporary French Poetry</b>	<b>(3)</b>
Alternate years: not offered 1981-82	Mrs. Hubert
<b>372f. Contemporary French Drama</b>	<b>(5)</b>
Alternate years: not offered 1981-82	Mrs. Kaiser
<b>373f. Camus</b>	<b>(3)</b>
Alternate years: offered 1981-82	Mrs. Hubert
<b>380s. Poetry and Prose of the French Renaissance</b>	<b>(5)</b>
Alternate years: offered 1981-82	Mrs. Kaiser
<b>382w. Eighteenth Century: "Les Philosophes"</b>	<b>(3)</b>
A study of the ideas of Montesquieu, Voltaire, Diderot, and Rousseau.	
Alternate years: not offered 1981-82	Mrs. Braunrot
<b>383s. French Romanticism</b>	<b>(5)</b>
A study of the Romantic movement in the novel, theatre, and poetry of the nineteenth century.	
Alternate years: not offered 1981-82	Mrs. Kaiser
<b>390w. Seminar</b>	<b>(3)</b>
Topic to be announced.	
Prerequisite: French 336	
Alternate years: not offered 1981-82	The Department
<b>410f,w,s. Special Study</b>	<b>(3-5)</b>
Supervised study to meet the needs of individual students.	
	The Department
<b>490. Independent Study</b>	<b>(6-10)</b>
Qualified students may elect to participate in an Independent Study Program for two quarters of their senior year. Approval by the French Department and the Committee on Independent Study is necessary.	
	The Department

## German

Professor: Gunther Bicknese (Chairman)  
Associate Professor: Ingrid E. Wieshofer

Each course offered by the department emphasizes the communicational skills of speaking, understanding, and writing. Linguistic and cultural aspects of the German-speaking world are presented at all levels. In the intermediate and advanced courses, a wide selection of classical and contemporary works in German literature are read.



All teachers in the department are native speakers of German which is the language of instruction in all literature and culture courses. Majors and non-majors alike are encouraged to live on the German Hall, a German-speaking campus community. Qualified students may participate in an intensive seven-week Summer Study Program at the University of Marburg in Germany. This program is offered in alternate years.

Students with a previous background in German will be placed in accordance with their proficiency. Even without such a background, a student may elect German as her major if she enrolls in elementary German as a freshman.

If a student begins the study of German in her sophomore year, she will be able to fulfill the requirements for the major provided she participates in the Summer Study Program in Germany.

Students considering a double major should consult with the department chairman as early as possible.

## REQUIREMENTS FOR THE MAJOR

01, 101, 202, 206-207-208, 221, 222, 223, 301, 304, 401

Two of the following: 305, 306, 307, 308, 350

### 01. Elementary (9)

Emphasis on speaking and on understanding spoken German, with a sound basis of grammar. Reading and discussion of simple texts.

Credit awarded only if followed by the intermediate-level course (9 quarter hours) or if taken simultaneously with or after completion of the language requirement.

Mr. Bicknese, Miss Wieshofer

### 101 or 101SG. Intermediate (9)

Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts.

Prerequisite: 2 entrance credits or 01 Miss Wieshofer

101SG: Marburg, Germany; summer 1981

### 202w. Phonetics (2)

Theoretical and practical aspects of German pronunciation with intensive drills.

Prerequisite: 01 or equivalent Miss Wieshofer

### 206f or SG. Composition (2)

A practical course designed to develop fluency in writing German.

Prerequisite: 101

Corequisite: 208

206SG: Marburg, Germany; summer 1981

Miss Wieshofer

### 207f or SG. Conversation (2)

A practical course designed to develop fluency in oral communication.

Prerequisite: 101

Corequisite: 208

207SG: Marburg, Germany; summer 1981

Miss Wieshofer

### 208f or SG. Grammar Review (1)

Corequisite: 206 or 207

208SG: Marburg, Germany; summer 1981

Miss Wieshofer

- 209s or SG. Advanced German Language Study** (5)  
 A course designed for the development of greater skill in the use of modern German. Students preparing for the examination for the "Zertifikat Deutsch als Fremdsprache" are advised to take this course.  
 Prerequisite: 101, 206, 207, 208  
 209SG: Marburg, Germany; summer 1981 Mr. Bicknese
- 213SG. German Civilization** (3)  
 Prerequisite: 101 or equivalent  
 Marburg, Germany; summer 1981 Mr. Bicknese, Instructors from University of Marburg
- 221f. Introduction to German Poetry** (3)  
 Ballads and lyric poetry in the nineteenth and twentieth centuries. Prerequisite to all 300-level courses.  
 Prerequisite: 101 or equivalent Mr. Bicknese
- 222w or SG. Introduction to German Drama** (3)  
 A classic drama and representative contemporary *Hörspiele*. Prerequisite to all 300-level courses.  
 Prerequisite: 101 or equivalent Miss Wieshofer  
 222SG: Marburg, Germany; summer 1981
- 223s or SG. Introduction to German Prose** (3)  
 A study of selected *Novellen* and a contemporary novel. Prerequisite to all 300-level courses.  
 Prerequisite: 101 or equivalent  
 223SG: Marburg, Germany; summer 1981 Mr. Bicknese
- 301f. Goethe's *Faust*** (3)  
 An intensive study of *Part I* and highlights from *Part II*. Mr. Bicknese
- 304w. Drama and Prose of the Nineteenth Century** (5)  
 Analysis of representative works of the period. Miss Wieshofer
- 305s. Contemporary Drama** (3 or 5)  
 Emphasis on Brecht's epic theatre and the Swiss playwrights.  
 Alternate years: not offered 1981-82 Mr. Bicknese
- 306w. Franz Kafka** (3 or 5)  
 Discussion of major short stories and selections from the novels.  
 Alternate years: offered 1981-82 Mr. Bicknese
- 307w. Existentialist Currents in Nineteenth-  
 and Twentieth-Century Literature** (3 or 5)  
 Analysis of a limited number of works dealing with basic problems of existence.  
 Alternate years: not offered 1981-82 Mr. Bicknese
- 308s. German Life and Thought** (5)  
 Cultural, political, and socioeconomic developments and their historical background in the German-speaking countries.  
 Alternate years: not offered 1981-82 Mr. Bicknese
- 350w,s,SG. Advanced Reading Course** (3 or 5)  
 Mr. Bicknese, Miss Wieshofer  
 350SG: Marburg, Germany; summer 1981  
 Mr. Bicknese, Lecturers from University of Marburg

**401s. History of German Literature**

(5)

Literary trends from the Middle Ages to the present as exemplified by representative works of the various periods.

Miss Wieshofer

**490. Independent Study**

(6-10)

Independent research is arranged under the supervision of a member of the department. Results are presented both orally and in writing.

Mr. Bicknese, Miss Wieshofer

## Greek

See Classical Languages and Literatures

## History

Professors: Michael J. Brown  
Penelope Campbell (Chairman)  
Geraldine M. Meroney<sup>1</sup>

Associate Professor: John L. Gignilliat  
additional appointment to be made

The history curriculum offers courses in five major areas: Early United States; Modern United States; Early Europe, including Great Britain; Modern Europe; and Africa and Asia. Students who major in history may concentrate in any of these areas, but also must fulfill the distribution requirement which ensures that at least some work will be done in several different fields of historical study.

Periodically the department offers a program of summer study in Great Britain. Accommodations are in British universities and distinguished British professors participate as visiting lecturers. Internships in the Atlanta area can be arranged for history majors. Any interested student should consult with the department chairman as early as practicable in her college career.

### REQUIREMENTS FOR THE MAJOR

100

A minimum of 36 hours on the upper-division level, including at least one course from four of the following groups:

- (a) 305, 306, 308, 335, 336
- (b) 301, 309, 311, (314, 315)
- (c) 352, 353, 354, 358, 359, (356, 357)
- (d) 320, 321, 325, 326
- (e) 317, 324, 328

**100 or 100f-w or 100w-s. The Emergence of Modern European Civilization** (9 or 6)

A survey of the history of Europe from the Middle Ages to the present.

Not open to students who have had 101, 102, or 103

The Department

<sup>1</sup>On leave 1981-82

- 105f (formerly 205). History of the United States to 1876** (5)  
A general survey of the history of the United States from the colonial origins through Reconstruction.  
Mr. Gignilliat
- 106w (formerly 206). History of the United States since 1876** (5)  
A general survey of the history of the United States since Reconstruction.  
Mr. Gignilliat
- 204 or 204f-w or 204w-s. History of England** (9 or 6)  
A general survey of the history of England from the Roman conquest to the present.  
Open to freshmen with permission of the instructor  
Mr. Brown
- 210f. Introduction to the Non-European World** (5)  
A study of the major civilizations in Asia, Africa, and the New World on the eve of European contact; European explorations; responses from indigenous cultures; and the first overseas colonial empires.  
Open to freshmen with permission of the instructor  
Not open to students who have had 103  
Miss Campbell
- 211w. The Non-European World in Modern Times** (5)  
Continuation of 210. European domination in Africa and Asia and the interaction of western and non-western societies in the last two centuries; the persisting struggle of African and Asian nations for independence from western supremacy.  
Open to freshmen with permission of the instructor  
Not open to students who have had 103  
Miss Campbell
- 290SE. Social History of Elizabethan England** (5)  
Study at selected historical sites in England and Scotland. The art, architecture, religion, education, amusements, thought, and mode of life of the Elizabethans. Guest lectures by distinguished British historians of the period.  
Offered summer 1983  
Mr. Brown
- 300-level courses are open to sophomores by permission of the chairman.**
- 301s. Twentieth-Century Europe** (5)  
A study of the political, economic, social, and intellectual changes from World War I to the present.
- 305f. Medieval Civilization** (5)  
The political, social, and intellectual institutions of Europe during the period of the High Middle Ages.
- 306w. The Renaissance** (5)  
A study of Italian and northern humanism and Erasmian reform.
- 308s. The Reformation** (5)  
A study of the changes in church and state from the time of Luther to the end of the wars of religion.  
Alternate years: offered 1981-82  
Mr. Brown
- 309f. The French Revolution and Napoleon** (5)  
A study of the causes and events of the French Revolution, its influence upon Europe, Napoleon's rise and fall.  
Mr. Brown
- 311w. Nineteenth-Century Europe** (5)  
A study of the political, economic, social, and intellectual developments from the Congress of Vienna to the eve of World War I.

- 317s. The New South** (5)  
A study of political, economic, and cultural changes in the South since the Civil War.  
Mr. Gignilliat
- 318s. Topics in American Political Biography** (5)  
1981-82: The age of Jackson, Webster, Clay, and Calhoun: mid-nineteenth-century political leaders.  
Mr. Gignilliat
- 320f. American Colonial History to 1763** (5)  
An examination of the problems of settlement and the development of an American identity in society and politics.
- 321w. The American Revolution and Early National Period, 1763-1815** (5)  
The severance of the political, social, and economic ties with England and the development of a national identity.
- 324f. Civil War and Reconstruction** (5)  
The outbreak of the Civil War; the war years; the political, economic, and social consequences to 1876.  
Alternate years: not offered 1981-82  
Mr. Gignilliat
- 325s. Jacksonian America** (5)  
Political, social, and economic developments in the era of Andrew Jackson with attention to their origins and consequences.  
Not offered 1981-82
- 326f. Intellectual History of the United States** (5)  
A study of the course of American thought from the ratification of the Constitution to the present.  
Alternate years: offered 1981-82  
Mr. Gignilliat
- 328w. The United States since 1918** (5)  
Political, cultural, and economic developments since World War I.  
Mr. Gignilliat
- 335w. England Under the Tudors** (5)  
England from 1485 to 1603 with particular emphasis upon the break with Rome under Henry VIII and the beginning of England's imperial role under Elizabeth.  
Alternate years: offered 1981-82  
Mr. Brown
- 336w. England Under the Stuarts** (5)  
England in the seventeenth century with emphasis upon the social, political, and religious concepts carried to America by the early colonists.  
Alternate years: not offered 1981-82  
Mr. Brown
- 341f (Classics 318). Greek History** (5)  
Political history of Greece from the Bronze Age through the Hellenistic period, with emphasis upon the development of Athenian democracy; consideration of Greek political theory of the fifth and fourth centuries, including the reading in translation of selections from Thucydides, Plato, and Aristotle.  
Open to sophomores with permission of the instructor  
Alternate years: offered 1981-82  
Miss Cabisius
- 342f (Classics 319). Roman History** (5)  
Political and social institutions of the Roman Republic, formation of the Augustan principate, imperial history to the fall of the Western Empire.  
Open to sophomores with permission of the instructor  
Alternate years: not offered 1981-82  
Miss Cabisius

**352f (Political Science 352). Southeast Asia** (5)

Political and cultural development of the region between the Indian subcontinent and China, including western colonial control and the independence struggle; emphasis on the twentieth century.

Not open to students who have had 356 or 357

Alternate years: not offered 1981-82

Miss Campbell

**353f. South Asia** (5)

Historical perspective, British rule, Gandhi, and the conditions after independence in Pakistan, India, and Bangladesh.

Not open to students who have had 356 or 357

Alternate years: offered 1981-82

Miss Campbell

**354w. Topics in African and Asian History** (5)

1981-82: Africa through the eyes of the explorers and missionaries. Accounts by eighteenth- and nineteenth-century western visitors to Sub-Saharan Africa.

Alternate years: offered 1981-82

Miss Campbell

**358w. Sub-Saharan Africa to World War I** (5)

Pre-colonial civilization, western penetration, and European conquest.

Alternate years: not offered 1981-82

Miss Campbell

**359s (Political Science 359). Sub-Saharan Africa in the Twentieth Century** (5)

Colonial rule, independence, and the tasks confronting developing nations.

Miss Campbell

**410f,w,s. Special Study** (3 or 5)

Supervised study in some field or period of history.

The Department

**490. Independent Study** (6-10)

Independent research under the supervision of a member of the department.

The Department

## Interdepartmental Majors

See page 109

## Latin

See Classical Languages and Literatures

## Mathematics

Professor: Sara L. Ripy (Chairman)  
Assistant Professors: Robert A. Leslie  
Albert D. Sheffer, Jr.  
Donald F. Young

The curriculum in the Department of Mathematics is designed to help students to think clearly and logically; to analyze problems; to understand and be able to use the language, theory, and techniques of mathematics; and to

develop skills and acquire mathematical tools needed in the application of mathematics.

The courses offered give mathematics majors a solid background for graduate study, teaching at the secondary school level, and employment in government and industry.

The chairman of the department makes a recommendation about the appropriate placement in a mathematics course for each entering student. Students who wish to be considered for exemption from Mathematics 120 must take the departmental exemption examination prior to the beginning of classes. Students who are planning to major in mathematics should take Mathematics 120-121 in the freshman year.

## REQUIREMENTS FOR THE MAJOR

201, 307, 310, 321, 411

One of the following: 315, 331, 352

One of the following: 309, 312, 328

Mathematics 115 not counted toward the minimum 45-hour major if taken after completion of 328

### 101f-w or w-s. Finite Mathematics

(6)

A study of topics appropriate to the social and management sciences. The topics are selected from set theory, logic, matrix algebra, probability, statistics, linear programming, mathematical models, computer programming, and financial mathematics.

The Department

### 115f or s. Elementary Statistics

(4)

A study of statistical measures and distributions, probability and its application to statistical inference, decision making, linear correlation, nonparametric methods, and applications in the natural and social sciences.

Miss Ripy, Mr. Young

### 120f-w. Introductory Calculus, Analytic Geometry I

(6)

A study of limits, derivatives of functions, analytic geometry, techniques of integration, applications.

The Department

### 121s. Introductory Calculus, Analytic Geometry II

(3)

Continuation of 120.

Prerequisite: 120

The Department

### 150f or s. Introduction to Computer Programming

(3)

An introduction to computers, principles of operation, BASIC programming language, programming techniques, and applications.

Prerequisite: 101 or 120 or permission of the department chairman

Mr. Leslie, Mr. Sheffer

### 201 or 201f-w. Differential and Integral Calculus

(9 or 6)

Continuation of 121 to include series, Taylor's expansion, multi-variate calculus, partial differentiation. Students not majoring in mathematics may take 201f-w for credit of 6 quarter hours.

Prerequisite: 120-121

Mr. Sheffer

### 307f. Linear Algebra

(5)

A study of vector spaces, linear transformations, matrices, and determinants, with applications to systems of linear equations, geometry, and other selected topics.

Prerequisite: 201 or permission of the department chairman

Mr. Young

- 309s. Differential Equations** (5)  
 A study of first and second order differential equations, applications, linear differential equations, numerical and series solutions, boundary value problems, and existence and uniqueness theorems.  
 Prerequisite: 201 Mr. Young
- 310w. Advanced Calculus** (5)  
 A generalization of elementary calculus to higher dimensions, including a study of multiple integration and derivatives of vector-valued functions, with applications.  
 Prerequisite: 307 Mr. Sheffer
- 312f. Introduction to Numerical Analysis** (5)  
 A study of topics selected from methods of obtaining numerical solutions of equations, systems of linear and non-linear equations, numerical integration and differentiation, curve fitting, and initial and boundary value problems of ordinary differential equations.  
 Prerequisite: 150, 201  
 Alternate years: offered 1981-82 Mr. Leslie
- 314f. Introduction to Modern Geometry** (5)  
 Affine, projective, and Euclidean geometries and their postulational development.  
 Prerequisite: 201  
 Alternate years: not offered 1981-82 Mr. Young
- 315f. Topology** (5)  
 An introduction to topological and metric spaces, continuity, compactness, and connectedness, with special emphasis on the topology of  $\mathbb{R}^n$ .  
 Prerequisite: 201  
 Alternate years: offered 1981-82 Mr. Sheffer
- 321w. Introduction to Modern Abstract Algebra** (5)  
 A study of important algebraic structures, including groups, rings, integral domains, and fields.  
 Prerequisite: 201 Miss Ripy
- 322s. Modern Abstract Algebra** (5)  
 Continuation of 321.  
 Prerequisite: 321 Miss Ripy
- 325w. Mathematical Models and Applications** (5)  
 A study of mathematics which emphasizes the development of techniques of model building. Applications to illustrate the techniques are drawn principally from the natural and social sciences.  
 Prerequisite: 150, 201  
 Alternate years: offered 1981-82 Mr. Leslie
- 328f. Mathematical Statistics and Probability** (5)  
 An introduction to some of the basic statistical methods in the classical theory of inferential statistics, probability theory, estimation, hypothesis testing, and applications.  
 Prerequisite: 201  
 Alternate years: not offered 1981-82 Mr. Leslie
- 331s. Fundamentals of Real Analysis** (5)  
 A study of real-valued functions of a real variable which includes algebraic and topological properties of the real numbers and a rigorous development of limits, continuity, differentiation, and integration.  
 Prerequisite: 307  
 Alternate years: not offered 1981-82 Mr. Sheffer



- 345s. Topics in Mathematics** (5)  
 The study of a specialized topic in mathematics. The subject to be examined will be chosen according to the interests of students and faculty. 1981-82: Group theory.  
 Prerequisite: permission of the department chairman  
 Miss Ripy
- 352s. Theory of Functions of a Complex Variable** (5)  
 A study of the algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series, and residue calculus.  
 Prerequisite: 201  
 Alternate years: offered 1981-82  
 Miss Ripy
- 360w. Topics from the History of Mathematics** (3)  
 A general outline of the history of mathematics, with a more intensive focus on the development of selected mathematical ideas through the reading of historical and biographical material, including expository papers by noted mathematicians and articles from mathematical journals.  
 Prerequisite: ten hours of mathematics at the 300 level or permission of the department chairman  
 Alternate years: not offered 1981-82  
 Mr. Sheffer
- 410f,w,s. Special Study** (3-5)  
 Open to majors only  
 The Department
- 411w. Mathematics Seminar** (2)  
 The Department
- 490. Independent Study** (6-10)  
 The Department

## Music

Professors:	Ronald L. Byrnside <sup>1</sup> (Chairman) Raymond J. Martin
Associate Professor:	Theodore K. Mathews
Assistant Professor:	Jay Fuller
Instructor:	Jean Lemonds
Lecturers:	Carol Lyn Butcher Manuel Diaz Jody Taylor-Harris

The Department of Music provides a curriculum designed to prepare its majors for graduate study and the professional music world. It also seeks to meet the needs of non-majors through a variety of courses in music appreciation and applied music. The guiding philosophy in all instruction is that music is a humanistic, not a mechanistic discipline, and is a central part of a true liberal arts education.

