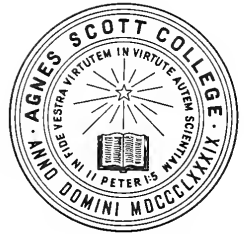

AGNES
SCOTT
COLLEGE

1980 - 1981

AGNES SCOTT
COLLEGE
DECATUR, GEORGIA



AGNES SCOTT COLLEGE
1980-1981

1980

1981

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College Calendar

1980-1981

Fall Quarter

September	7	Sunday, 9:00 a.m.	Dormitories open for new students
	7	Sunday, 7:00 p.m.	Meeting of new students
	8	Monday, 9:00 a.m.	Registration of new students
	9	Tuesday, 10:30 a.m.	Registration of returning students
	11	Thursday, 8:30 a.m.	Fall quarter classes begin
		To be announced	Fall Break Day, no classes scheduled
November	19	Wednesday	Reading Day
	20	Thursday, 9:00 a.m.	Scheduling for winter quarter
	25	Tuesday, 4:30 p.m.	Examinations begin
			Examinations end
			Vacation begins
	26	Wednesday, 10:00 a.m.	Dormitories close

Winter Quarter

January	4	Sunday, 1:00 p.m.	Dormitories open
	5	Monday, 8:30 a.m.	Winter quarter classes begin
		To be announced	Winter Symposium, no classes scheduled
March	13	Friday	Reading Day
	14	Saturday, 9:00 a.m.	Scheduling for spring quarter
	19	Thursday, 4:30 p.m.	Examinations begin
	20	Friday, 10:00 a.m.	Examinations end
			Dormitories close

Spring Quarter

March	29	Sunday, 1:00 p.m.	Dormitories open
	30	Monday, 8:30 a.m.	Spring quarter classes begin
May	30	Saturday, 9:00 a.m.	Examinations begin
June	3	Wednesday, 11:30 a.m.	Senior examinations end
	4	Thursday	Examinations end
	7	Sunday	Commencement
	8	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-one 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 nondiscriminatory 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 educational 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

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 book-cases.

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 from 8:00 a.m. to 6:00 p.m., 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.

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.

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.

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 lecturers 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.

Religious Life

Christian Association is an active student organization which provides an opportunity for students to participate in various areas of religious life, including chapel programs.

Students are encouraged to affiliate with the church of their choice in the Decatur or Atlanta area. Transportation is usually arranged by churches that are not easily accessible.

Each year a number of religious leaders are brought to the campus for formal presentations and informal meetings with students and faculty.

Career Planning

The Career Planning Office 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, resumé 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 women in the work world, occupa-

tional 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 Fines 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, a 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 admissions 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. Agnes Scott College's non-refundable application fee is \$15. 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 which permits notification of the decision of the Admissions Committee anytime after November 1, 1980. Notification 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 abides by the Candidate's 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 or financial aid prior to May 1, 1981.

Freshmen — High school seniors in 1980-81 should apply for admission anytime after September 1, 1980. 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. Applicants submitting the SAT must also submit three Achievement Tests including English Composition and any two others. In some cases admissions 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. Transcripts of any college work taken since leaving Agnes Scott must be sent to the College with one recommendation from a professor who taught the student an academic subject. Files are reviewed by the Admissions Committee which makes the decision as in the normal application procedures.

Entrance Examinations

Applicants for admission present either the College Entrance Examination Board series (Scholastic Aptitude Test and 3 achievement tests) or the American College Testing Service (ACT) battery. 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 and two other subjects chosen from two different fields. 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 living in Eastern states may write directly for information to the CEEB, Box 592, Princeton, New Jersey 08540; and students in the West may write to the CEEB, Box 1025, Berkeley, California 94701. Registration is approximately five weeks before the test date. Test dates for the SAT and achievement tests in 1980-81 are:

November 1, 1980	April 4, 1981 (SAT only)
December 6, 1980	May 2, 1981
January 24, 1981	June 6, 1981

October 11, 1980: California, Florida, Georgia,
New York, North Carolina, Texas 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 52240. Registration deadline is approximately one month prior to the test date. Test dates for the ACT in 1980-81 are:

October 18, 1980	March 28, 1981
December 13, 1980	June 13, 1981
February 14, 1981	

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 08540. 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, 1981. The Committee on Admissions will make its decisions on financial aid applicants no later than March 1, 1981. The Committee on Financial Aid will announce the recipients of the aid awards no later than April 1, 1981. Recipients of aid must notify the College of their decisions on enrollment and aid acceptance by May 1, 1981. Further information on financial aid for foreign students may be found on page 22.

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 freshmen 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;
4. College Entrance Examination Board College-level Examination Program (CLEP) Subject Examinations.

Futher information may be found on page 26.

Interviews and Overnight Visits

On-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 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, 1981. 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 22.

Applications for admission are accepted for the fall, winter, and spring quarters. Application forms must be submitted at least a month in advance of the opening of a quarter and should be accompanied by the \$15 non-refundable application fee. Notification of admissions 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 32.

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 — 1980-81

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 1980-81 academic year are:

Tuition	\$3,900
Room, board ¹ , and infirmary fee	1,600
Student activity fee	75
	<u>\$5,575</u>

Schedule of Payments

Fees for new students:

	<u>Resident Students</u>	<u>Non-resident Students</u>
At time of application (non-refundable)	\$ 15	\$ 15
By May 1 (non-refundable)	235	235
By August 1	1,775	1,250
By December 1	1,775	1,250
By March 1	<u>1,775</u>	<u>1,225</u>
	<u>\$5,575</u>	<u>\$3,975</u>

The \$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.