A student interested in teaching music on the elementary or secondary level in the public schools is invited to consider the Teacher Certification Program in Music. This program, offered in conjunction with the Department of Education, prepares a student to teach elementary/general music and/or choral music and leads to a T-4 certificate to teach in the public schools of Georgia.

A student interested in music, art, and theatre is invited to consider the interdepartmental major in Fine Arts.

<sup>1</sup>On leave spring quarter 1981-82

## REQUIREMENTS FOR THE MAJOR

### Performance:

Adequate performing skill, to be tested at the end of the sophomore year  
For students concentrating in voice, a performance test on the piano at the end of the sophomore or junior year

### Courses:

111 (normally elected the freshmen year), 211, 213, 401  
At least one of the following: 301, 302, 304, 305  
A minimum of 15 quarter hours in one instrument or voice

### Ensemble Experience:

A minimum of two years in the college glee club or the equivalent time in approved accompanying or other college ensemble

300-level courses are open to sophomores by permission of the department chairman.

## Music Appreciation

**106f. Introduction to the Art of Music** (3)  
Basic concepts and terminology appropriate to various kinds of music. A study of the relationship of music to society and the other arts.

Intended for non-majors

Mr. Byrnside

**107w. Introduction to the Art of Music** (3)  
A continuation of 106 with special emphasis on the concept of style.  
Prerequisite: 106 or permission of the instructor

Mr. Byrnside

**203s. American Music** (3)  
Music within the United States from colonial times to the present. Instrumental, choral, and song literature are examined in historical and cultural contexts.

Prerequisite: 106 or 111

Alternate years: not offered 1981-82

Mr. Mathews

**204s. History of Jazz** (3)  
A study of trends, developments, and personalities in American jazz.

Open to freshmen with permission of the instructor

Alternate years: not offered 1981-82

Mr. Mathews

**206s. Orchestral Music** (3)  
A study of the orchestra and its literature, drawn from the fields of symphony, ballet, tone poem, and ceremony.

Prerequisite: 106-107 or permission of the instructor

Open to freshmen with permission of the instructor

Mr. Mathews

**207w. Vocal Music** (3)  
A study of song and operatic and choral music.

Prerequisite: 106-107 or permission of the instructor

Mrs. Lemonds

## Theory and History of Music

### 111. Basic Theory and Musicianship (9)

A study of the basic concepts and techniques of tonal harmony. Emphasis is placed on sightsinging, ear training, and the basic concepts of harmony. Mr. Martin

### 211. Advanced Music Theory (9)

A continuing study of the elements presented in Music 111, with emphasis given to contextual relationships which are explored primarily through written and analysis exercises. Attention is accorded ultimately to traditional musical forms as well as to aspects of musical style as perceived in the works of composers from the Baroque to the twentieth-century periods of music.

Prerequisite: 111 Mr. Mathews

### 213. Music History Survey (9)

A chronological study of Western art music from the Greek civilization to the present.

Prerequisite: 111 Mr. Byrnside, Mr. Mathews

### 301f. Medieval and Renaissance Music (3)

The history of music from the early Christian era through the sixteenth century.

Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor

Alternate years: not offered 1981-82 Mr. Byrnside

### 302w. Baroque and Classical Music (3)

A study of the history, literature, and stylistic characteristics of the music from 1600 to 1800.

Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor

Mr. Byrnside

### 304f. Nineteenth-Century Music (3)

Music of the nineteenth century and its relation to artistic life of that time. A study of literature, stylistic characteristics, and composers.

Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor Mr. Byrnside

### 305s. Twentieth-Century Music (3)

A study of the characteristics and tendencies of music since 1900. Outstanding composers and significant works will be studied.

Prerequisite: 211 or (for non-majors) 106-107 and permission of the instructor

Not offered 1981-82 Mr. Byrnside

### 311f. Orchestration (3)

A course to develop skills in reading and analyzing orchestral scores and in arranging music for instruments. Problems in arranging musical scores for ensembles with voices also are considered.

Prerequisite: 111 Mr. Mathews

### 401w. Senior Seminar for Majors (3)

Topic for 1981-82: To be announced.

Prerequisite: 211, 213 Mr. Byrnside

### 410f,w,s. Special Study in Music Theory or History (3 or 5)

Specialized study for majors to meet the needs of the individual student.

The Department

### 490. Independent Study (6-10)

The Department

## Church Music

### 208s. History of Church Music (3)

An historical and analytical study of choral and instrumental music used in liturgical and free-church forms of Christian worship from the early church to the present.

Intended primarily for non-majors; open to majors with permission of the instructor

Alternate years: offered 1981-82

Mr. Martin

### 209s. Hymnology (3)

A survey of hymn texts and tunes from biblical times to the present.

Intended primarily for non-majors; open to majors with permission of the instructor

Open to freshmen with permission of the instructor

Alternate years: not offered 1981-82

Mr. Martin

### 330f. Choral Conducting (3)

Fundamentals of the technique of choral conducting.

Intended primarily for majors, but open to qualified non-majors

Alternate years: not offered 1981-82

Mr. Martin

### 332w. Church Service Playing (3)

Hymn playing, modulation, improvisation, anthem and solo accompanying. Conducting the choir from the organ console.

Prerequisite: 208 or 330 or permission of the instructor

Intended primarily for majors, but open to qualified non-majors

Alternate years: offered 1981-82

Mr. Martin

### 333w. Organ Literature (3)

Analysis and performance of significant organ repertory from the Renaissance to the present. The relation of organ music to organ design and liturgical requirements.

Intended primarily for majors, but open to qualified non-majors

Alternate years: not offered 1981-82

Mr. Martin

## Music Education

### 340w. The Elements of Music (3)

An examination of the nature and meaning of the fundamental elements of music. The course is designed for students who are preparing to teach in the elementary classroom.

Not open to students who have had 111

Mr. Mathews

### 345. Piano Pedagogy (4)

A study of methods and materials for teaching piano to children. Class, fall quarter. Practice teaching and seminars continuing through winter and spring quarters.

Alternate years: offered 1981-82

Mr. Fuller

## Teacher Certification Program in Music

The Department of Music in conjunction with the Department of Education offers a program which prepares a student to teach elementary/general music and/or choral music.

A student wishing to pursue a teaching certificate in music should contact the Department of Music no later than the end of her sophomore year in order to plan her academic program.

## STATE-APPROVED REQUIREMENTS FOR CERTIFICATION

Students who complete satisfactorily a planned, state-approved program are eligible for a T-4 certificate to teach music in the public schools of Georgia at the elementary or secondary level. A candidate may choose to earn a certificate in elementary/general music or choral music or both.

Students wishing to teach in a state other than Georgia are urged to acquire and study the certification requirements for the state in which they wish to teach. This should be done at the time they project their programs.

Rising seniors who have been admitted to the professional quarter must participate in a September Practicum. As far as possible, individual arrangements will be made to accommodate each student.

Students are additionally encouraged to seek extracurricular and summer experiences in which they work with children through music.

### Elementary/General Music

Courses required for the major in music

Music 203, 311, 330, 341, 342; 420E or 430E; 421E or 431E

Education 201 or 202, 380, 440E or 440S

### Choral Music

Courses required for the major in music

Music 203, 207, 311, 341, 342, 343, 430S, 431S

Education 202, 380, 440S

Participation in approved mixed choir ensembles

Additional requirements for Elementary/General Music and/or Choral Music certification:

1. Four years participation in an ensemble most appropriate to the student's major instrument
2. A minimum of two years participation in a vocal ensemble
3. At least one ensemble experience in an area which makes use of a secondary performance medium
4. A September Practicum

#### 341f. Teaching Music in the Elementary School (5)

A study of techniques, media, and materials used in teaching music in the elementary school classroom. Instruction on classroom instruments (e.g. guitar, recorder) is provided.

Prerequisite or corequisite: 211

#### 342w. Teaching Music in the Secondary School (3)

A study of techniques, media, and materials used in teaching general music, music appreciation, and music theory in the secondary school classroom.

Prerequisite or corequisite: 211

#### 343w. Choral Methods and Materials (2)

A study of techniques, media, and literature used in teaching singing ensembles.

Prerequisite or corequisite: 183, 330, 342

## The Professional Quarter

Students are admitted into student teaching only by permission from the Committee on Teacher Education. Its decisions will be based on the demonstrated scholastic and professional aptitude of each individual student as well as on evaluations made by the major professors and instructors in prerequisite courses.

### 420Es. Student Teaching (10)

Professional experience for students interested in teaching music primarily in the elementary school classroom. Application for student teaching must be made in the winter quarter of the junior year.

Prerequisite: 341, 342; Education 380; September Practicum

Corequisite: 421E; Education 440E

### 421Es. Problems Seminar (3)

Individual and group study of children and of curriculum based on experiences in 420E.

Corequisite: 420E; Education 440E

### 430Ss. Student Teaching (10)

Professional experience for students interested in teaching music primarily in the secondary school classroom. Applications for student teaching must be made in the winter quarter of the junior year.

Prerequisite: 341, 342; Education 380; September Practicum

Additional prerequisite for choral music students: 343

Corequisite: 431S; Education 440S

### 431Ss. Problems Seminar (3)

Individual and group study of children and of curriculum based on experiences in 430S.

Corequisite: 430S; Education 440S

## Applied Music

**Credit:** Credit is awarded for applied music offered by the College to students who present evidence of previous training. Courses must be elected in sequential order; each course is a one-quarter course and is offered each quarter. One hour of private lessons, a one-hour class session, and six hours of practice weekly are required. A performance examination will be conducted at the end of each quarter.

### Piano

151, 152, 153; 251, 252, 253;  
351, 352, 353; 451, 452, 453

### Voice

181, 182, 183; 281, 282, 283;  
381, 382, 383; 481, 482, 483

### Organ

161, 162, 163; 261, 262, 263;  
361, 362, 363; 461, 462, 463

### Woodwinds

191, 192, 193; 291, 292, 293;  
391, 392, 393; 491, 492, 493

### Strings

171, 172, 173; 271, 272, 273;  
371, 372, 373; 471, 472, 473

**Prerequisite:** Written permission of the department chairman; for organ, demonstrated proficiency in piano technique

**Corequisite:** After three quarters of applied music at the 100 level, non-music majors must take a course in music theory, appreciation, or history concurrent with each quarter of applied music.

**Credit:** Beginning music students may not receive credit for applied music (see non-credit).

Music majors must earn a minimum of 15 quarter hours in one instrument or voice and may earn a maximum of 24 quarter hours. Credit is awarded as follows: one credit hour for each quarter at the 100 level; two credit hours for each quarter above the 100 level. The music major is awarded three credit hours (Music 459, 469, 479, 489, or 499) upon completion of a senior recital.

Non-majors may earn a maximum of 15 quarter hours.

Any hours in excess of the maximum credits must represent work beyond the one hundred eighty hours required for the degree.

**Non-Credit:** Students may take one or two half-hour lessons per week in applied music without degree credit, and with permission of the department chairman. Students taking non-credit applied music are expected to practice a minimum of six hours weekly. Those who fail to meet this requirement may be asked to discontinue their lessons.

## Ensembles

**College Glee Club.** Open to students of the College without fee. Membership by try-out. Study and performance of sacred and secular choral music. Concerts are given several times during the year.

**Madrigal singers.** Open to limited number of qualified students.

**Baroque ensembles.** Open to qualified students. Performance of baroque and classical music.

**Woodwind quintet.** Open to qualified students.

**Opera workshop.** Open to all qualified students.

**London Fog.** A jazz vocal group open to limited number of qualified students.

## Group Instruction

Group instruction in harpsichord and voice is offered for a nominal fee.

# Philosophy

Associate Professors: David P. Behan  
Richard D. Parry<sup>1</sup> (Chairman)

The department offers two approaches to philosophy on the beginning level: the systematic and the historical. Although the two approaches are not strictly separate, they each have different emphases. The systematic approach deals with issues in philosophy, e.g. ethics, without necessarily concentrating on the historical development of the issue. The historical approach traces the development of issues through a portion of the history of philosophy. The systematic beginning courses are: 102, 103, 104, 106, 230, 232. The historical beginning courses are 206, 209; the latter courses are best taken in historical sequence.

The requirements for a major program in philosophy embody two goals. First, the student will learn, through close work with original sources, the ideas of the major figures in philosophy, ancient through contemporary. Second, the student will learn and practice techniques of careful analysis and constructive reasoning which are the heart of philosophy as a living discipline.

## REQUIREMENTS FOR THE MAJOR

Two courses in the history of philosophy: 206 and 209 (or 207-208)

One course in ethics: 230

One course in logic: 103 or 317

One course in the following: 305, 308, 309, 310, 315, (307)

Three courses from the following: 320, 323, 325, 339, 340, 341, (324)

### 102s. The Existence of God (3)

Can the existence of God be proved through reason alone? An examination of medieval, modern, and contemporary arguments for and against the existence of God. Mr. Behan

### 103w. Introduction to Logic (3)

An introduction to the rudiments of critical thinking, designed to give the student those logical techniques appropriate to the analysis of ordinary discourse. Mr. Parry

### 104w. Law, Morality, and the State (3)

To what extent should the criminal law be used to enforce morals? Consideration of natural law v. utilitarian theories of morality and organic v. social contract theories of the state. Mr. Behan

### 106f. Persons and Their Bodies (3)

Can a human being survive bodily death? Discussion of metaphysical dualism, philosophical behaviorism, and the brain-mind identity theory. Mr. Behan

### 206f. History of Ancient Philosophy (3)

The thought of the major figures in Western philosophy from the pre-Socratic era to the early Middle Ages.

Open to freshmen with permission of the instructor

Mr. Parry

<sup>1</sup>On leave 1981-82



- 209w-s. Introduction to Modern Philosophy** (6)  
 The historical development of philosophic thought in the seventeenth and eighteenth centuries. Readings in Descartes, Spinoza, Locke, Berkeley, Hume, and Kant.  
 Open to freshmen with permission of the instructor  
 Not open to students who have had 207, 208 Mr. Behan
- 230f. Ethics** (5)  
 A study of the meanings of ethical terms and the different criteria for determining goodness and rightness. Mr. Parry
- 232s. Aesthetics** (3)  
 A consideration of the nature and meaning of the arts, with special attention to the status of the artistic object and the characteristics of the percipient's awareness.  
 Open to freshmen with permission of the instructor Mr. Parry
- 250f. Philosophy of Science** (5)  
 An investigation of such issues as the nature, justification, and scope of scientific method; the patterns of scientific explanation in the natural sciences; and the reality of scientific constructs.
- 300-level courses are open to sophomores by permission of the instructor.**
- 302f. Medieval Philosophy** (5)  
 An investigation of the philosophy of the Middle Ages. Beginning with neo-Platonism, the course concentrates on the writings of St. Augustine, Abailard, St. Anselm, St. Thomas Aquinas, John Duns Scotus, and William of Ockham.  
 Prerequisite: 206  
 Alternate years: not offered 1981-82 Mr. Parry
- 305s (Political Science 305). Marx and the Varieties of Socialism** (5)  
 A study of the role of Marx's thought in the development of socialism, beginning with the early Marx and including Engels' orthodoxy, Bernstein's revisionism, Leninism, Maoism, Social Democracy, Eurocommunism, and socialism in the Third World.  
 Mr. Cochran and Mr. Parry
- 308s. The Classic Period of American Philosophy** (5)  
 A study of pragmatism in the works of Peirce, James, Royce, and Dewey.  
 Prerequisite: 206 or permission of the instructor  
 Alternate years: not offered 1981-82 Mr. Parry
- 309w. Phenomenology and Existentialism** (5)  
 An introduction to phenomenology and existentialism through readings in Husserl, Heidegger, and Sartre.  
 Prerequisite: 209 or permission of the instructor Mr. Behan
- 310w. Philosophy Colloquium** (3)  
 A course which gives the student a forum for exercising her dialectical and critical skills on a topic of current interest. Participants will study the relevant philosophic theories and develop techniques for oral criticism of presentations made by visiting speakers. Students will present their own positions to the colloquium at the end of the course.  
 Prerequisite: 103  
 Not offered 1981-82 The Department
- 315f (Bible and Religion 345). Philosophy of Religion** (5)  
 Prerequisite: Bible and Religion 200 or 201; or one of the following: Philosophy 101, 102, 105, 106, 206, 209, (207, 208)  
 Alternate years: not offered 1981-82

<b>317f. Symbolic Logic</b>	(5)
A development of the first-order predicate calculus with special attention to some of the relevant metatheory.	
Prerequisite: permission of the instructor	
Alternate years: not offered 1981-82	
	Mr. Parry
<b>320w. Plato</b>	(5)
An intensive study of selected dialogues.	
Prerequisite: 206 or 230	
Not offered 1981-82	
	Mr. Parry
<b>323f. Kant's Critical Philosophy</b>	(5)
An intensive study of Kant's <i>Critique of Pure Reason</i> .	
Prerequisite: 209	
Not open to students who have had 324	
	Mr. Behan
<b>325f. Post-Kantian German Idealism</b>	(5)
The philosophy of Hegel, with reference to the works of Fichte and Schelling.	
Prerequisite: 209	
Not offered 1981-82	
	Mr. Behan
<b>339s. Theory of Knowledge</b>	(5)
A critical study of major issues in contemporary epistemology.	
Prerequisite: 209	
Alternate years: not offered 1981-82	
	Mr. Behan
<b>340s. The Metaphysical Problem of the Self</b>	(5)
Contemporary metaphysical theories of the self assessed in comparison with those of Descartes, Locke, and Hume. Particular emphasis upon the concept of person and the philosophic problem of personal identity.	
Prerequisite: 209	
Alternate years: offered 1981-82	
	Mr. Behan
<b>341s. Current Problems in Analytic Philosophy</b>	(5)
A consideration of some problems in ordinary language philosophy.	
Prerequisite: 209 or 323	
Alternate years: not offered 1981-82	
	Mr. Parry
<b>410f,w,s. Special Study</b>	(3 or 5)
Supervised intensive study in fields or periods of philosophy.	
	The Department
<b>490. Independent Study</b>	(6-10)
	The Department

## Physical Education

Associate Professors:	Kathryn A. Manuel (Chairman) Kate McKemie
Assistant Professor:	Marylin B. Darling <sup>1</sup>
Instructor:	Jo Ann Messick

<sup>1</sup>On leave 1981-82

It is the purpose of the Department of Physical Education to assist students in their physical, mental, and social development through a program of regular physical activity. Physical education is required of all students three hours a week during the first two years. Students entering with advanced standing credits, but with additional credit to earn in physical education, are required to take physical education in their first quarter or quarters of residence.

Students who must be limited in physical activity should have a physician's statement filed with the Dean of the College.

During the fall quarter, freshmen must elect one of the following activities: field hockey, dance, or swimming.

Students may not receive physical education credit for more than two quarters of the same activity at the same level.

The physical education program includes a wide variety of activities which accommodate varying levels of skills and abilities. In order to complete a diverse program, students select courses from at least three of the five areas listed below:

**Aquatics:** Intermediate swimming, synchronized swimming, advanced lifesaving, Red Cross instructor's course in water safety.

**Dance:** Beginning and intermediate contemporary dance, ballet, jazz, tap, folk, square, and social dance.

**Dual Sports:** Badminton, fencing, tennis.

**Individual Sports:** Archery, camping, fundamentals, golf, gymnastics and tumbling. Riding (huntseat equitation, Olympic style) is taught at the Vogt Riding Academy. Transportation is provided.

**Team Sports:** Basketball, field hockey, softball, volleyball.

Elementary Games, a methods course in physical education for elementary grade children (winter quarter, MWF 12:10), is required for elementary education certification.

Introduction to the Dance (Theatre 206), a course in the historical background of the dance, is offered jointly by the Departments of Physical Education and Theatre.

## Clothing

Clothing of uniform design for physical education is required of all entering students. Information regarding the purchase of clothing is sent during the summer. The College furnishes dance leotards, swim suits, and towels. Junior transfer students who have had two years of physical education need not order suits before arriving at college.

## Studio Dance Theatre

The objective of Studio Dance Theatre is to acquire a broad understanding of the dance through the study of dance elements: technique, composition, and improvisation. A Children's Show is performed in the winter quarter as well as a major concert in the spring. Admission to Studio Dance Theatre is by auditions held in the fall and winter quarters.

## Dolphin Club

The purpose of Dolphin Club is to encourage and develop the art of synchronized swimming. Each year the club presents a water show during the winter quarter. Tryouts for membership are held in the fall and spring.

## Intramural Sports

The Athletic Association, with assistance from the physical education department, sponsors tournaments and intramural games. Fall activities include field hockey and tennis. During the winter quarter, badminton tournaments and basketball games are scheduled. In the spring, a swimming meet, softball and volleyball games, tennis, archery, and golf are sponsored.

## Intercollegiate Sports

The College, a member of the Association of Intercollegiate Athletics for Women, provides intercollegiate competition in certain activities. *Tennis*: In the fall, practice matches are scheduled with area colleges and universities. During the spring quarter, competition in tennis is scheduled with other Division III colleges and universities. Six singles players and three doubles teams compete in regular season matches. The season is finalized with participation in the annual G.A.I.A.W. State Tennis Tournament, with the opportunity to advance to the regional and national tournaments. *Field Hockey*: Games in field hockey are scheduled with other institutions during the fall quarter. *Cross Country*: Runners compete in cross country events in the area throughout the year.

A physical examination is required for participation in intercollegiate sports.

## Open Hours

During the year certain hours are set aside each week when students may swim and play badminton and tennis. The facilities of the department are available for student use when not otherwise scheduled for instructional or organized intramural and intercollegiate activities. Attention of students is directed to regulations posted in the physical education building concerning the care and use of facilities.

# Physics and Astronomy

Assistant Professors: Arthur L. Bowling, Jr. (Chairman)  
Robert S. Hyde

The training acquired through concentration in Physics or Physics-Astronomy provides a solid, technical foundation for later graduate study and professional work in physics, astronomy, and the applied fields of engineering and geophysics. Students who wish to major in physics are encouraged, but not required, to take Physics 210-211 during their freshman year.

Students considering the Astronomy-Physics major should elect the introductory astronomy sequence (Astronomy 121, 122, 123) and Mathematics 120-121 during their freshman year. Physics 210-211 is normally taken during the sophomore year, but the well-prepared student is encouraged to enroll in this course during her freshman year.

Introductory astronomy courses are open to both science and non-science majors and incorporate the use of the Bradley Observatory's 30-inch Beck telescope. Most astronomy courses require some observational activities in the Bradley Observatory.

## REQUIREMENTS FOR THE MAJOR

### Physics

Physics 210-211, 33 additional hours as approved by the department  
Mathematics 201, 309

### Physics-Astronomy

Physics 210-211, 12 additional hours as approved by the department  
Astronomy 121, 122, 123, 15 additional hours as approved by the department  
Mathematics 201

### Physics

**210f-w. Introduction to Mechanics and Electromagnetism** (8)

Mechanics, properties of matter, gravitation, oscillations, and electromagnetism. Calculus is used.  
3 LEC, 1 LAB

Prerequisite: Mathematics 120-121 or permission of the instructor

Open to freshmen who meet the prerequisite

Mr. Bowling

**211s. Introduction to Heat, Sound, and Light** (4)

Elements of thermodynamics, waves, sound, and optics. Calculus is used. 3 LEC, 1 LAB

Prerequisite: 210f-w

Open to freshmen who meet the prerequisite

Not open to students who have had 210s

Mr. Bowling

- 310f. Introduction to Modern Physics** (3)  
 Special relativity, elementary quantum theory and applications.  
 Prerequisite: 210-211  
 Prerequisite or corequisite: Math 201  
 Open to sophomores Mr. Bowling
- 311f. Modern Physics Laboratory** (1)  
 Illustration of some of the important experimental results of twentieth-century physics. 1 LAB  
 Prerequisite: 210-211  
 Open to sophomores  
 Not offered 1981-82 Mr. Bowling
- 320w. Classical Mechanics I** (3)  
 Newtonian, Lagrangian, and Hamiltonian formulations of classical mechanics. Oscillations and central force motion.  
 Prerequisite: 210-211  
 Prerequisite or corequisite: Math 201  
 Open to sophomores  
 Alternate years: offered 1981-82 Mr. Bowling
- 321s. Classical Mechanics II** (3)  
 Accelerated reference frames, rigid body motion, coupled oscillators, waves.  
 Prerequisite: 320  
 Open to sophomores  
 Alternate years: offered 1981-82 Mr. Bowling
- 330w. Thermal Physics** (3)  
 Equilibrium thermodynamics and an introduction to kinetic theory and statistical mechanics.  
 Prerequisite: 210-211  
 Open to sophomores  
 Alternate years: offered 1981-82 Mr. Bowling
- 331s. Statistical Mechanics** (3)  
 Ensembles, partition functions, transport phenomena.  
 Prerequisite: 330  
 Alternate years: offered 1981-82 Mr. Bowling
- 340f. Electricity and Magnetism** (3)  
 Electrostatics and magnetostatics. Introduction to boundary value problems. Maxwell's equations.  
 Prerequisite: 210-211; Mathematics 201  
 Alternate years: not offered 1981-82 Mr. Bowling
- 341w. Electrodynamics** (3)  
 Time-dependent fields, motion of charged particles, relativistic invariance of the theory.  
 Prerequisite: 340  
 Alternate years: not offered 1981-82 Mr. Bowling
- 342s. Electromagnetic Radiation** (3)  
 Emission and behavior of electromagnetic waves.  
 Prerequisite: 341  
 Alternate years: not offered 1981-82 Mr. Bowling
- 343f or f-w or f-w-s. Electronics Laboratory** (1,2, or 3)  
 DC and AC circuits, active components, introduction to digital techniques and modern optics. 1 LAB  
 Prerequisite: 210-211  
 Alternate years: offered 1981-82 Mr. Bowling

- 360w. Quantum Mechanics I** (3)  
 General formalism, wave mechanics, spin and angular momentum, approximation methods, scattering.  
 Prerequisite: 210-211  
 Alternate years: not offered 1981-82 Mr. Bowling
- 361s. Quantum Mechanics II** (3)  
 Many-particle systems. Applications of quantum mechanics.  
 Prerequisite: 360  
 Alternate years: not offered 1981-82 Mr. Bowling
- 410f,w,s. Special Study** (3)  
 Supervised study to meet needs of the individual student. The Department
- 490. Independent Study** (6-10)  
 Independent research is arranged under the supervision of a member of the department. Results are presented in both seminar and written forms. The Department

## Astronomy

- 121f. Introductory Astronomy** (4)  
 This introductory course is primarily observational. The motion of the earth, moon, and planets is discussed in an historical context. Other topics considered include positional astronomy, electromagnetic radiation, telescopic observation, and an introduction to astrophotography. 3 LEC, 1 evening laboratory session per week at Bradley Observatory  
 Not open to students who have had 151 Mr. Hyde
- 122w. Introduction to Stellar and Galactic Astronomy** (4)  
 Topics include stellar classification and evolution, contents and dynamics of the Milky Way Galaxy, extra-galactic systems, and an introduction to cosmology. 3 LEC, 1 evening laboratory session per week at Bradley Observatory  
 Prerequisite: 121  
 Not open to students who have had 153 Mr. Hyde
- 123s. Introduction to Solar System Astronomy** (4)  
 The solar system inventory including the sun, planets, asteroids, meteors, and comets is discussed. The earth-moon system, solar-terrestrial effects, a comparative study of planetary atmospheres, and the theories of solar system formation are considered. 3 LEC, 1 evening laboratory session per week at Bradley Observatory  
 Prerequisite: 121  
 Not open to students who have had 152 Mr. Hyde
- 200w. Modern Astrophysics** (3)  
 Topics include an introduction to cosmology, the present state and origin of the universe, selected topics in stellar evolution, pulsars and black holes, the structure of galaxies and quasars.  
 Prerequisite: 122  
 Prerequisite or corequisite: Physics 210-211 Mr. Hyde
- 210f. Observational Techniques** (3)  
 Topics include evaluation of optical systems, principles of astrometry, and techniques in photography, photometry, and spectroscopy. Requires one evening per week at Bradley Observatory.  
 Prerequisite: 122, 123  
 Prerequisite or corequisite: Physics 210-211 Mr. Hyde

- 225s. Solar System Astrophysics** (3)  
Solar system dynamics, atmospheres of the earth and other planets, interplanetary medium, solar-terrestrial effects.  
Prerequisite: 123  
Prerequisite or corequisite: Physics 210-211 Mr. Hyde
- 300f. Methods in Theoretical Astrophysics** (3)  
Physical concepts and techniques of particular interest in astrophysics will be selected from the fields of spectroscopy, statistical physics, hydrodynamics, and radiative transfer theory.  
Prerequisite: 122, 123; Physics 210-211  
Prerequisite or corequisite: Mathematics 201 Mr. Hyde
- 315w. Stellar Astrophysics** (3)  
Physical structure of stars is deduced from observation. Evolutionary scenarios are discussed.  
Prerequisite: 300 Mr. Hyde
- 330f. Plasma Astrophysics** (3)  
Principles and techniques in plasma physics are developed and applied to magnetospheric phenomena, dynamics of self-gravitating systems, interplanetary and interstellar magnetic fields, solar atmospheric phenomena.  
Prerequisite: 122, 123; Physics 210-211  
Prerequisite or corequisite: Mathematics 201
- 340s. Interstellar Matter** (3)  
The physical properties of interstellar dust and gas are deduced from optical, infrared, and radio observations. Super nova remnants, star formation theory, and the role of interstellar matter in galactic dynamics will be discussed.  
Prerequisite: 122, 123; Physics 210-211 Mr. Hyde
- 350s. Celestial Mechanics** (3)  
Two-body problem, satellite motions, perturbation theory, star clusters and galaxies, and the universe as a group of galaxies will be discussed.  
Prerequisite: Physics 320
- 360s. General Relativity and Cosmology** (3)  
Tensor calculus is developed and applied in a discussion of general relativity. Gravitational collapse and gravitational radiation will be discussed as will theoretical models of the evolution of the universe.  
Prerequisite: permission of the instructor
- 410f,w,s. Special Study** (3)  
Supervised study in specific areas of astronomy. Observation and laboratory work included when appropriate. Mr. Hyde
- 490. Independent Study** (6-10)  
Independent research is arranged under the supervision of a member of the department. Results are presented in both seminar and written forms.  
The Department

## Political Science

Associate Professor: Augustus B. Cochran, III (Chairman)  
Assistant Professor: Steven A. Haworth

The political science curriculum offers courses in four subfields: American



politics, international relations, comparative politics, and political theory. A major may concentrate in any of these areas. Introductory courses correspond to these subfields, allowing a prospective major to choose her initial courses according to her primary interests. The department does require, however, that majors take courses in at least three subfields. Majors are required to undertake also an individual research project to ensure experience in political science research methods. This requirement may be fulfilled either through the seminar in research methodology or a program of independent study. An optional senior seminar permits an intensive exploration of topics selected annually to reflect the interests of the participants. Majors are urged to consider internships as a means of complementing their classroom studies with practical field experience.

A student interested in a study relating political science, history, and economics is invited to consider the interdepartmental major in International Relations.

## REQUIREMENTS FOR THE MAJOR

At least two of the following: 102, 103, 104, 201, 202, (or 101)

A minimum of 36 hours on the upper-division level, including at least one course from each of the following groups:

(a) 320, 321, 324, 326, 350, 390

(b) 305, 391, 420

(c) 339, 352, 359, 392, 395, (357)

393-394 or 490 (Students planning to do independent study are urged to take 393.)

History 100 or 105-106 or 210-211 (or 101 or 102 or 103 or 205-206)

A maximum of ten hours from the following courses may be applied toward the minimum 45-hour major: 305, 330, 331, 352, 359.

Students planning to do graduate study are advised to take Mathematics 115.

Students majoring in political science are encouraged to participate in an approved internship program. There are several programs available: the Washington Semester (programs in American Government, Foreign Policy, International Development, Criminal Justice, and Urban Policy) and the Georgia Legislative Internship Program. For example, on an individual basis, students may obtain placement with: the Governor's Internship Program, the DeKalb Legal Aid Society, the DeKalb County Commission, or a Congressional staff.

### 102f. Introduction to American Government

(5)

A survey of American political institutions and issues: the Supreme Court, Congress, the Presidency, parties, interest groups, and public opinion.

Not open to students who have had 101

Mr. Cochran

### 103f. Introduction to International Politics

(5)

A study of the major problems and trends in world politics, especially since World War II: great power rivalry, revolution in weapons technology, emergence of the Third World, resource scarcity, and the role of international organizations.

Not open to students who have had 101

Mr. Haworth

**104s. The Contemporary Political Crisis** (5)

The political implications of the world ecological crisis, and an analysis of some of the political theorizing to which it gives rise. The relevance of some past political theorists for the current crisis will be examined.

Not open to students who have had 101

Mr. Haworth

**201w. Comparative Politics** (5)

A survey of developed and underdeveloped countries with emphasis on problems of political development, institutionalization, and economic growth.

Open to freshmen who have had 102 or 103

Mr. Haworth

**202s. Modern Political Thought** (5)

An examination of the major theorists whose ideas have shaped the politics and ideologies of the modern world.

Open to freshmen who have had 102 or 103

Mr. Cochran

**300-level courses are designed primarily for juniors and seniors, but are open to sophomores who have passed with a grade of B or above at least two political science courses at the 100 or 200 level.**

**305s (Philosophy 305). Marx and the Varieties of Socialism** (5)

A study of the role of Marx's thought in the development of socialism, beginning with the early Marx and including Engels' orthodoxy, Bernstein's revisionism, Leninism, Maoism, Social Democracy, Eurocommunism, and socialism in the Third World.

Open to juniors and seniors only

Mr. Cochran and Mr. Parry

**320s. The United States Legal System** (5)

A study of the institutions, processes, basic concepts, and personnel of the United States judicial system.

**321w. State and Local Government** (5)

A study of the political processes at the state and local level with Southern politics providing a substantive focus.

Mr. Cochran

**324f. The President and Congress** (5)

Leadership in the American polity, emphasizing the organization and behavior of executive and Congressional elites; executive-legislative relations; the relationships of leaders and constituencies.

Alternate years: offered 1981-82

Mr. Cochran

**326f. American Political Parties** (5)

The organization, operation, and role of parties in the electoral process and government, including certain perennial proposals for reform.

Alternate years: not offered 1981-82

Mr. Cochran

**330f (Economics 331). International Economics** (5)

An examination of international trade and finance.

Prerequisite: Economics 204-205

Alternate years: not offered 1981-82

Mr. Weber

**331s (Economics 336). Public Finance** (5)

A study of the political aspects of the operation of the economy and the economic aspects of the operation of the government.

Prerequisite: Economics 204-205

Mrs. Bumgarner

**339w. American Foreign Policy Since 1945** (5)

A study of the United States in the post-war world focusing on the origins of the cold war, efforts

toward arms control, and relations with the Third World.

Alternate years: not offered 1981-82

Mr. Haworth

**350s. Environment and Politics**

(5)

A study of the political aspects of major environmental issues including the management of air and water resources, land use planning, and patterns of energy consumption. In addition to class work, the course will include field trips and lectures by outside experts.

Prerequisite: permission of the instructor

Alternate years: offered 1981-82

Mr. Haworth

**352f (History 352). Southeast Asia**

(5)

Political and cultural development of the region between the Indian subcontinent and China, including western colonial control and the independence struggle; emphasis on the twentieth century.

Not open to students who have had 357 or History 356

Alternate years: not offered 1981-82

Miss Campbell

**359s (History 359). Sub-Saharan Africa in the Twentieth Century**

(5)

Colonial rule, independence, and the tasks confronting developing nations.

Miss Campbell

**390w. Issues of Public Policy**

(5)

The processes by which governmental policy is made and implemented, and the evaluation of its impact on society, including an examination of selected policy issues.

Prerequisite: 101 or 102 or 324 or permission of the instructor

Alternate years: offered 1981-82

Mr. Cochran

**391w. Contemporary Political Thought**

(5)

Theories of the emergence of post-industrial society, the politics of mass society, and other analyses of contemporary institutions; competing prescriptions for the political order such as neoconservatism, libertarianism, and radical decentralization.

Prerequisite: 101 or 104 or 202 or permission of the instructor

Alternate years: not offered 1981-82

Mr. Cochran

**392w. Topics in Comparative Politics**

(5)

1981-82: The politics of developing countries.

Prerequisite: 201 or 336 or permission of the instructor

Alternate years: offered 1981-82

Mr. Haworth

**393f. Methodology of Political Research**

(3)

A study of the philosophy of social science and the principal methods of political research.

Open to political science majors only

Mr. Haworth

**394w. Research Analysis**

(2)

A project which applies the research methods studied in Political Science 393.

Prerequisite: 393

Mr. Haworth

**395s. Studies in World Order**

(5)

A study of global problems including war, environment, and poverty and alternative systems of world order.

Prerequisite: 103 or 346 or permission of the instructor

Alternate years: not offered 1981-82

Mr. Haworth

**410f,w,s. Special Study**

(3-5)

Supervised study in a selected field of political science.

The Department

**420s. Senior Seminar**

(5)

In-depth inquiry into selected topics of political science. Each year's topic will be selected in consultation with rising senior majors.

Open to senior political science majors only

Mr. Cochran and Mr. Haworth

**490. Independent Study**

(6-10)

Independent research under the supervision of a member of the department.

The Department

## Psychology

Professor:	Miriam K. Drucker
Associate Professors:	Lee B. Copple (Chairman) Thomas W. Hogan <sup>1</sup>
Assistant Professor:	Ayse Ilgaz-Carden

Psychology is the scientific study of human and animal behavior. The departmental offerings reflect the diversity of areas within the field. The program for majors provides a strong background in academic psychology, including opportunities for both first-hand laboratory experiences and field experiences.

Students begin work in the department with a study of general psychology. Psychology 121 and 122 are prerequisite to all other courses.

Students who are planning to major in psychology should consult with a member of the department as early in their college careers as possible. Majors should elect Biology 100 in either their freshman or sophomore year. Students planning to do graduate study must have a reading knowledge of French or German.

### REQUIREMENTS FOR THE MAJOR

121-122 (or 101), 306, 307, 308, 404, 405

Biology 100

**121f or w. General Psychology I**

(5)

A scientific description of facts and principles of psychology. Emphasis on methods and result of experimental investigation of human and animal behavior, including learning. Prerequisite to all other courses in psychology.

Not open to students who have had 101

The Department

**122w or s. General Psychology II**

(5)

A continuation of 121 with an emphasis on motivation and personality. Prerequisite to all other courses in psychology except 121.

Prerequisite: 121

Not open to students who have had 101

The Department

**209f (Education 201). Child Psychology**

(5)

A study of the development of the individual from conception to adolescence.

Mrs. Drucker

**210s (Education 202). Adolescent Psychology**

(5)

A study of the development of the individual from the end of childhood to the beginning of young adulthood.

Mrs. Ilgaz-Carden

<sup>1</sup>On leave 1981-82

**218f. Higher Mental Processes (5)**

A study of human cognition, with selected topics from concept formation, problem solving, creative thinking, dreaming, language, intelligence, and memory.

Alternate years: not offered 1981-82

Mr. Hogan

**220f. Physiological Psychology (5)**

A study of the neurophysiological basis of various mental processes such as sensory-motor mechanisms, sleep and arousal, perception, emotion, motivation, thinking, memory, language, and consciousness.

Alternate years: not offered 1981-82

Mr. Hogan

**300-level courses are open to sophomores by permission of the chairman.**

**305w. Social Psychology (5)**

A study of the behavior of the individual as influenced by the behavior and characteristics of other individuals.

Mrs. Ilgaz-Carden

**306f. Experimental Design and Statistics (4)**

Basic principles of experimental design and the use of statistical analysis in psychological research. 3 LEC, 1 LAB

Mrs. Ilgaz-Carden

**307w. Experimental Psychology (4)**

An introduction to the experimental method in psychology with an emphasis on problems, theories, and experiments in perception. 3 LEC, 1 LAB

Prerequisite: 306

Mrs. Ilgaz-Carden

**308s. Experimental Psychology (4)**

A continuation of Psychology 307 with an emphasis on experiments and theories of learning. Individual experiments are designed and carried out. 3 LEC, 1 LAB

Prerequisite: 307

Mrs. Ilgaz-Carden

**310s. Mental Measurement (5)**

Fundamentals and principles of mental tests; administering, evaluating, and using results obtained.

Prerequisite: 306

Mr. Copple

**312w. Abnormal Psychology (5)**

An introduction to the more common forms of behavior disorders, with attention paid to their causes and therapy.

Mr. Copple

**316s. Personality (5)**

An introduction to theory and research in the field of personality.

Mrs. Drucker

**322f or w or s. Advanced Experimental Psychology (5)**

An appraisal of experimental methodology beyond the elementary level. Individual experiments are designed, performed, and interpreted.

Prerequisite: 308

Not offered 1981-82

**324f,w,s. Special Areas of Psychology (3)**

Fall: *Grief and Death*. A study of the current literature and research on dying, death, and grief.

Winter: *Quality of Life*. A study of the current literature and research on life enhancement and the primary prevention of psychopathology.

Alternate years: not offered 1981-82

Winter: *Humanistic Psychology*. A study of the current literature and research.

Alternate years: offered 1981-82

Mrs. Drucker

- 404f. History of Psychology** (5)  
The historical background of current systems and problems in psychology to World War II.  
Mr. Copple
- 405w. Contemporary Theories in Psychology** (5)  
A study of contemporary theories and problems in psychology.  
Mrs. Drucker
- 410f,w,s. Special Study** (3 or 5)  
Supervised intensive study in fields or problems of psychology.  
The Department
- 490. Independent Study** (6-10)  
Independent research is arranged under the supervision of a member of the department.  
The Department

## Russian

- 01. Elementary** (9)  
Emphasis on aural and oral use of the language with a sound basis in grammar. Reading and discussion of simple texts.  
Credit awarded only if followed by the intermediate-level course (9 quarter hours) or if taken simultaneously with or after completion of the language requirement.
- 101. Intermediate** (9)  
Grammar review. Reading and discussion of literary texts.  
Prerequisite: 2 entrance credits or 01  
Not offered 1981-82
- 350s. The Russian Novel** (3)  
A reading in translation of selected works of Tolstoy, Dostoevsky, and Solzhenitsyn.

## Sociology and Anthropology

- Professor: John A. Tumblin (Chairman)  
Assistant Professors: Constance A. Jones  
Caroline M. Dillman  
Lecturer: Kathryn E. Palumbo

### Sociology

Sociology is a disciplined analysis of social organization and social interaction with primary emphasis on societies of the industrial West. Courses in sociology beyond the introductory course are grouped around four areas of inquiry: institutional ways of dealing with fundamental human needs, problems related to changes and disruptions in social organization, the interplay between individual and group expectations, and the interdependence of the accumulated knowledge and continuing research in the discipline.

## REQUIREMENTS FOR THE MAJOR

101 (or 203), 351, 352, 361

Anthropology 200

Mathematics 115 or 328 or Psychology 306 (by permission of the instructor)

### 101f or s. Introduction to Sociology

(5)

Current sociological theory and research as they relate to primary units of social life, social processes, and social institutions. Emphasis on relating concepts to contemporary American society. Prerequisite to all other courses in sociology except 333.

Miss Jones, Mr. Tumblin

300-level courses are open by permission of the instructor to sophomores who have had 101.

## Social Institutions: Structural Components of Society

### 211f. The Family

(5)

The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes, ethnic groups, and utopian communities.

Mrs. Dillman

### 215s. Sociology of Religion

(5)

Analysis of religion as a social institution, with emphasis on the relationships between belief systems and social organization of historical and contemporary normative and deviant religious forms.

Miss Jones

### 217w. Sociology of Education

(5)

Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity.

Mrs. Dillman

### 319s. Introduction to Social Welfare Institutions

(5)

Social welfare as a social institution and social work as a profession. Consideration of social welfare agencies.

## Social Organization, Disorganization, and Change

### 121w. Problems of Contemporary American Society

(3)

Description and explanation of social phenomena that challenge society including family and community disorganization, sex-role and racial conflicts, poverty and unemployment, violence and inequality.

Not open to students who have had 205

Mrs. Dillman

### 123s. Deviant Behavior

(3)

Major social causes and consequences of non-normative behavior such as criminality, delinquency, drug abuse, sexual deviance, and mental disorders.

Not open to students who have had 205

Mrs. Dillman

### 325w. The South in Transition: Explorations in Urban and Rural Sociology

(5)

The culture of the South as a focus for a comparative study of rural and urban environments, populations, and socialization processes.

Mrs. Dillman

## Socialization: Learning, Statuses, and Roles

### 330s. Society and Self (5)

Theoretical and research approaches to the study of the relations of the self to the structures and processes of society. Symbolic interactionism, dramaturgical model, social construction, ethnomethodology; works of Mead, Thomas, Goffman, Garfinkel, and others.

Miss Jones

### 333f. Systems of Inequality in Society and Culture (5)

A study of structured relationships and learned behaviors which have insured unequal access to privilege, prestige, property, and power in human societies. Systems of rank and stratification, with their supports in tradition and custom, examined in cross-cultural and trans-temporal perspective.

Prerequisite: 101 or Anthropology 200

Mr. Tumblin

### 336w. Sociology of Sex Roles (5)

Analysis of historical and contemporary social roles of women and men with particular attention to socialization, stratification, social change, and attitude formation. Focus is on American society, but cross-cultural data will be considered also.

Miss Jones

## Theory and Methodology

### 351f. History of Sociological Thought (5)

Consideration of the works of leading sociological theorists and major trends in sociological thought, with particular reference to the nineteenth and twentieth centuries. Analysis of the historical and ideological settings of theorists and trends.

Miss Jones

### 352w. Contemporary Sociological Thought (5)

Analysis of the development of sociological thought and research during the twentieth century, focusing mainly on the work of representative sociologists in the United States and Europe.

Prerequisite: 351

Miss Jones

### 361s. Methodology and Analysis in Social Research (5)

Overview of research design and application of quantitative and qualitative methods, strategies, and techniques.

Mrs. Dillman

### 410f,w,s. Special Study (3-5)

Supervised intensive study in a special field of sociology.

The Department

### 490. Independent Study (6-10)

The Department

## Anthropology

Anthropology is the comparative study of culture, emphasizing both the unity of humankind and the diversity of specific peoples. Much of the information anthropologists use is gathered during participant observation of small-scale, non-Western societies. A major in anthropology is not offered. Courses in anthropology count toward the sociology major.

### 200f. Cultural Anthropology (5)

Humans viewed both as culture-making and culture-made animals. Contributions of the cultural perspective to the understanding of variations and similarities in human bodies, languages, personality types, social organizations, belief systems, and adaptations to ecosystems.

Open to freshmen

Mr. Tumblin



**202w. Ecological Anthropology**

(3)

Beliefs and behaviors viewed as adaptive mechanisms for environments. Human responses to the need to secure nutrients and other sources of energy, ensure their continuing availability, and make possible the survival of populations. Diverse traditions such as personal space, monument-building, food taboos, ghost fear, and cults of hypermasculinity seen as ecological regulators.

Prerequisite: 200

Mr. Tumblin

**300-level courses are open by permission of the instructor to sophomores who meet the prerequisites.**

**301s. Native Peoples of the Americas**

(5)

Cultural evolution and cultural ecology approaches in anthropology used in a comparative study of bands, tribes, and chiefdoms found in North and South America. Attention given to problems of acculturation, assimilation, and culture change after European contact.

Prerequisite: 200

Alternate years: offered 1981-82

Mr. Tumblin

**303s. Pre-Columbian Civilizations**

(5)

Alternative answers to the question— "Who is civilized?" — examined through a comparative study of the high cultures of Middle and South America. Special attention given to Maya, Teotihuacan, Aztec, pre-Inca and Inca sociocultural systems.

Prerequisite: 200

Alternate years: not offered 1981-82

Mr. Tumblin

**305w. Communication in Culture and Society**

(3)

Language investigated within and across cultural and social boundaries. Ways in which verbal and non-verbal patterns of communication signal and create identities, relationships, and meanings; how communicative behavior shapes and is shaped by the contexts in which it is used.

Prerequisite: 200 or Sociology 101

Mr. Tumblin

**410f,w,s. Special Study**

(3-5)

Supervised intensive study in a special field of anthropology.

The Department

## Spanish

Associate Professor: Constance Shaw<sup>1</sup> (Chairman)  
 Assistant Professors: M. Eloise Herbert  
 Gordon E. McNeer

The major in the Department of Spanish is designed to develop proficiency in the four language skills and to present the cultural and literary traditions of the Hispanic countries.

The foreign language requirement for the degree is fulfilled by 101 or 103 or 105-211-212. The literature requirement is fulfilled by 201 or 220 or by 9 or 10 hours of literature on the 300 level.

Students who have appropriate language skills may request from the department exemption from prerequisites to 200- and 300-level courses. Entering students are placed by the department after tests and conferences.

Students have the opportunity to live on the Spanish Hall and to improve fluency at the Spanish Dining Table and the evening *tertulia*.

<sup>1</sup>On leave 1981-82

## REQUIREMENTS FOR THE MAJOR

220 or equivalent; 301, 305; 311-312-313; 349, 352, 353, or 356; 354 or 355  
Spanish 206, 227, and 229 not applied toward minimum 45-hour major

**01. Elementary** (9)  
Fundamentals of Spanish for conversation, writing, and reading. An introduction to Spanish literature.

Credit awarded only if followed by the intermediate-level course (9 quarter hours) or if taken simultaneously with or after completion of the language requirement. Mrs. Shaw

**101. Intermediate** (9)  
Training in the use of the Spanish language in conversation and writing. Study of the structure of the language. Readings from Hispanic literature.

Prerequisite: 2 entrance credits or a grade not above C in 01

Miss Herbert, Mr. McNeer

**105f. Intermediate Language and Hispanic Culture** (3)  
Grammar review. Practice in oral and written expression. Studies in art, history, and literature.

Prerequisite: 3 entrance credits, or 101, or 01 with a grade of A or B, or permission of the department

Not open to students who have had 103

Mrs. Shaw

**204s. Oral Spanish** (3)  
Designed to develop fluency in the practical use of Spanish in everyday situations.

Prerequisite: 101 or permission of the department

Mr. McNeer

**206w. A View of the New Spanish America** (5)  
An examination of major prose works in Spanish American literature in translation from 1940 to the present. Complementary readings and lectures on Spanish American history, politics, society, and art. Given in English.

Alternate years: offered 1981-82

Mr. McNeer

**210f. Language for Written Communication I** (2)  
Prerequisite: 101 or 103

Mr. McNeer

**211w. Language for Written Communication II** (2 or 3)  
Prerequisite: 101 or 103 or 105

For the language requirement, students entering from 105 take the third hour.

Mrs. Shaw

**212s. Composition Through Study of Hispanic Civilization** (2 or 3)  
Prerequisite: 101 or 103 or 105

For the language requirement, students in the 105-211 sequence take the third hour.

**220. Readings in Hispanic Literature** (9)  
Reading and discussion of major Spanish and Spanish American works of various periods and genres. Nine hours of 220 are prerequisite to all 300-level courses, except by special permission of the department. At the discretion of the department a student may receive credit hours for having taken the course for only one or two quarters. It is suggested that the student take the 200-level language courses as she takes this 200-level literature course if her writing skills are less than good.

Prerequisite: 4 entrance credits, or 101 with a grade of A or B, or 105-211-212

Miss Herbert

- 227s. Mexico: The Search for Identity** (3)  
 An examination of the principal problems underlying Mexico's search for a national identity as reflected primarily in major works of prose. Complementary readings and lectures on Mexican history, politics, society, and art will be included. Given in English.  
 Alternate year: not offered 1981-82 Mr. McNeer
- 229w. Latin America: Past and Present** (3)  
 A multi-disciplinary introduction to the civilization, history, politics, economics, art, and literary expression of Latin America. Readings and lectures will be given in English.  
 Lectures given by faculty members from such departments as anthropology, art, economics, history, political science, and Spanish, as well as by visiting specialists.  
 Open to freshmen with permission of the instructor Mr. McNeer
- 301s. Spanish Literature to the Golden Age** (3)  
 - Miss Herbert
- 305f-w. Phonetics, Advanced Grammar, and Composition** (6)  
 Miss Herbert
- 311f. The Golden Age: Conformity and Dissent** (3)  
 The Moorish, picaresque, and exemplary novels. Mystic poetry. The theatre of Lope de Vega.  
 Mrs. Shaw
- 312w. The Golden Age: Conformity and Dissent** (3)  
 The *Quijote*. Mrs. Shaw
- 313s. The Golden Age: Conformity and Dissent** (3)  
 The Baroque: Calderon, Quevedo, and Tirso de Molina. Mrs. Shaw
- 349s. Spanish Novel and Drama of the Twentieth Century** (5)  
 Alternate years: not offered 1981-82 Mrs. Shaw
- 352f. The Novel of the Nineteenth Century** (5)  
 Alternate years: offered 1981-82 Miss Herbert
- 353f. Modern Spanish Poetry** (5)  
 Alternate years: not offered 1981-82 Miss Herbert
- 354w. Twentieth-Century Spanish American Literature** (5)  
 Alternate years: not offered 1981-82 Mr. McNeer
- 355s. Spanish Civilization in the New World** (5)  
 Historical and literary background, outstanding figures in political and cultural life, reading from representative authors.  
 Alternate years: offered 1981-82 Mr. McNeer
- 356w. Spanish Thought: Unamuno to Ortega Y Gasset** (5)  
 Alternate years: offered 1981-82 Mrs. Shaw
- 410f,w,s. Special Study** (3 or 5)  
 Supervised study to meet the needs of individual students. The Department
- 490. Independent Study** (6-10)  
 The Department

# Theatre

Professor: Jack T. Brooking (Chairman)  
Assistant Professor: John W. Toth  
Instructor: Dudley W. Sanders

The goal of the Department of Theatre is to establish high standards of creativity and appreciation in order to enhance the theatre experience as a facet of the liberal arts tradition. This is accomplished through a program which interrelates theory, history, and practice. With the Winter Theatre as the laboratory, all aspects of the theatre arts may be studied in close association with the creative process of the produced play.

Students who are planning to major in theatre should consult with the chairman of the theatre department early in their college careers. It would be advantageous for prospective majors to complete Theatre 100, 104, 106, and 108 as soon as possible since they form a working basis for the more advanced courses. The theatre major must fulfill a core of basic courses which stresses the interrelationship of three key areas: introduction and history, creative exploration and experience, and the mastery of techniques.

A student interested in theatre, art, and music is invited to consider the interdepartmental major in Fine Arts.

## REQUIREMENTS FOR THE MAJOR

Introduction and History: 100, 308, 310, 343

Creative Exploration and Experience: 104, 106

Mastery and Techniques: 108, 200, 326

Three courses from the following theatre-related courses in other departments:

Art 101; Classics 310; English 313, 314, 323, 329; Music 106; Philosophy 232; dramatic literature courses in the departments of Classical Languages and Literatures, French, German, and Spanish; certain courses in history with the approval of the department.

Non-majors electing more than three lecture/laboratory courses are required to balance each additional lecture/laboratory course with a course in Theatre History. Non-majors electing more than three courses in Theatre History are required to balance each additional course with a lecture/laboratory course.

Lecture/laboratory courses are: Theatre 100, 106, 107, 200, 202, 204, 212, 231, 232, 233, 311, and 426.

Theatre History courses are: Theatre 206, 213, 308, 310, 343, 344, and 345.

### 100f or s. Introduction to the Theatre

(3)

A study of theatre as an art form from script to stage. An overview of dramatic structure and genres and an in-depth focus on all creative and analytical aspects of the current major production. Recommended as a first course for the prospective major. 2 LEC, 1 LAB Mr. Sanders, Mr. Toth

### 104w or s. Improvisation

(3)

Spontaneous performance in an open space without script. The course will free the student's voice, body, senses, and imagination to create a wide range of improvisational experiences. Mr. Brooking

- 106w or s. Basic Experiments in Design** (3)  
To acquaint the student with theatrical design principles. The student will work experimentally with a range of materials to conceptualize dramatic works in visual terms. 2 LEC, 1 LAB  
Mr. Sanders
- 107f or w. Basic Communication with Public Speaking** (3)  
Principles of interpersonal communication and practice in face-to-face encounters, small group discussion, and public speaking. A combination lecture-laboratory course.  
Mr. Toth
- 108f. Voice and Diction** (3)  
The mastery of vocal techniques for clarity and expressiveness through drill and application.  
Mr. Brooking
- 200f. Technical Theatre I** (3)  
An introduction to basic principles of stagecraft and lighting. Basic working knowledge of theatrical drafting, construction techniques for two- and three-dimensional scenery, painting, stage rigging and machinery, and lighting equipment and design. Practical application of techniques through participation in mounting a major production. 2 LEC, 1 LAB  
Mr. Sanders
- 202w. Costuming** (3)  
Principles of costuming with emphasis on fabrics, design, patterns, and execution of designs. Experience in costuming an actual production. 2 LEC, 1 LAB  
Mr. Sanders
- 204s. Technical Theatre II** (3)  
Principles of advanced stagecraft and design with emphasis on theatrical drafting techniques. Projects in compositional and design drafting. Advanced study of special materials for the stage. Assigned technical responsibilities on a major production. 2 LEC, 1 LAB  
Mr. Sanders
- 206w. Introduction to the Dance** (3)  
A course designed to give the student a broad understanding of the historical background of the dance from its origins in primitive society to the present, with emphasis on its relation to the other arts and to the society of each period.  
Alternate years: not offered 1981-82  
Mrs. Darling
- 209w. Oral Interpretation** (3)  
Principles of oral communications techniques: use of the voice and body; audience control. Study of literary forms for interpretation: prose, poetry, drama, and readers' theatre.  
Open to freshmen with permission of the instructor  
Mr. Toth
- 212s. History and Methods of Theatrical Producing** (3)  
A comprehensive introduction to the history, theory, and practice of theatrical producing. A survey of the economic, sociological, and administrative aspects of producing from the Greeks to the present with focus on the professional and nonprofessional theatre in America today. Application of theory to practical producing experience. 2 LEC, 1 LAB  
Alternate years: not offered 1981-82  
Mr. Toth
- 213s. History of Costume** (3)  
A survey of costume and clothing from the Greeks to the present. Emphasis on style, trends, manners and modes, and influence relative to other arts of each period.  
Alternate years: offered 1981-82  
Mr. Sanders
- 231f. Acting Fundamentals** (3)  
A balance of theory and exercises based on the Stanislavski method. Emphasis on concentration, emotion memory, the subconscious, and character analysis as preparation for the performance of a final scene. A combination lecture-laboratory course.  
Mr. Brooking

**232w. Intermediate Acting** (3 or 4)

A balance of theory and exercises stressing technique. Emphasis on such external aspects of acting as selection of actions, character, tempo-rhythm, progressions, and timing in comedy, and their application to performing two selected scenes. A combination lecture-laboratory course. An additional laboratory in stage makeup is required of majors and of other students electing course for 4 credit hours.

Prerequisite: 231

Mr. Brooking

**233s. Styles of Acting** (3)

A basic approach to style for period plays. Exercises derived from a study of the sculpture, paintings, history, manners, plays, and theatres of each period. Performance of scenes, prologues, epilogues, and tirades. Concentration on Greek Classical and French or British seventeenth-century styles. A combination lecture-laboratory course.

Prerequisite: 231, 232

Mr. Brooking

**300-level courses are open to sophomores by permission of the instructor.**

**308w. History of World Theatre I** (5)

Theatrical works analyzed in historical context from the Greeks to 1642. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times.

Mr. Toth

**310s. History of World Theatre II** (5)

Theatrical works analyzed in historical context from the seventeenth century to the present. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times.

Mr. Toth

**311f. Scene Design** (3)

Principles of scenic design for the proscenium and open-stage theatres. Emphasis on play analysis, basic design, color, drafting, and execution of design. 2 LEC, 1 LAB

Prerequisite: 106 or 200 or permission of the instructor

Mr. Sanders

**312w. Advanced Design** (5)

Supervised design of a one-act play for performance. Classwork in design theory, modes of design, perspective, and rendering.

Prerequisite: 311 or permission of the instructor

Mr. Sanders

**326f. Principles of Direction** (3)

Fundamentals of play direction with application to the director's complete analysis of a script.

Mr. Brooking

**343f. Modern Theatre** (5)

Study of innovations in theatrical form and staging from Zola to the theorists of the 1970's. Modern theory and practice as exemplified in the works of representative European and American theatre practitioners.

Mr. Toth

**344s. American Theatre History** (5)

A survey of the principal plays and theatrical developments in the United States from the beginning to the present.

Alternate years: not offered 1981-82

Mr. Toth

**345s. History of American Musical Theatre** (5)

A history and analysis of musical comedy and revue from *The Black Crook* to the present. The musical theatre looked on as a mirror of the social, political, and cultural values of their time, reinforcing the needs of the audience.

Alternate years: offered 1981-82

Mr. Toth

**410f,w,s. Special Study**

(3 or 5)

Supervised intensive study of selected topics in theatre history or dramatic literature, or supervised advanced projects in the areas of design, acting, and directing.

The Department

**426w. Advanced Directing**

(5)

Supervised direction of a one-act play for performance. 2 LEC, 1 LAB

Prerequisite: 326

Mr. Brooking

**490. Independent Study**

(6-10)

Exploration of an area of intellectual or artistic interest which results in the creation of a piece of work connected with it.

The Department

## Interdepartmental Majors

The College offers five established interdepartmental major programs: Art History — English Literature, Fine Arts, History — English Literature, International Relations, and Mathematics — Physics. A student who is interested in other interdisciplinary work may design her own major.

### Art History — English Literature

Advisers: Professor Pepe, Chairman, Department of Art  
Professor Pepperdene, Chairman, Department of English

This major is offered to provide an integrated study of art history and literature with concentration in specific historical periods. Students will offer a minimum of 25 quarter hours in art history, 9 quarter hours in studio art, and 25 quarter hours in English and American literature (exclusive of English 101, 102, and 211). Other courses may be elected in art history, studio art, and English and American literature (not to exceed a combined total of 90 quarter hours) and in appropriate correlative studies.

Basic courses required:

English 101 or 102

Art History 101, 102, 103

Studio Art 191, 192, 193

Required courses in historical periods:

#### Ancient

Choice of at least one of the following courses in art history: Art 317, 318, 319  
Appropriate correlative studies: Classics 309, 310, 314, 318, 319, 340SR;  
Philosophy 320; Bible and Religion 310; Theatre 308

#### Medieval and Early Modern European

Choice of at least one of the following courses in art history: Art 307, 308, 309  
Choice of one course in medieval literature: English 305, 306, 312

Choice of one course in renaissance literature: English 313, 314, 316

Choice of one course in seventeenth- and eighteenth-century literature: English 327, 328, 335, 361, 362

Appropriate correlative studies: History 305, 306, 308, 335, 336; Music 301, 302; Theatre 308

### **American and Modern European**

Choice of at least two of the following courses in art history: Art 303, 304, 305, 306

Choice of at least two of the following courses in literature: English 320, or 323, 321 or 322, 331 or 332 or 333 or 334

Appropriate correlative studies: History 301, 321, 328; Music 304, 305; Philosophy 209, 305, 309, 323, 325; Theatre 310, 343, 344

### **Fine Arts**

Advisers: Professor Pepe, Chairman, Department of Art  
Professor Byrnside, Chairman, Department of Music  
Professor Brooking, Chairman, Department of Theatre

This major is offered to provide the student an opportunity to experience both the history and practice of the three major areas of art, music, and theatre and to be able to continue in any one or combination of these areas with a program especially tailored to her interests. The major is not offered as a preparation for graduate school.

The student will offer a minimum of 18 hours in art, 21 in music, and 19 in theatre. In addition, she will elect a minimum of 32 hours, including 20 in one discipline, in courses above the 200 level. Other courses may be elected from three areas of the fine arts, not to exceed a combined total of 100 quarter hours.

Basic courses required:

Art 101, 102, 103, 191, 192, 193

Music 111, 213; applied music 3 hours

Theatre 100; 104 or 231; 106, 308, 310

### **History — English Literature**

Advisers: Professor Campbell, Chairman, Department of History  
Professor Pepperdene, Chairman, Department of English

This major is offered to provide an integrated study of history and literature. Students will offer a minimum of 25 quarter hours in European, English, and American history above the 100 level and 25 quarter hours in English and American literature above the 200 level. Other courses may be elected in history and literature (not to exceed a combined total of 90 quarter hours) and in appropriate corrective studies.



Basic courses required:

English 101 or 102

History 100 or 105-106 or 204 (or 101 or 102 or 205-206)

Required courses in historical periods:

### **Medieval and Early Modern European**

Choice of two of the following: History 305, 306, 335, 336

Choice of one of the following: English 305, 306, 312

Choice of one of the following: English 313, 314, 316

Choice of one of the following: English 327, 328, 335, 361, 362

Appropriate correlative studies: Art 307, 308, 309; Bible and Religion 352;

Music 301, 302; Theatre 308

### **American and Modern European**

Choice of one of the following: History 301, 311

Choice of two of the following: History 317, 320, 321, 325, 326, 328

Choice of two of the following: English 320 or 323 or 336; 321 or 322; 331 or 332 or 333 or 334

Appropriate correlative studies: Art 303, 304, 305, 306; Bible and Religion 307;

Music 304, 305; Philosophy 308, 309, 323, 325; Theatre 310, 343, 344

### **International Relations**

Coordinator: Assistant Professor Haworth, Department of  
Political Science

Advisers: Professor Campbell, Chairman, Department of History  
Associate Professor Cochran, Chairman, Department of  
Political Science  
Associate Professor Weber, Chairman, Department of  
Economics

This major is offered to provide an integrated study of contemporary political and economic relations among nations. The emphasis is on world politics with complementary studies in international economics and modern history to give an interdisciplinary approach to international relations. Students will offer courses in political science, economics, history, and modern foreign language not to exceed a combined total of 110 quarter hours. Hours in modern foreign language beyond the three required years will not be counted toward the 110-hour limitation.

Basic courses required:

Political Science 103, 201

Economics 204, 205

Elementary and Intermediate modern foreign language

Required courses in various areas:

### Theory

Choice of 20 hours from the following: Political Science 305, 391, 392, 393, 394, 395; Economics 331, 334

### American Emphasis

Political Science 339

History 328

### Area Coverage

Choice of four courses from the following with at least one course from each of the three groups:

(a) Europe: History 301, 311

(b) Asia: History 352, 353, (356, 357)

(c) Africa: History 358, 359

### Language

One year of a modern foreign language above the intermediate level

It is recommended that basic courses be completed during the freshman and sophomore years. It is recommended also that students complete the elementary and intermediate levels of a second modern foreign language and that they elect Economics 215 and History 100 or 105-106 or 210-211.

## Mathematics — Physics

Advisers:            Professor Ripy, Chairman, Department of Mathematics  
                         Assistant Professor Bowling, Chairman, Department of  
                         Physics and Astronomy

A student interested in both mathematics and physics is invited to consider the interdepartmental major in Mathematics — Physics. This major is offered to provide an integrated study of mathematics and of its application in theoretical physics. Students will offer at least 41 quarter hours in mathematics and 33 quarter hours in physics. Other courses may be elected in mathematics and physics (not to exceed a combined total of 90 quarter hours).

Basic courses required:

Mathematics 201, 307, 309 (The additional hours must be approved by the department.)

Physics 210, 211, 310, 18 additional hours

# Directory

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## Faculty — 1980-1981

Date in parentheses indicates year of appointment

Marvin Banks Perry, Jr. (1973) President  
 B.A. University of Virginia; M.A., Ph.D. Harvard University; LL.D. Washington College; LL.D.  
 Washington and Lee University; Litt. D. Oglethorpe University

Julia Thomas Gary (1957) Dean of the College; Professor of Chemistry  
 B.A. Randolph-Macon Woman's College, M.A. Mount Holyoke College, Ph.D. Emory University

### Emeritus Faculty

Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.

Wallace McPherson Alston, Th.D., LL.D. (1948-1973) President of the College

Mildred Rutherford Mell, Ph.D. (1938-1960) Professor of Economics and Sociology

Margaret Taylor Phythian, Docteur de l'Université de Grenoble (1916-1919; 1923-1964)  
Professor of French

Roxie Hagopian, M.A. (1950-1964) Associate Professor of Music

George P. Hayes, Ph.D. (1927-1967) Professor of English

Llewellyn Wilburn, M.A. (1920-1922; 1926-1967) Associate Professor of  
Physical Education

Pierre Thomas, Ingénieur-docteur (1951-1967) Assistant Professor of French

Leslie Janet Gaylord, M.S. (1921-1968) Assistant Professor of Mathematics

Carrie Scandrett, M.A. (1925-1969) Dean of Students

Ferdinand Warren, N.A. (1951-1969) Professor of Art

Walter B. Posey, Ph.D., L.H.D. (1943-1970) Professor of History  
and Political Science

Henry A. Robinson, Ph.D. (1926-1970) Professor of Mathematics

William A. Calder, Ph.D. (1947-1971) Professor of Physics and Astronomy

Katharine Tait Omwake, Ph.D. (1928-1929; 1930-1972) Associate Professor  
of Psychology

Erika Meyer Shiver, Ph.D. (1962-1972) Professor of German

Anna Josephine Bridgman, Ph.D. (1949-1974) Professor of Biology

Florene J. Dunstan, Ph.D. (1941-1974) Professor of Spanish

M. Kathryn Glick, Ph.D. (1938-1974) Professor of Classical Languages  
and Literatures

Roberta Winter, Ed.D. (1939-1974)	Professor of Speech and Drama
William Joe Frierson, Ph.D. (1946-1975)	Professor of Chemistry
Michael McDowell, M.A. (1950-1975)	Professor of Music
Paul Leslie Garber, Ph.D. (1943-1976)	Professor of Bible and Religion
Chloe Steel, Ph.D. (1955-1976)	Professor of French
Walter Edward McNair, Ph.D. (1952-1977)	Associate Professor of English; Director of Public Relations
Ronald B. Wilde, M.A.T. (1965-1978)	Assistant Professor of Mathematics
Mary Virginia Allen, Ph.D. (1948-1951; 1954-1979)	Professor of French
Mary Walker Fox, B.A. (1937-1944; 1952-1979)	Instructor in Chemistry
Nancy Pence Groseclose, Ph.D. (1947-1979)	Professor of Biology
Myrna Goode Young, Ph.D. (1955-1956; 1957-1979)	Professor of Classical Languages and Literatures

## Professors

Margaret Perry Ammons (1969) B.S. University of Georgia, M.A. Emory University, Ph.D. University of Chicago	Professor of Education
Gunther Bicknese (1966) Dr. phil. Philipps University, Marburg, Germany	Professor of German
Sandra T. Bowden (1968) B.S. Georgia Southern College; M.A., Ph.D. University of North Carolina at Chapel Hill	Professor of Biology
Jack T. Brooking <sup>1</sup> (1974) B.A. University of Iowa; M.A., M.F.A., Ph.D. Western Reserve University	Annie Louise Harrison Waterman Professor of Theatre
Michael J. Brown (1960-62; 1965) B.A. LaGrange College; M.A., Ph.D. Emory University	Charles A. Dana Professor of History
Ronald Lee Byrnside (1975) B.A. Cincinnati Conservatory of Music, M.A. Yale University, Ph.D. University of Illinois	Charles A. Dana Professor of Music
Frances Clark Calder (1953-69; 1974) B.A. Agnes Scott College; Certificat de prononciation française, l'Université de Paris; M.A., Ph.D. Yale University	Adeline Arnold Loridans Professor of French
Penelope Campbell (1965) B.A. Baylor University; M.A., Ph.D. The Ohio State University	Professor of History
Kwai Sing Chang (1956) B.A. University of Hawaii; B.D., Th.M. Princeton Theological Seminary; Ph.D. University of Edinburgh	Professor of Bible and Religion

<sup>1</sup>On leave spring quarter

Alice Jeanne Cunningham (1966-67; 1968)  
William Rand Kenan, Jr., Professor of Chemistry  
B.A. University of Arkansas, Ph.D. Emory University

Ludwig R. Dewitz<sup>1</sup>  
Visiting Professor of Bible and Religion  
B.D. University of London, Ph.D. The Johns Hopkins University

Miriam Koontz Drucker (1955)  
Professor of Psychology  
B.A. Dickinson College, M.A. Emory University, Ph.D. George Peabody College for Teachers

C. Benton Kline, Jr.<sup>2</sup>  
Wallace McPherson Alston Visiting Professor of Bible and Religion  
B.A. The College of Wooster; B.D., Th.M. Princeton Theological Seminary; Ph.D. Yale University

Raymond Jones Martin (1950)  
Professor of Music; College Organist  
B.S. Juilliard School of Music; M.S.M., S.M.D. Union Theological Seminary at New York

Geraldine M. Meroney (1966)  
Professor of History  
B.A. Rice University; M.A., Ph.D. University of Oregon

Jack L. Nelson (1962)  
Professor of English  
B.A. University of Kentucky; M.A., Ph.D. Harvard University

Marie Sophie Huper Pepe (1951)  
Charles A. Dana Professor of Art  
B.F.A., M.A., Ph.D. The State University of Iowa

Margaret W. Pepperdene (1956)  
Ellen Douglass Leyburn Professor of English  
B.S. Louisiana State University; M.A., Ph.D. Vanderbilt University

Sara Louise Ripy (1958)  
Professor of Mathematics  
B.A. Randolph-Macon Woman's College; M.A., Ph.D. University of Kentucky

Mary Boney Sheats (1949)  
Fuller E. Callaway Professor of Bible and Religion  
B.A. University of North Carolina at Greensboro, M.A. Emory University, Ph.D. Columbia University, L.H.D. Austin College

John A. Tumblin, Jr. (1961)  
Professor of Sociology and Anthropology  
B.A. Wake Forest College; M.A., Ph.D. Duke University

Elizabeth Gould Zenn (1947)  
Professor of Classical Languages and Literatures  
B.A. Allegheny College; M.A., Ph.D. University of Pennsylvania

## Associate Professors

B.W. Ball (1967)  
Associate Professor of English  
B.A. University of Virginia, M.A.T. Duke University, Ph.D. University of Kentucky

David Paul Behan<sup>3</sup> (1974)  
Associate Professor of Philosophy  
B.A. Yale University, Ph.D. Vanderbilt University

<sup>1</sup>Winter quarter

<sup>2</sup>Fall quarter

<sup>3</sup>On leave fall quarter



- Gail Cabisius (1974) Associate Professor of Classical Languages and Literatures  
B.A. Smith College; M.A., Ph.D. Bryn Mawr College
- Augustus B. Cochran, III (1973) Associate Professor of Political Science  
B.A. Davidson College, M.A. Indiana University, Ph.D. University of North Carolina at Chapel Hill
- Lee Biggerstaff Copple (1961) Associate Professor of Psychology  
B.A. University of North Carolina at Chapel Hill; M.A., Ph.D. University of Michigan; Ph.D. Vanderbilt University
- Charles Counts Visiting Associate Professor of Art  
B.A. Berea College, M.A. Southern Illinois University
- John Lewis Gignilliat (1969) Associate Professor of History  
B.A. University of North Carolina at Chapel Hill, M.A. Emory University, Ph.D. University of Wisconsin
- Thomas W. Hogan (1965) Associate Professor of Psychology  
B.A. University of Florida; M.A., Ph.D. University of Arkansas
- Claire M. Hubert (1964) Associate Professor of French  
B.A. Duke University; M.A., Ph.D. Emory University; Certificat de prononciation francaise, l'Université de Paris IV
- Edward C. Johnson (1965) Associate Professor of Economics  
B.A. Kentucky Wesleyan College, M.S. University of Missouri, Ph.D. Georgia State University
- Huguette D. Kaiser (1969) Associate Professor of French  
B.A. St. Mary's College, M.A. University of Notre Dame, Ph.D. Emory University
- Paul Martin Kuznesof (1979) Associate Professor of Chemistry  
Sc.B. Brown University, Ph.D. Northwestern University
- Elisabeth Lunz<sup>1</sup> Visiting Associate Professor of Bible and Religion  
B.A. Agnes Scott College, M.A. Duke University, Ph.D. Tulane University, M. Div. Interdenominational Theological Center
- Kathryn Ann Manuel (1958) Associate Professor of Physical Education  
B.S. Purdue University, M.A. New York University, P.E.D. Indiana University
- Theodore Kenneth Mathews (1967) Associate Professor of Music  
B.A. Brown University, M.A.T. Harvard University, Ph.D. University of Michigan
- Kate McKemie (1956) Associate Professor of Physical Education  
B.S. Georgia College at Milledgeville, M.A. New York University, Ed.D. University of Tennessee
- Richard David Parry (1967) Associate Professor of Philosophy  
B.A. Georgetown University, M.A. Yale University, Ph.D. University of North Carolina at Chapel Hill

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<sup>1</sup>Spring quarter

Patricia Garland Pinka (1969) Associate Professor of English  
B.A. University of Pittsburgh, M.A. San Francisco State College, Ph.D. University of Pittsburgh

Constance Shaw (1966) Associate Professor of Spanish  
B.A. Smith College, Ph.D. Columbia University

Leland Staven (1969) Associate Professor of Art; Curator of the Dalton Galleries  
B.F.A. University of Wisconsin at Milwaukee, M.F.A. California College of Arts and Crafts

William H. Weber, III (1971) Associate Professor of Economics  
B.A. Lafayette College, Ph.D. Columbia University

Ingrid Emma Wieshofer (1970) Associate Professor of German  
Teacher's Diploma, Ph.D. University of Vienna

Linda Lentz Woods (1968) Associate Professor of English  
B.A. Agnes Scott College; M.A., Ph.D. Emory University

### Assistant Professors

David A. Barton (1977) Assistant Professor of English  
B.A. Boston College, Ph.D. Stanford University

Arthur Lee Bowling, Jr. (1977) Assistant Professor of Physics  
B.S. College of William and Mary; M.S., Ph.D. University of Illinois

Christabel P. Braunrot (1976) Assistant Professor of French  
B.A. McGill University, Ph.D. Yale University

Diana W. Combs Visiting Assistant Professor of Art  
B.A. University of Connecticut, M.A. New York University, Ph.D. Emory University

Marylin Barfield Darling (1971) Assistant Professor of Physical Education  
B.S., M.M. Florida State University

Caroline Matheny Dillman (1978) Assistant Professor of Sociology and Anthropology  
B.A. The Pennsylvania State University; M.A. San Jose State University; M.A., Ph.D. Stanford University

Jay Fuller (1954) Assistant Professor of Music  
B.S. The Johns Hopkins University, Peabody Conservatory of Music

Steven A. Haworth (1976) Assistant Professor of Political Science  
B.A. Yale University, M.A. George Washington University, Ph.D. University of Virginia

Mary Eloise Herbert (1954) Assistant Professor of Spanish  
B.A. Winthrop College, M.A. Duke University

Dale L. Hoyt (1980) Assistant Professor of Biology  
B.A. University of Kansas; M.S., Ph.D. University of Michigan

- Robert S. Hyde (1978) Assistant Professor of Physics and Astronomy;  
Director of the Bradley Observatory  
B.A. Colgate University, M.S. University of New Hampshire, Ph.D. The Pennsylvania State University
- Ayse Ilgaz-Carden (1978) Assistant Professor of Psychology  
B.A. Agnes Scott College; M.A., Ph.D. Emory University
- Constance Anne Jones<sup>1</sup> (1973) Assistant Professor of Sociology  
B.A., M.A.T. Vanderbilt University; Ph.D. Emory University
- Robert Arthur Leslie (1970) Assistant Professor of Mathematics  
B.S. Davidson College; M.A., Ph.D. University of Georgia
- Alice L. Levine (1979) Assistant Professor of Classical Languages and Literatures  
B.A. Swarthmore College; M.A., Ph.D. Princeton University
- Terry S. McGehee (1976) Assistant Professor of Art  
B.A. Queens College, M.F.A. Washington University
- Gordon E. McNeer (1978) Assistant Professor of Spanish  
B.A., M.A., Ph.D. Princeton University
- John F. Pilger (1979) Assistant Professor of Biology  
B.S., Ph.D. University of Southern California
- Elizabeth F. Potter<sup>2</sup> Visiting Assistant Professor of Philosophy  
B.A. Agnes Scott College; M.A., Ph.D. Rice University
- Albert D. Sheffer, Jr. (1976) Assistant Professor of Mathematics  
B.A. Birmingham-Southern College; M.A., Ph.D. Rice University
- Richard A. Swanson (1979) Assistant Professor of Chemistry  
B.S. St. Benedict's College, Ph.D. University of Kansas
- John W. Toth (1978) Assistant Professor of Theatre  
B.A. University of Notre Dame, M.A. Catholic University of America, Ph.D. The Ohio State University
- Anne Bradford Warner (1978) Assistant Professor of English  
B.A., M.A. Hollins College; Ph.D. Emory University
- Harry Wistrand<sup>3</sup> (1974) Assistant Professor of Biology  
B.A. Austin College, M.A. North Texas State University, Ph.D. Arizona State University
- Donald Francis Young (1978) Assistant Professor of Mathematics  
B.S. Duke University; M.S., Ph.D. University of Virginia

<sup>1</sup>On leave 1980-81<sup>2</sup>Fall quarter<sup>3</sup>On leave spring quarter

## Instructors

Mary K. Bumgarner (1980) B.B.A. Georgia State University	Instructor in Economics
M. Eloise Brown Carter (1978) B.A. Wesleyan College, M.S. Emory University	Instructor in Biology
Susan Stringer Connell (1978) B.A. Agnes Scott College	Instructor in Chemistry
Jean Lemonds (1978) B.M. Westminster Choir College	Instructor in Music
Jo Ann Messick (1979) B.S. University of North Carolina at Greensboro, M.S. Indiana University	Instructor in Physical Education
Dudley W. Sanders (1979) B.A. Kenyon College	Instructor in Theatre

## Lecturers

Sandra L. Barnes <sup>2</sup> (1977) B.A., M.A. University of Georgia	Lecturer in Music
Carol Lyn Butcher (1979) B.M. Georgia State University	Lecturer in Music
Nathan J. Citrin <sup>4</sup> (1980) B.B.A. City College of New York, J.D. Brooklyn Law School	Lecturer in Economics
Manuel Diaz <sup>1</sup> (1980) B.A., M.M. University of Chile	Lecturer in Music
Rebecca Fleischman <sup>2</sup> (1976) B.A. Agnes Scott College, M.Ed. Emory University, Ed.S. Georgia State University	Lecturer in Education
Joanne E. Fowler (1971-73; 1979) B.A. Duke University, M.Ed. Emory University	Lecturer in Education
Sam F. Hatcher <sup>3</sup> (1978) B.A. Davidson, J.D. Yale University	Lecturer in Political Science
Gué Pardue Hudson (1974) B.A. Agnes Scott College, M.A.T. Emory University	Lecturer in Education
David V. Martin (1979) B.S. Westmar College, M.S. Purdue University, Ed. S. Georgia State University	Lecturer in Education

<sup>1</sup>Spring quarter

<sup>2</sup>Fall quarter

<sup>3</sup>Winter quarter

<sup>4</sup>Winter and spring quarters

Carl E. Nitchie (1977) B.M. The Oberlin Conservatory of Music	Lecturer in Music
Kathryn E. Palumbo <sup>1</sup> (1979) B.A. College of Wooster, M.S.S.A. Case Western Reserve University	Lecturer in Sociology
Hugh Donald Spittler <sup>2</sup> B.A., M.A. University of South Florida	Lecturer in Sociology
Jody Taylor-Harris (1980) B.M. Peabody Institute of Music	Lecturer in Music
Christine Wilson <sup>1</sup> B.M.E. Shorter College, M.M. Georgia State University	Lecturer in Music

### Other Academic Personnel

Béatrice Portalier (1980) Maitrise de Lettres (Histoire), l'Université de Paris IV	Departmental Assistant in French
Linda Marva Hilsenrad (1978) B.A., M.A. University of Florida	Director of Media Services
Julius D. W. Staal (1978) Fellow of the Royal Astronomical Society	Director of the Planetarium of the Bradley Observatory

<sup>1</sup>Winter and spring quarters

<sup>2</sup>Fall and winter quarters

## Administration and Staff — 1980-1981

### Office of the President

Marvin Banks Perry, Jr., B.A., M.A., Ph.D., LL.D., Litt. D.	President
Mary Alverta Bond, B.A.	Administrative Assistant to the President
Betty H. Stell	Secretary in the Office of the President

### Office of the Dean of the College

Julia Thomas Gary, B.A., M.A., Ph.D.	Dean of the College
Mildred Love Petty, B.A., M.A.	Assistant Dean of the College
Gué Pardue Hudson, B.A., M.A.T.	Class Dean for Freshmen and Sophomores
Mary Walker Fox, B.A.	Editor of the Catalog
Katherine S. Turner	Secretary to the Dean of the College
Betty H. Stell	Secretary in the Office of the Dean of the College
Mary P. Gannon, A.A.	Secretary to the Faculty
Linda R. Hicks, A.A.	Secretary, Office Services

### Office of Admissions

Judith Maguire Tindel, B.A.	Director of Admissions
Mary Kathryn Owen Jarboe, B.A.	Administrative Assistant to the Director of Admissions
Katherine Wilkins Akin, B.A.	Assistant to the Director of Admissions
Patricia Anne Arnzen, B.A.	Assistant to the Director of Admissions
Carter Moore Hoyt, B.A.	Assistant to the Director of Admissions
Nancy Kathryn Kinsey, B.A., M.A.	Assistant to the Director of Admissions
Denise Hunter McFall, B.A.	Assistant to the Director of Admissions
Jan B. Johnson, A.A.	Secretary
Faye R. Noble	Secretary

### Office of the Registrar

Lea Ann Grimes Hudson, B.A.	Registrar
Rhonda L. Tate, A.A.	Secretary to the Registrar

### The Library

Judith B. Jensen, A.B., M.L.S.	Librarian
Lillian Newman, B.A., B.S.L.S., M.Ln.	Associate Librarian; Readers' Services Librarian
Katherine J. Schreiner, B.A., M.S.L.S.	Technical Services Librarian
Elizabeth T. Ginn, B.S., M.Ln.	Periodicals and Readers' Services Librarian
Mary Carter, B.A., M.Ln.	Assistant Readers' Services Librarian
Ann F. Lathrup, B.A.	Technical Services Assistant
Cynthia T. Richmond, B.A.	Technical Services Assistant
Mildred W. Walker	Secretary to the Librarian
Joyce Staven, B.S.	Technical Services Assistant
Ron B. Rembert, B.A., M.A.R.	Circulation Assistant

## Office of the Dean of Students

Martha C. Kirkland, B.S., M.A.	Dean of Students
Mollie Merrick, B.A., M.A.	Assistant Dean of Students
Richard T. Gillespie, B.A.	Assistant to the Dean of Students
Theresa W. Gillespie, B.A., M.A.	Assistant to the Dean of Students
Janice B. Laymon, B.S.	Assistant to the Dean of Students
Hanna Longhofer	Assistant to the Dean of Students
Denise H. McFall, B.A.	Assistant to the Dean of Students
Linda Palmer, B.A.	Assistant to the Dean of Students
Bonnie M. Stoffel, B.A.	Assistant to the Dean of Students
Rosa S. Tinsley	Secretary to the Dean of Students

Bonnie B. Johnson, B.A.	Director of Financial Aid
Alice S. Grass, B.A.	Assistant Director of Financial Aid
Susan D. Little, B.A.	Secretary in the Office of Financial Aid

Kathleen K. Mooney, B.A., M.A.	Director of Career Planning
Elizabeth D. Wood, B.A., M.Ed.	Assistant Director of Career Planning
Lockey A. McDonald	Secretary in the Office of Career Planning

Gail S. Weber, A.A.	College Hostess
---------------------	-----------------

## The Health Center

W. Hugh Spruell, M.D.	Medical Director; Consulting Internist
Benedict B. Benigno, M.D.	Consulting Gynecologist
J. Frank Clark, Ph.D.	Consulting Psychologist
Rosemary Kriner, B.S.N., M.N., N.P., R.N.	Director of Student Health Services
Cathleen L. Errett, R.N., B.S.N., M.S.N.	Health Center Nurse

## Office of Business Affairs

Lee A. Barclay, B.S., M.S.	Vice President for Business Affairs
Linda P. Anderson, A.A.	Administrative Assistant to the Vice President for Business Affairs

Kate B. Goodson	Director of Accounting
Linda D. Nuckols, B.S.	Accounts Receivable
Lelwanda L. Daniel	Accounts Payable
Miriam S. Lyons	Clerical Assistant
Janet M. Gould	Personnel Director

Vaughan W. Black	Director of Physical Plant
Sue White	Administrative Assistant to the Director of Physical Plant
Allen Osborn, B.A., M.A.Ed.	Custodial Supervisor
Rosa Lee Smith	Assistant Custodial Supervisor
James W. Parr	Grounds Supervisor
Robert F. Poss	Building Maintenance Supervisor
Wiley J. Waters	Engineering Supervisor

Barbara F. Saunders, B.S., R.D.	Food Service Manager
Marta M. Cimadevilla, B.A., B.S., M.A.	Assistant Food Service Manager
Mary Louise Wimpey	Supervisor of Food Services

Dee E. Edwards  
Elsie P. Doerpinghaus  
Ursula M. Booch  
Al S. Evans  
Carol M. Hunter, A.A.

Manager of the Bookstore and the Post Office  
Assistant in the Bookstore  
Postmistress  
Director of Security  
Switchboard Supervisor

### Office of Development

Paul M. McCain, Ph.D., Litt.D., LL.D.  
Penny Rush Wistrand, B.S.  
Betty A. Bolick  
Mary C. Chastain  
Kaye K. Hyde  
Joanne H. Reagin

Vice President for Development  
Assistant Director, Agnes Scott Fund  
Secretary  
Secretary  
Secretary  
Secretary

### Office of Public Relations

Sara A. Fountain, B.A.  
Andrea K. Helms, B.A.  
Dorothea S. Markert

Director of Public Relations  
News Director;  
Assistant to the Director of Public Relations  
Coordinator of Campus Events and Conferences;  
Assistant to the Director of Public Relations

### Office of Alumnae Affairs

Virginia Brown McKenzie, B.A.  
Jean Chalmers Smith, B.A.  
Juliette Harper, B.A.  
Elizabeth Wood Smith, B.A.  
Natalie Cropper Endicott

Director of Alumnae Affairs  
Associate Director of Alumnae Affairs  
Assistant to the Director of Alumnae Affairs  
Manager of the Office of Alumnae Affairs  
Hostess and Manager of Alumnae House



## Register of Students — 1980-1981

(as of September 1980)

Class of 1981  
Seniors

Alden, Cynthia Anne Houston, Texas	Craig, Catherine Newport, Arkansas	Kay, Valerie Bryce Ft. Myers Beach, Florida
Anderson, Ellen Ann Augusta, Georgia	Dennis, Catherine Watson* Milledgeville, Georgia	Kennedy, Susan Gail Newport News, Virginia
Anderson, Helen Ruth Garden City, Georgia	Dorsey, Nancy Elizabeth Pelham, Georgia	Keon, Mary Ann** Charlotte, North Carolina
Arant, Mary Elizabeth** Greenville, South Carolina	DuBose, Mary Elizabeth Oswego, South Carolina	Kiefer, Priscilla Jane Atlanta, Georgia
Armour, Martha Leigh Columbus, Georgia	Durie, Rebecca Curry*** Columbus, Georgia	Klettner, Laura Hays Memphis, Tennessee
Arnold, Deborah Peggy Altamira, Brazil	Ebinger, Mary Priscilla Atlanta, Georgia	Komar, Stephanie Clearwater, Florida
Baird, Andrea Marie Jonesboro, Georgia	Ellington, Julie Ann Cocoa, Florida	Kouts, Maribeth Madeline Decatur, Georgia
Balbona, Virginia Marie Atlanta, Georgia	Fountain, Judy Ann Albany, Georgia	Lach, Maureen Kennedy Roswell, Georgia
Barnes, Susan Sanders Rock Hill, South Carolina	Foust, Jacque Nioma Sorrento, Florida	Lawes, Christina McLeod Kennett Square, Pennsylvania
Bonta, Katherine Kelly Atlanta, Georgia	Gaither, Clyda Dare Brevard, North Carolina	Lenoir, Martha Kimbrough Greenville, Mississippi
Breitling, Melissa Amelia Fayette, Alabama	Gannon, Maryanne Elizabeth Stone Mountain, Georgia	Leser, Sarah Barto Atlanta, Georgia
Brock, Nancy Louise*** Dade City, Florida	Gerhardt, Elizabeth Morton Johnson City, Tennessee	Loo, Chu Kee Penang, Malaysia
Bryan, Darby Dale Tampa, Florida	Giles, Jennifer Louise Roopville, Georgia	Looi, Kok Yean Penang, Malaysia
Burdette, Ila Leola Hogansville, Georgia	Gorgus, Carol Anne Arab, Alabama	McCrary, Carolyn Ann Atlanta, Georgia
Campbell, Sarah M. Little Rock, Arkansas	Griffin, Nancy Lee Paducah, Kentucky	McCrary, Laura Lee Augusta, Georgia
Castro, Marie Evelyn Tifton, Georgia	Griffith, Hannah Mayling Atlanta, Georgia	McCunniff, Kathleen Anne Macon, Georgia
Chapman, Carol Ruth Baton Rouge, Louisiana	Hamilton, Susan Paige LaGrange, Georgia	McGaughey, Martha Patterson Atlanta, Georgia
Chisholm, Stephanie Jane Homerville, Georgia	Haralson, Mary Constance Lithonia, Georgia	McMillian, Laurie Frances Jonesboro, Georgia
Chooi, Yu San Penang, Malaysia	Harris, Ann Douglas Doraville, Georgia	Merkert, Wendy Anne Savannah, Georgia
Chupp, Lee Ann Powder Springs, Georgia	Hatch, Christine J. Atlanta, Georgia	Merrifield, Lisa Lynn Hattiesburg, Mississippi
Coble, Kelley Ann Oak Hill, Florida	Hebert, Mary Elizabeth Baton Rouge, Louisiana	Merrifield, Melanie Ann Hattiesburg, Mississippi
Colbe, Carol S. Atlanta, Georgia	Hellender, Karen Arlene Longwood, Florida	Molegoda, Niranjani Shariya Colombo, Sri Lanka
Cole, Jeanne Marie Philpot, Kentucky	Higgins, Deborah Gay Virginia Beach, Virginia	Morgan, Elizabeth R. Decatur, Georgia
Conyers, Margaret Wylding Austell, Georgia	Hodge, Margaret M. Stone Mountain, Georgia	Mynatt, Pamela Deborah Dalton, Georgia
	Hooper, Leigh Clifford Decatur, Georgia	Nelson, Nancy Alexander Shreveport, Louisiana
	Jewett, Beth Anne Baltimore, Maryland	Nelson, Susan M. Stone Mountain, Georgia

\*Not in residence 1980-81

\*\*Dual Degree Program

\*\*\*Washington Semester Program

Newsome, Laura duPre  
Atlanta, Georgia

Nicol, Susan French  
Jacksonville, Florida

Oliver, Julie Anne  
Glennville, Georgia

O'Quinn, Monica Susan  
Jesup, Georgia

Parrish, Kim McCart  
Atlanta, Georgia

Patton, Barbara Massey  
Kingsport, Tennessee

Perrin, Shannon Elizabeth  
Chattanooga, Tennessee

Philips, Virginia Dickson  
Charlotte, North Carolina

Quillman, Jane  
Atlanta, Georgia

Rains, Laura Dorsey  
Atlanta, Georgia

Rawls, Lucia Wren  
Columbia, South Carolina

Reasor, Lydia Ann  
Dunwoody, Georgia

Richards, Beth Ann  
Tucker, Georgia

Roberts, Malinda Stutts  
Atlanta, Georgia

\*Not in residence 1980-81

Rogers, Sheila Jean  
Marietta, Georgia

Segars, Stephanie Anne  
Tampa, Florida

Severson, Denise S.  
Doraville, Georgia

Shaw, Shari Diane  
Annandale, Virginia

Sheppard, Martha Thomson  
Laurens, South Carolina

Smith, Susan G.  
Stone Mountain, Georgia

Sprague, Sandy Keys  
Tarpon Springs, Florida

Spratt, Gwendolyn Dahl\*  
Decatur, Georgia

Steele, Elizabeth Dotson  
Delray Beach, Florida

Stoneypher, Lynn Pace  
Huntsville, Alabama

Stucke, Claudia G.  
Decatur, Georgia

Suggars, Christine Anne  
Atlanta, Georgia

Tan, Wooi Yi  
Penang, Malaysia

Tapper, Karen Lee  
Gainesville, Florida

Thompson, Joyce Barbara  
Zweibruecken, Germany

Toms, Sarah Elizabeth  
Waynesboro, Virginia

Townsend, Marietta Irene  
Vanceboro, North Carolina

Wall, Susah Thorp  
Charleston, South Carolina

Wannamaker, Luci Neal  
St. Matthews, South Carolina

Wannamaker, Susan Claire  
St. Matthews, South Carolina

Webster, Karen Stacy  
Pelham, New York

Whipple, Karen Elizabeth  
Decatur, Georgia

Willey, Carol Ann  
Atlanta, Georgia

Wimberly, Lynda Joyce  
Brentwood, Tennessee

Winn, Susan Elizabeth  
McAllen, Texas

Wiseman, Harriett Louise  
Decatur, Georgia

Wong, Terri  
Dunwoody, Georgia

Yoshimura, Debra Naomi  
Atlanta, Georgia

Part-time:

Fortes, Luz Maria  
Atlanta, Georgia

Loeb, Joan Hance  
Atlanta, Georgia

Shirley, Margaret Ellis  
Tucker, Georgia

Wech, Elizabeth Long  
Stone Mountain, Georgia

## Class of 1982 Juniors

Ade, Leanne  
Jacksonville, Florida

All, Mary Ellen  
Marietta, Georgia

Andrews, Julia Lynn  
Smyrna, Georgia

Bailey, Lori Ann  
Austell, Georgia

Ball, Crystal Anne  
Mauldin, South Carolina

Barbee, Anita Patricia  
Augusta, Georgia

Batten, Jeanne Brisson  
Huntsville, Alabama

Blake, Nancy Lynn  
Griffin, Georgia

Brantley, Sandra Norrell  
Atlanta, Georgia

Breedlove, Elizabeth Anne  
Decatur, Georgia

Bynum, Margaret Vanneman  
Atlanta, Georgia

Carithers, Julie Lynn  
Doraville, Georgia

Carpenter, Margaret Karolyi  
Baltimore, Maryland

Carter, Willieta Burlette\*  
Denmark, South Carolina

Chan, Wee-Leng  
Charlottesville, Virginia

Clark, Cristina Sue  
Chattanooga, Tennessee

Clark, Mary Margaret  
Gainesville, Georgia

Conner, Carol Ann  
Vidalia, Georgia

Connor, Susan Leigh  
Winter Haven, Florida

Cox, Mary Stortz  
Spartanburg, South Carolina

Craddock, Amy Susan  
Spring, Texas

Crallé, Katherine Fontaine  
Durham, North Carolina

Crockett, Leah Ellen  
Stone Mountain, Georgia

Curnutt, Ann Elizabeth  
Roseville, California

Daniel, Elizabeth Frances  
Marietta, Georgia

Davis, Peggy Elizabeth  
Durham, North Carolina

Dekle, V. Claire  
Atlanta, Georgia

Derby, June Williams  
Westborough, Massachusetts

DeWitt, Jane Gay  
Darlington, South Carolina

Dillard, Leslie Karen  
Greenville, South Carolina

\*Washington Semester Program

- Dodson, Amy Pyle  
Kingsport, Tennessee
- Drake, Mary Kathryn  
McRae, Georgia
- Dyches, Ellen Jennifer  
Orlando, Florida
- Edenfield, Norma Elizabeth  
Atlanta, Georgia
- Etheridge, Bonnie Gay  
Macon, Georgia
- Ferguson, Lu Ann  
Franklin, Kentucky
- Foster, Sara Lucinda  
Cleveland, Georgia
- Fretwell, Monica Elaine  
Lithonia, Georgia
- Fulton, Kathleen Bell  
West Palm Beach, Florida
- Garrigues, Catherine  
Elizabeth  
St. Petersburg, Florida
- Glover, Susan Gay  
Tullahoma, Tennessee
- Gordon, Sonia Hall  
Decatur, Georgia
- Green, Ruth S.  
Decatur, Georgia
- Gregory, Pauline Harriet  
Greenville, South Carolina
- Harra, Alice Virginia  
Clearwater, Florida
- Hatchett, Angela Lamar  
Fletcher, North Carolina
- Helgesen, Kathryn Lucille  
Mount Pleasant, Iowa
- Higgins, Patricia Louise  
Dunwoody, Georgia
- Hill, Emily Cater  
Augusta, Georgia
- Hill, Ute  
Speyer, West Germany
- Howell, Jennifer Margaret  
Pascagoula, Mississippi
- Hulsey, Janet Patrice  
Decatur, Georgia
- Hutcheson, Susan Dianne  
Austell, Georgia
- Jackson, Jan Antoinette  
LaGrange, Georgia
- Jeffries, Ashley Mack  
Gaithersburg, Maryland
- Jennings, Elsie Janine  
Cartersville, Georgia
- Johnson, Sandra Thome  
Atlanta, Georgia
- Johnson, Sharon Leigh  
Alpharetta, Georgia
- Jun, Joy Lyn  
Eastman, Georgia
- Kite, Mary Lee  
Brunswick, Georgia
- Lewis, Katherine Goodwin  
Greenville, South Carolina
- Lindsay, Gretchen Gail\*  
Longwood, Florida
- Love, Deborah Jean  
Green Bay, Virginia
- Lowrey, Helen Rebecca  
Atlanta, Georgia
- Lyon, Virginia Ruth  
College Park, Georgia
- McDonald, Susan Elizabeth  
Tupelo, Mississippi
- Maisano, Elizabeth Marie  
Atlanta, Georgia
- Manning, Elizabeth Meredith  
Pawley's Island, South Carolina
- Marchand, Marie Jeannette  
Houston, Texas
- Markwalter, Theresa Robider  
Huntsville, Alabama
- Martin, Tobi Roxane  
Shreveport, Louisiana
- Mead, Susan Virginia  
Lexington, Virginia
- Miller, Margaret Renee  
Jacksonville, Florida
- Monroe, Cynthia Rhoden  
Evans, Georgia
- Mooch, Deborah Lee  
Columbus, Georgia
- Musser, Janet Ann  
Berea, Kentucky
- Myre, Ann Renee\*  
Paducah, Kentucky
- Oglesby, Katherine Joyce  
Oklahoma City, Oklahoma
- Owen, Barbara Payne  
Atlanta, Georgia
- Peek, Mary Denise  
Lithonia, Georgia
- Phillips, Margaret Melanie  
Atlanta, Georgia
- Pinnell, Mildred Marie  
Macon, Georgia
- Plumley, Martha Susan  
Landrum, South Carolina
- Proctor, Susan Alice  
Decatur, Georgia
- Ray, Gail Antionette  
Atlanta, Georgia
- Reaves, Caroline McKinney  
Titusville, Florida
- Rhymes, Allyson Stephens  
Monroe, Louisiana
- Riley, Christia Dawn  
Augusta, Georgia
- Robinson, Sara Louise  
Chattanooga, Tennessee
- Rolfe, Diane Evelyn  
South Portland, Maine
- Ruddell, Elizabeth Ann  
Newport, Arkansas
- Ryke, Nicole Pittman  
Atlanta, Georgia
- Schwartz, Victoria H.  
Decatur, Georgia
- Shackleford, Elizabeth Lucile  
Atlanta, Georgia
- Sheppard, Margaret Colburn  
Laurens, South Carolina
- Shuler, Monica Diane  
Madisonville, Kentucky
- Sivewright, Marjory  
Greenville, South Carolina
- Smith, Leigh Ann  
Florence, Alabama
- Smith, Maryellen Palmer  
Moultrie, Georgia
- Smith, Susan Lydston  
Indian Shores, Florida
- Staed, Blaine Brantley\*\*  
Daytona Beach, Florida
- Todd, Alice Margaret  
Florence, Alabama
- Veal, Christine Ann  
McDonough, Georgia
- Wannamaker, Dora Tracy  
North Charleston, S. Carolina
- Wannamaker, Talley Keitt  
St. Matthews, South Carolina
- Waters, Martha Elise  
Selma, Alabama
- Winter, Meredith Lynn  
Atlanta, Georgia
- Wooley, Ann McLaughlin  
North Augusta, S. Carolina
- Young, Elizabeth O'Hear  
Mt. Pleasant, South Carolina
- Zell, Emma A. Villafane  
Stone Mountain, Georgia
- Zorn, Susan Beth  
Stone Mountain, Georgia

\*Junior year abroad

\*\*London Semester fall quarter

## Class of 1983 Sophomores

Abernathy, Linda Diane Stone Mountain, Georgia	DeRuiter, Pamela Ruth Signal Mountain, Tennessee	Ketchersid, Julie Annette Tampa, Florida
Adams, Sarah Estelle Atlanta, Georgia	Drake, Angela Atlanta, Georgia	Langford, Cecily Lane Winder, Georgia
Andrews, Cheryl Fortune Columbia, South Carolina	Echols, Martha Scott Greenville, South Carolina	Leary, Denise Ann Cincinnati, Ohio
Arangno, Andrea Alexandria Decatur, Georgia	Edmondson, Susan Lane Chamblee, Georgia	Leathers, Patricia Lee Anne Atlanta, Georgia
Armstrong, Bonnie Lin Plantation, Florida	Eppinger, Priscilla Elaine Topeka, Kansas	Leffingwell, Bonnie Lee Round Rock, Texas
Asman, Nancy Anne Florence, South Carolina	Flaxington, Leslie Colleen Lancaster, California	Little, Amy Elizabeth Conley, Georgia
Babb, Mary Julia Charlotte, North Carolina	Flythe, Lauri Elizabeth Springfield, Georgia	Lloyd, Baird Nellins Marietta, Georgia
Bassett, Mary Katherine Leesburg, Florida	Foster, Patricia Goodwin Atlanta, Georgia	Luke, Elizabeth Anne Tulsa, Oklahoma
Baynes, Penny Ann Winston-Salem, North Carolina	Furr, Maryfrances West Chester, Pennsylvania	McBrayer, Laurie Kerlen St. Louis, Missouri
Bell, Beverly Ellen Monroe, Georgia	Garrison, Kathryn Lynn Anderson, South Carolina	McCain, Roberta Ann Greenville, South Carolina
Bennett, Laura Cameron Mobile, Alabama	Gill, Christine Renee Panama City, Republic of Panama	McCoy, Colleen Ann Kingsport, Tennessee
Blake, deAlva Anne Norcross, Georgia	Golding, Mary Jane Decatur, Georgia	McCranie, Virginia Carol Adel, Georgia
Blanton, Katherine Friend Richmond, Virginia	Goodman, Carolyn Rose Black Mountain, North Carolina	McNeil, Glenda Sharmaine Wilkesboro, North Carolina
Boersma, Barbara Lynn Ruston, Louisiana	Gwyn, Tina Renee Winston-Salem, North Carolina	Mackey, Joan Marx Houston, Texas
Bouldin, Virginia Cato Huntsville, Alabama	Haddon, Marla Ann Dunwoody, Georgia	MacLeod, Laurie Muriel Decatur, Georgia
Boyd, Wanda Susan Riverdale, Georgia	Hart, Kathryn Tallahassee, Florida	Maddox, Joy Leigh Decatur, Georgia
Campell, Miriam Ann Martinsville, Virginia	Hepburn, Valerie Ann Bogart, Georgia	Manning, Sallie Taylor Augusta, Georgia
Caro, Carié Marie Central, South Carolina	Hite, Cynthia Lynne Augusta, Georgia	Mayer, Marion Katherine Birmingham, Alabama
Childers, Nancy Duggan Catherine, Alabama	Hoover, Nora K. Decatur, Georgia	Michael, Teresa L. McLean, Virginia
Cicanese, Teresa Leigh Zephyrhills, Florida	Houck, Sheree Joy Pacific Grove, California	Miller, AnneDrue Richardson, Texas
Clenny, Rhonda Lynn Columbus, Georgia	Huff, Karen Keefer Kennesaw, Georgia	Miller, Katherine Love Tuxedo, North Carolina
Collar, Nancy Caroline Austell, Georgia	Inserni, Maria Luisa Rio Piedras, Puerto Rico	Miller, Leslie Jean Charleston, West Virginia
Cooper, Elizabeth Suzanne Greenville, Tennessee	James, Allison Rebecca Brunswick, Georgia	Miller, Melanie Frances Bradenton, Florida
Cooper, Trudie Bernadette Charleston, South Carolina	Johnson, Joy Elkmont, Alabama	Mitchell, Donna Neel Enid, Oklahoma
Craven, Rebecca Leigh Memphis, Tennessee	Johnson, Melody Anne Dalton, Georgia	Moore, Barbara Yvonne Eastanollee, Georgia
Crompton, Laura Carolyn Alpharetta, Georgia	Kelly, Margaret Genevieve Atlanta, Georgia	Moorer, Anna Rebecca Moscow, Idaho
Cumming, Janet Verity Atlanta, Georgia	Kelly, Melissa Jane Homerville, Georgia	Morder, Mary Jane Catersville, Georgia
Dawkins, Elaine Alison Evans, Georgia	Keng, Leigh Lee Smyrna, Georgia	Morris, Jeanie Louise Covington, Georgia
Denker, Laurie Lynn Tuscon, Arizona	Kennedy, Kimberley Reed The Rock, Georgia	Mortensen, Amy Irene Marietta, Georgia

Motter, Kenslea Ann  
Marietta, Georgia

Murdock, Tracy Caroline  
Stone Mountain, Georgia

Nelson, Kathleen Renée  
Virginia Beach, Virginia

Nichols, Shari Lee  
Sarasota, Florida

O'Brien, Henrietta  
Putney, Georgia

Parker, Laura-Louise  
Ozark, Alabama

Pendergrast, Lisa Carol  
Valparaiso, Indiana

Piluso, Claire Louise  
Setauket, New York

Potts, Amy Wynelle  
College Park, Georgia

Roberts, Melanie Katherine  
College Park, Georgia

Roberts, Susan Heath  
Atlanta, Georgia

Roland, Elizabeth Karen  
Nashville, Tennessee

Rowe, Sallie Ashlin  
Fredericksburg, Virginia

Rowell, Jennifer Leigh  
Glendora, California

Scheines, Phyllis Martha  
Jacksonville, Florida

Shellack, Kerri Kim  
Cumming, Georgia

Schumacher, Karen Sue  
Williamstown, New Jersey

Schwery, Judith Cyrilla  
Decatur, Georgia

Scott, Suzanne Robertson  
Baltimore, Maryland

Sefcik, Karla  
Harrisonburg, Virginia

Smisson, Summer Ione  
Macon, Georgia

Smith, Dorothy Claire  
Denver, North Carolina

Smith, Elisabeth Ruth  
Spartanburg, South Carolina

Snell, Margaret Ruth  
Atlanta, Georgia

Sowell, Susan Ann  
Griffin, Georgia

Spratt, Melinda Vail  
Decatur, Georgia

Stern, Anna Marie Preciado  
Coral Gables, Florida

Stone, Jody Renea  
Moultrie, Georgia

Taylor, Margaret Ann  
Jefferson, South Carolina

Taylor, Mary Jane  
Ocean Ridge, Florida

Taylor, Mary Lee  
Columbia, South Carolina

Trescot, Leigh Maxwell  
East Palatka, Florida

Tudor, Martha Anne  
Augusta, Georgia

Tuttle, Connie L.  
Atlanta, Georgia

Walden, Elizabeth Diane  
Atlanta, Georgia

Warren, Susan Elaine  
Douglasville, Georgia

Whetsel, Marcia Gay  
Morristown, Tennessee

White, Barbara Ellen  
Tallahassee, Florida

Whitten, Susan Carrington  
Lynchburg, Virginia

Wilson, Elizabeth Nell  
Atlanta, Georgia

Wilson, Suzanne  
Decatur, Georgia

Wofford, Andrea Jane  
Bowden, Georgia

Wooldridge, Dana Grayson  
Midlothian, Virginia

Wright, Charlotte Frances  
Springfield, Virginia

Wright, Dana Elizabeth  
Bremen, West Germany

Zurek, Catalina I.  
Cartagena, Colombia

Part-time:

Knapp, Laurie M.  
Atlanta, Georgia

## Class of 1984 Freshmen

Abernathy, Melissa Glenn  
Richmond, Virginia

Aish, Denise Elaine  
Santurce, Puerto Rico

Azar, Barbara Dulaney  
Atlanta, Georgia

Baker, Tracy Leigh  
Lincolnton, North Carolina

Ballew, Patricia Annette  
Marietta, Georgia

Banister, Laura Elaine  
Athens, Georgia

Bevis, Sharon Elaine  
Tucker, Georgia

Blundell, Laura Avalee  
Fairfax, Virginia

Boone, Stacey Ann  
Charlotte, North Carolina

Bosley, Bess Caminade  
Atlanta, Georgia

Boyce, Allison Jean  
Newport, Arkansas

Bradley, Julie Ann  
Tallahassee, Florida

Branch, Maria Barbara  
Atlanta, Georgia

Brannen, Lynda Anne  
Metter, Georgia

Brown, Suzanne Lenore  
Sharpsburg, Georgia

Bryant, Cheryl Lynn  
Louisville, Kentucky

Burch, Charlotte Elizabeth  
Live Oak, Florida

Burgess, Mary Emily  
Spartanburg, South Carolina

Callaway, Cayce Lin  
Ringgold, Georgia

Carlson, Cheryl Ann  
Bay St. Louis, Mississippi

Cooper, Caroline Leby  
Charleston, South Carolina

Cooper, Jenifer Dorothy  
East Point, Georgia

Crawford, Meri Lynn  
Newnan, Georgia

Cureton, Rebecca Randolph  
Garden City, New York

Custer, Julianna Webb  
Albany, Georgia

Dolby, Jennifer Helen  
Matthews, North Carolina

Edwards, Katherine Kennard  
Atlanta, Georgia

Eidson, Carla Ann  
Decatur, Georgia

Esary, Kate Boyd  
Griffin, Georgia

Evans, Mary Samantha  
Schuylkill Haven, Pennsylvania

Faison, Elizabeth Yates  
Charlotte, North Carolina

Feese, Suzanne Celeste  
Danville, Kentucky

Finklea, Elizabeth Gregory  
Birmingham, Alabama

Fisher, Donna-Marie Plantation, Florida	Ivey, Fran Elise Wrightsville, Georgia	O'Harrow, Lisa Ann Stone Mountain, Georgia
Fleming, Catherine Estelle Sumter, South Carolina	Jackson, Kathryn Elizabeth Washington, Georgia	O'Neill, Colleen Patricia Columbus, Georgia
Fletcher, Shawn Elaine Harlingen, Texas	Jenkins, Margaret Keller Rock Hill, South Carolina	Owen, Nella Elizabeth Atlanta, Georgia
Forsell, Margaret Ellen Westfield, New York	Jenkins, Tammy Lynne Richmond, Virginia	Page, Anne Spencer Russellville, Kentucky
Fortenberry, Kimmie Lynn Liburn, Georgia	Jones, Carol Jean Jacksonville, Florida	Pair, Patti Jane Atlanta, Georgia
Garrett, Donna Lynn Mt. Pleasant, South Carolina	Jones, Crystal Maria Tallahassee, Florida	Paredes, Marta Alicia Jacksonville, Florida
Garrett, Miriam Elaine Atlanta, Georgia	Jones, Eva Danon Columbia, Mississippi	Patterson, Constance Crane Albany, Georgia
Gilreath, Ann Elizabeth Clemson, South Carolina	Kaiser, Karen Elizabeth Atlanta, Georgia	Perry, Robyn Renea Bartlesville, Oklahoma
Glaze, Emily Gilbert Winston-Salem, North Carolina	Keng, Pearl Pei Smyrna, Georgia	Pickar, Michelle Denise Houston, Texas
Godfrey, Elizabeth Lee Forest City, North Carolina	Kimsey, Lucy Cornelia, Georgia	Poppleton, Nancy Elizabeth Birmingham, Alabama
Gomez, Alicia Mercedes Senoia, Georgia	Leeming, Patricia Louise Kingsport, Tennessee	Price, Linda Louise Winter Haven, Florida
Good, Holly Campbell Dunwoody, Georgia	Lewis, Marian Lansdell Meiere Augusta, Georgia	Rector, Susan Maria Kennesaw, Georgia
Gravelly, Louise Beavon Rocky Mount, North Carolina	Lowe, Kathy Lynne Tampa, Florida	Rickett, Diane Kay Cornelia, Georgia
Gray, Edna Floy Tucker, Georgia	Lyons, Leslie Kay Avondale Estates, Georgia	Roberts, Charlotte Justine Clemson, South Carolina
Green, Jan Elizabeth Tucker, Georgia	McConnell, Rachel Elizabeth Atlanta, Georgia	Roberts, Julia Johnston Jacksonville, Florida
Griffith, Nancy Ellen Jonesboro, Georgia	McCool, Beth Beusse Decatur, Georgia	Schweers, Mary Margaret N. Wilkesboro, North Carolina
Hallman, Elizabeth Gaines DeLand, Florida	McCullough, Sarah Hudson Tupelo, Mississippi	Scoville, Susan Land Griffin, Georgia
Hamblen, Kimberley Ann Tampa, Florida	McLemore, Valli Elizabeth Macon, Georgia	Settler, Bess Siobhan Tuskegee Institute, Alabama
Haney, Fara Ann Lynn Haven, Florida	Markette, Anne Preston Americus, Georgia	Sever, Margaret Claire Temple Terrace, Florida
Harrell, Frances Witherspoon Tucker, Georgia	Martin, Carole Marie Columbus, Georgia	Shackleford, Celia Marie Atlanta, Georgia
Harrell, Helen Virginia Donalsonville, Georgia	Mason, Susan Gayle Swainsboro, Georgia	Sharp, Emily Allison Dunn, North Carolina
Harris, Freya Emma Atlanta, Georgia	Mazza, Denise Dunwoody, Georgia	Shaw, Margaret Elizabeth Charlotte, North Carolina
Hatfield, Amber June Athens, Georgia	Meade, Mary Elizabeth Newnan, Georgia	Shelton, Jennifer Lee Biloxi, Mississippi
Hatheway, Shannon Elizabeth Belmont, Massachusetts	Meador, Ann Elizabeth Mobile, Alabama	Shved, Morrie Norma Atlanta, Georgia
Hellein, Brenda Marie Casselberry, Florida	Michelson, Mary Susanna D. Mobile, Alabama	Sibrans, Katherine Heathe Decatur, Alabama
Henry, Nancy Jonnell Manassas, Georgia	Miller, Rita Elaine McDonough, Georgia	Smith, Lana Jo Russellville, Kentucky
Hines, Florence Wade Greenville, Mississippi	Neill, Ann Mason Ft. Pierce, Florida	Soltis, Linda Lee North Tonawanda, New York
Hoang, Le Thuy Thi Decatur, Georgia	Nemetz, Catherine Regina Athens, Georgia	Stacey, Helen Lee Atlanta, Georgia
Holmes, Lea Sheryl Tampa, Florida	Nguyen, Hue Thi-Ngoc Winter Haven, Florida	Stewart, Cynthia Ann Clarkston, Georgia
Howard, Celene Renee Plant City, Florida	Nichols, Lisa L. Shalimar, Florida	Sturkie, Sara Elizabeth Columbus, Georgia
Huckabee, Mary Ellen Charlotte, North Carolina	Norton, Julie Marie Clarkston, Georgia	Sutton, Robin Paige East Point, Georgia

Switzer, Katherine Flora Smyrna, Georgia	Ward, Charlotte Canham Atlanta, Georgia	Whitten, Alice Murrell Lynchburg, Virginia
Thomas, Ellen Renee Fayetteville, Georgia	Ward, Mary Leigh Decatur, Georgia	Wilfong, Donna Louise Whitehouse Station, New Jersey
Thompson, Myric B. Dorchester, Massachusetts	Waters, Hayley Ann Kingsport, Tennessee	Wilkes, Katherine Kirkland Wayzata, Minnesota
Toney, Cheryl Cassandra Huntsville, Alabama	Waters, Pamela Gail Douglasville, Georgia	Willoughby, Mary Elizabeth Northville, Michigan
Torrence, Edythe Anne Peachtree City, Georgia	Weaver, Ann Bonniwell Huntsville, Alabama	Woods, Sharon Lynn Sumter, South Carolina
Vaughn, Kelley Michelle Decatur, Georgia	Webb, Chandra Yvette Oxon Hill, Maryland	Wooldridge, Marty Lynn Ruston, Louisiana
Veal, Tracy Yvonne Decatur, Georgia	Welch, Kathleen Noel Memphis, Tennessee	Yandle, Lisa Carol Charlotte, North Carolina
Vela, Deanna Marie San Antonio, Texas	White, Cynthia Lynn Houston, Texas	Yauger, Michelle Tucson, Arizona
Wallace, Sharon Denise Decatur, Georgia	Whitley, Lena Frances LaGrange, Georgia	

## Unclassified Students

Abbey, Gerda Stone Mountain, Georgia	Fletcher, Cheryl Irby Avondale Estates, Georgia	Little, Susan D. Snellville, Georgia
Abreu, Elizabeth Anne Roswell, Georgia	Frazier, Carolyn L. Atlanta, Georgia	Majoros, Lucie Callaway Atlanta, Georgia
Bisno, Luba K. Atlanta, Georgia	Harper, Juliette Jones Tucker, Georgia	Markle, Martha A. Mableton, Georgia
Borck, Suzanne Marston Stone Mountain, Georgia	Hess, Carol Horne Decatur, Georgia	Portaler, Béatrice Sevres, France
Bryant, Osceola Laverne Decatur, Georgia	Hetzler, Joan Elizabeth Norcross, Georgia	Sigwell, Dorothy Kidd Atlanta, Georgia
Canby, Kathe K. Atlanta, Georgia	Higgins, Rebecca C. Lilburn, Georgia	Shumard, Michele R. Decatur, Georgia
Covert, Sharon Johnson Stone Mountain, Georgia	Holmes, Patricia B. Roswell, Georgia	Webb, Neva Jackson Atlanta, Georgia
Ellingen, Gina Louise Atlanta, Georgia	Hyde, Kaye K. Decatur, Georgia	Wickrema, Rasanjali Colombo, Sri Lanka
Endicott, Natalie Cropper Decatur, Georgia	Ibáñez, Maruja Lorena Balboa, Republic of Panama	Zanca, Jane Stone Mountain, Georgia
Feinsmith, Arlene K. Riverdale, Georgia	LaVia, Dorothea S. Decatur, Georgia	

## Geographical Distribution of Students

(as of September 1980)

### Full-time Students

United States		Foreign Countries			
Alabama	22	Minnesota	1	Brazil	1
Arizona	2	Mississippi	10	Colombia	1
Arkansas	4	Missouri	1	Germany	3
California	4	New Jersey	2	Malaysia	4
Florida	53	New York	5	Panama	2
Georgia	240	North Carolina	25	Sri Lanka	2
Idaho	1	Ohio	1		
Indiana	1	Oklahoma	4		
Iowa	1	Pennsylvania	3		
Kansas	1	South Carolina	40		
Kentucky	9	Tennessee	18	Total full-time	512
Louisiana	7	Texas	11	Total part-time	<u>29</u>
Maine	1	Virginia	20	Total enrollment	541
Maryland	5	West Virginia	1		
Massachusetts	3	Puerto Rico	2		
Michigan	1				

## Honors — 1979-1980

### Phi Beta Kappa

The Beta of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott College in 1926. Elections are based primarily on academic achievement, in accordance with the regulations of the National Society. The following were elected from the class of 1980:

Patricia Anne Arnzen  
Dorothea Bliss Enslow  
Sarah Ann Fairburn  
Maile Ann Frank

Cynthia Marie Hampton  
Lygia Roz Hooper  
Cynthia Jane Huff  
Teresa Lee Lass

Linda Elizabeth Moore  
Jennifer Spencer Osorio  
Dawn Sparks  
Susan Marie Tucker

### Stukes Scholars

The three students who rank first academically in the rising sophomore, junior, and senior classes are designated each year as "Stukes Scholars." This award honors Samuel Guerry Stukes, Dean of the Faculty from 1938 to 1957. The Stukes Scholars named on the basis of the work of the 1979-80 session are:

Ila Leola Burdette  
Hogansville, Georgia

Bonnie Gay Etheridge  
Macon, Georgia

Carolyn Rose Goodman  
Black Mountain, North Caro



## Class Honor Roll

## Class of 1980

Sherri Gay Brown	Linda Elizabeth Moore
Susan Rebecca Burtz	Jennifer Spencer Osorio
Sheng-Mei Chiu	Rebecca Jean Payton
Dorothea Bliss Enslow	Dawn Sparks
Sarah Ann Fairburn	Gwendolyn Dahl Spratt
Maile Ann Frank	Patricia Anne Tucker
Lygia Roz Hooper	Susan Raye Wilkie
Teresa Lee Lass	Jennifer Denise Williams
Elizabeth Ann Lassetter	

## Class of 1981

Susan Sanders Barnes	Wendy Anne Merkert
Melissa Amelia Breitling	Melanie Ann Merrifield
Ila Leola Burdette	Niranjani Shariya Molegoda
Carol Ruth Chapman	Susan McGrath Nelson
Kelley Ann Coble	Shannon Elizabeth Perrin
Clyda Dare Gaither	Jane Quillman
Mary Elizabeth Hebert	Martha Thomson Sheppard
Margaret Mitchell Hodges	Claudia Gazaway Stucke
Susan Gail Kennedy	Karen Lee Tapper
Maureen Kennedy Lach	Luci Neal Wannamaker
Chu Kee Loo	Susan Claire Wannamaker
Kok-Yean Looi	

## Class of 1982

Willieta Burlette Carter	Tobi Roxane Martin
Amy Susan Craddock	Susan Virginia Mead
Susanne Margaret Dawson	Janet Ann Musser
Bonnie Gay Etheridge	Elizabeth Ann Ruddell
Kathleen Bell Fulton	Maryellen Palmer Smith
Kathryn Lucille Helgesen	Mary Therese Stortz
Katherine Goodwin Lewis	Talley Keitz Wannamaker

## Class of 1983

Mary Katherine Bassett	Amy Irene Mortensen
Pamela Ruth DeRuitter	Henrietta O'Brien
Leslie Colleen Flaxington	Deborah Lynn Rickett
Carolyn Rose Goodman	Sallie Ashlin Rowe
Lisa Jane Herring	Elisabeth Ruth Smith
Cecily Lane Langford	Tanya Marrette Worley
Denise Ann Leary	Charlotte Frances Wright
Anna Rebecca Mooror	

# Bachelor of Arts Degree — 1980

Carole Shaw Akin French	Veronica Mercedes Denis Art	Cynthia Jane Huff* Psychology/Sociology
Patricia Anne Arnzen* English/Art	Hilja Marja Dodd Economics	Ann Delia Huffines Economics/Mathematics
Deborah Miles Averett Art	Wanda Susan Dodson Music/French	Sarah Ellen Swift Hunter Theatre
G. Alison Bannen Economics/French	Lillian Carswell Easterlin Psychology	Jodie Elizabeth Jeffrey History
Catherine Elizabeth Beck Biology	Patricia Ann Elebash History	Lisa Hope Johnson English
Mary Ann Mappus Billard Economics	Margaret Hancock Emrey History/Music	Robin Gail Johnson English/Economics
Debra Jean Boelter Chemistry	Dorothea Bliss Enslow* Mathematics/French	Sandra Dea Kemp French
Evelyn Margaret Booch Biology/German	Cynthia Lou Evans English	Jennifer Ann Knight Music
Kathleen Marie Boushell Sociology	Margaret Elizabeth Evans Theatre/English	Christiana Lancaster English
Brenda Alice Brayton Political Science	Nancy Elizabeth Fabisinski English and Creative Writing/ Political Science	Catherine Aurora Lane Sociology
Katherine Zarkowsky Broderick Mathematics/Music	Sarah Ann Fairburn* Psychology	Janet Raye Lapp History
Joy Wynell Brooks English	Janet Cile Fowler French	Laramie Leigh Larsen English
Cheryl Lynn Brown Sociology	Maile Ann Frank* Mathematics	Teresa Leigh Lass* Art/German
Sherri Gay Brown History	Maria Regina Gallo Sociology	Elizabeth Ann Lassetter English/French
Mary Anna Bryan Music	Joyce Tarbox Gant English	Beng Sim Lee Mathematics
Sandra Anne Burson Biology	Nannette LaRue Gee Economics	Lisa Ann Lee Bible and Religion
Susan Rebecca Burtz* English and Creative Writing	Grace Freeman Haley Art	Susan Durham Little Psychology
Julie Rose Carter Art	Susan Elizabeth Ham English/History	Kok-Weay Looi Biology/Mathematics
Louise Ross Cheney Political Science	Cynthia Marie Hampton* Philosophy/Classics	Janet Ann McDonald French
Sheng Mei Chiu* Psychology	Carolyn Lee Harber Economics/English	Lisa Beswick McLeod Art
Kyu Jin Cho Chemistry/Music	Melanie Hardy* English	Sharon Lynn Maitland Political Science
Kimberly Jeanne Clark Psychology	Sarah Anne Harris Biology	Emily Moore French/English
Amy Jean Cohrs Psychology	Susan Elizabeth Harris Sociology	Linda Elizabeth Moore* Classics/Music
Laurel Paxson Collins Art/English	Agnes Kemper Hatfield Mathematics/Music	Elizabeth Ann Mosgrove Biology
Sheryl Ann Cook Economics/Political Science	Ellen Brennan Highland Psychology	Keller Leigh Murphy Mathematics
Marina P. Costarides Art/Economics	Mary Ann Hill English	Elisa Anne Norton Psychology
Cynthia Gay Dantzer Biology	Kathleen Patricia Hollywood Psychology	Cheng Suan Ooi Economics/English
Lisa Marie DeGrandi Political Science	Lygia Roz Hooper** English/History	Claudia Lee Oslund Sociology
		Jennifer Lynn Spencer Osorio* Music

\*With honor

\*\*With high honor

Rebecca Jean Payton\*  
Political Science

Paula Lynne Perry  
Biology

Ana Maria Prieto  
Art/Spanish

Vicki Lynn Pyles  
French

Christina Marie Robertson  
History

Marcia Kim Robinson  
History

Tracy Romaine Rowland  
Economics

Patricia Bretz Rucker  
Economics/Mathematics

Christine Silvio  
German

Judith Ann Smith  
Economics/French

Kelley Christine Smith  
Sociology

Sally Anne Brown Smith\*  
Economics

Margaret Rose Somers  
Economics

Dawn Sparks\*  
Economics

Joanna Marie Splawn  
Art History-English Literature

Kathryn Adams Sutton  
French

Allison Inez Taylor  
Biology/Spanish

Janice Lynn Thompson  
English

Maria Tiniacos  
French

Patricia Ann Tucker  
Spanish

Susan Marie Tucker\*  
Biology

Cheryl Denise Walker  
Biology

Dixie Lee Washington  
History

Jenny S. Whitmire  
Economics

Susan Raye Wilkie  
Sociology

Jennifer Denise Williams  
Psychology

Anna Lisa Wilson  
Economics

Lisa Ellen Wise  
History

Krista Joy Wolter  
Art

\*With honor

## Alumnae Association — 1980-1981

Organized in 1895, the Alumnae Association of Agnes Scott College has as its purpose the furtherance of the intellectual, spiritual, and financial aims of the College. All former students who earned any academic credit while in college are members of the Association. Its work is done under the authority of an Executive Board elected by the membership and composed of officers; committee chairmen; and, ex officio, the director of alumnae affairs, the associate director, and the assistant to the director.

The Anna Young Alumnae House is operated as the international headquarters of the Alumnae Association and as the guest house for the College. The Association publishes *The Agnes Scott Alumnae Quarterly*, conducts the alumnae division of the Agnes Scott Fund, maintains files of information on more than 9,000 alumnae, and keeps alumnae aware of the nature of the College today.

Volunteer committees work with alumnae clubs and individuals throughout the United States and various other countries, corresponding with class officers, offering programs of continuing education for alumnae, arranging special interest tours, planning class reunions, suggesting fund-raising projects, acting as alumnae admissions representatives for the College, and presenting career conferences for students and special events for the College or alumnae groups. The Alumnae Association seeks to make alumnae opinions available to the College and to make Agnes Scott alumnae an active force in education.

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# Notes

## Gifts to Agnes Scott

Agnes Scott is grateful for the gifts of alumnae, parents, and other friends whose support makes possible the maintenance of its high standards. The College welcomes gifts of cash, securities, and other property. A college representative will discuss without obligation the life income plans available to donors. For further information please call collect (404) 373-2571 for Paul M. McCain, Vice President for Development, Agnes Scott College.

### Forms of Bequests

An unrestricted bequest may be worded:

"I give to Agnes Scott College, Decatur, Georgia, the sum of \$\_\_\_\_\_."

A Bequest for a specific purpose may read as follows:

"I give to Agnes Scott College, Decatur, Georgia, the sum of \$\_\_\_\_\_ to be known as the \_\_\_\_\_ Fund, the income therefrom to be used to assist worthy students."

A donor wishing to restrict a gift is encouraged to discuss ways of accomplishing this preference with a member of the staff of the Office of Development.

A residuary clause may be expressed:

"All the rest, residue, and remainder of my real and personal estate, I give to Agnes Scott College, Decatur, Georgia."

Anyone wishing to make a bequest to Agnes Scott is advised to consult an attorney.

# Communications

## CORRESPONDENCE

Information regarding the following matters may be obtained by writing the appropriate officer at Agnes Scott College, Decatur, Georgia 30030:

Academic Affairs	Dean of the College
Admissions	Director of Admissions
Alumnae Affairs	Director of Alumnae Affairs
Business Affairs	Vice President for Business Affairs
Career Planning	Director of Career Planning
Catalogs	Director of Admissions
Employment Referrals	Director of Career Planning
Financial Aid	Director of Financial Aid
Gifts and Bequests	Vice President for Development
Payment of Accounts	Accounting Office
Public Relations	Director of Public Relations
Residence and Student Welfare	Dean of Students
Transcripts of Record	Registrar

## TELEPHONE

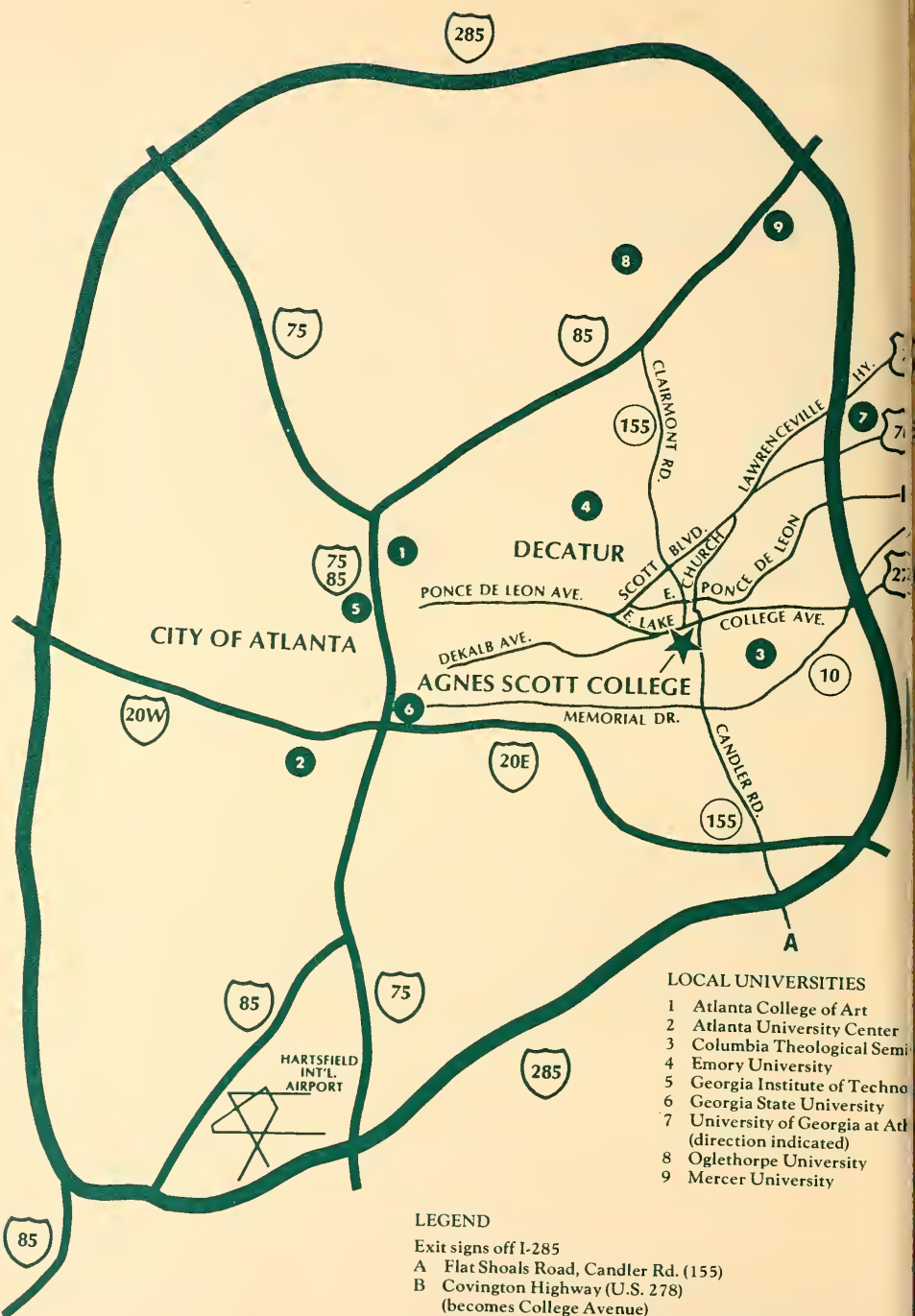
Area Code (404) 373-2571 (college switchboard).

## VISITORS

The College is located in the metropolitan Atlanta area and is easily accessible to the city's airport and railway and bus terminals. It is served by several interstate highways (I-75 or 85 for most north-south traffic, and I-20 for east-west).

Agnes Scott welcomes visitors to the College. All administrative offices are open Monday through Friday, 8:30 a.m. to 4:30 p.m. throughout the year except during holiday periods. The Admissions Office is open also for appointments on Saturday until noon. Saturday hours during June, July, and August are by appointment only.

A prospective student who wishes to arrange an interview with a member of the admissions staff should make an appointment in advance.



- LOCAL UNIVERSITIES**
- 1 Atlanta College of Art
  - 2 Atlanta University Center
  - 3 Columbia Theological Seminary
  - 4 Emory University
  - 5 Georgia Institute of Technology
  - 6 Georgia State University
  - 7 University of Georgia at Athens (direction indicated)
  - 8 Oglethorpe University
  - 9 Mercer University

- LEGEND**
- Exit signs off I-285
- A Flat Shoals Road, Candler Rd. (155)
  - B Covington Highway (U.S. 278) (becomes College Avenue)
  - C Memorial Drive, Avondale Estates (Ga. 10)
  - D Church Street, Clarkston, East Ponce de Leon, Decatur
  - E Stone Mountain Freeway, Decatur (78-W)
  - F Lawrenceville Highway (U.S. 29)



Legend

- |  |   |
|--|---|
| 1. Agnes Scott Hall (Main)                                       | 13. Murphey Candler Building<br>("The Hub")             |
| 2. Amphitheater  | 14. President's House                                   |
| 3. Anna Young Alumnae House                                      | 15. Presser Hall<br>Gaines Chapel<br>Maclean Auditorium |
| 4. Bradley Observatory   | 16. Rebekah Scott Hall                                  |
| 5. Bucher Scott Gymnasium  | 17. Service Buildings                                   |
| 6. Buttrick Hall<br>(Administrative Offices)                     | 18. Tennis Courts                                       |
| 7. Campbell Science Hall   | 19. Walters Hall  |
| 8. Dana Fine Arts Building<br>Winter Theater<br>Dalton Galleries | 20. Walters Infirmary                                   |
| 9. Evans Dining Hall   | 21. Winship Hall  |
| 10. Hopkins Hall   |   |
| 11. Inman Hall   |   |
| 12. McCain Library   |   |

**Information Center**

Buttrick Hall (6.), First Floor  
Telephone: (404) 373-2571

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