Fees for returning students:

	<u>Resident Students</u>	<u>Non-resident Students</u>
By April 1 (non-refundable)	\$ 100	\$ —
By July 1 (non-refundable)	300	300
By August 1	1,725	1,225
By December 1	1,725	1,225
By March 1	<u>1,725</u>	<u>1,225</u>
	<u>\$5,575</u>	<u>\$3,975</u>

¹During 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 \$1,950 for a resident student and \$1,400 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 \$110 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 1980-81 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 college 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 1979 approximately 45% of the student body received aid from the College in amounts ranging from \$250 to full room, board, and tuition.

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 within five years after withdrawal or graduation. Loan payments may be deferred during full-time attendance at a graduate or professional school. Campus employment is for approximately five hours a week for freshmen and sophomores and eight hours a week for juniors and seniors. Students are paid 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.

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 08540. 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 1000, Iowa City, Iowa 52240, but the FAF is preferred. These forms may be obtained from the high school guidance office and should be filed by 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.

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 parental federal income tax return for the year prior to entrance are required for verification. These should be submitted to the Financial Aid Office by June 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. Up to ten *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, meet specific SAT requirements, 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. As participants in the *Charles A. Dana Scholarship Program*, the College will award scholarships totaling \$40,000 to rising sophomores, juniors, and seniors for the 1980-81 session. Factors in the 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 on the basis of musical talent and promise. These renewable scholarships range from \$300 to \$1,000 and additional financial aid may be awarded if needed. 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 (FAF), 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. An admissions decision will be made by March 1, and a financial aid decision by April 1 so that foreign students may notify the College of their decisions 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. 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 (BEOG) is a federal student aid program which provides grants that range from \$50 to \$1,800 (in 1979-80) to those with substantial financial need. In order to be considered for this grant, students should follow all appropriate instructions on the FAF or 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. Nine months after the student leaves school, interest begins to accrue at seven per cent. Students should inquire about these loans at their local lenders or through the United Student Aid Funds, Inc., 200 East 42nd Street, New York, N.Y. 10017.

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 1979-80 session, are not based on financial need.

Georgia residents who are full-time students, and who demonstrate substantial financial need, are eligible for 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 Georgia Incentive Scholarship 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, Classics, 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, exemption examinations prepared by certain departments at the College, and CLEP Subject Examinations. 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 a laboratory science where the credit will be twelve quarter hours.

Credit may be awarded on the basis of exceptionally high scores on the Subject Examinations of the College-Level Examination Program (CLEP).

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.

A student may, with the approval of the department concerned, 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 also be used.

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 or 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 (1980) 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 classics and art history; Summer Study in Germany for students of German (1980); Summer Study in England and Scotland in British history (1980); Summer Study in Mexico: Anthropology.

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 Agnes Scott coordinator.

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 is offered in 1980-81. A student who completes any of these programs satisfactorily is eligible for the Georgia T-4 certificate, 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. A highly qualified student may be awarded the second degree at the master's level.

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 321

Theatre 107 (or 108 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

More than twenty-five percent of each class enters graduate or professional school immediately after college. A liberal arts program with sound education in basic disciplines is considered the best preparation for most graduate or professional work. 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 may 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 the opportunity to work toward the Agnes Scott degree for women whose education has been interrupted. 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 point 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 placements (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 also receive 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 also have completed 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 1980-1981

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, SM (Summer in Germany, England, Rome, and Mexico) 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 otherwise 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 Professors: Leland Staven
Robert F. Westervelt
Instructor: Terry S. McGehee

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, Mr. Westervelt

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, Mr. Westervelt

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, print-making, and sculpture from the Revolutionary period to 1940. Mr. Westervelt

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 1400 A.D. The character of the early Christian, Byzantine, Carolingian, Romanesque, and Gothic periods analyzed by means of the art they produced.

Alternate years: not offered 1980-81

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: offered 1980-81

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: offered 1980-81

Mrs. Pepe

317f. 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: not offered 1980-81

Mrs. Pepe

318f. Oriental Art and Architecture (5)

Art and architecture of ancient India, China, Japan.

Alternate years: offered 1980-81

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: not offered 1980-81

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 1980-81: Women in American Art in the Nineteenth Century and the Twentieth Century.

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 or s. Art Structure (3)

Elements of design. A study of the visual elements of design with experiments in various media.

Miss McGehee, Mr. Westervelt

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 Mr. Westervelt

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 Mr. Westervelt

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 Mr. Westervelt

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 Professors: Ludwig R. Dewitz
C. Benton Kline, Jr.

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: offered 1980-81

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: not offered 1980-81

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 1980-81

Mr. Kline

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: not offered 1980-81

Mr. Chang

321s. Jewish Faith and Practice

(3)

A study of the Jewish people and religion from Talmudic times to the present.

Alternate years: not offered 1980-81

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: offered 1980-81

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: not offered 1980-81

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: not offered 1980-81 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: offered 1980-81 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: offered 1980-81 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: offered 1980-81 Mr. Kline
- 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: not offered 1980-81 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
- 363s. Seminar in Religious Studies** (5)
Prerequisite: 200 or 201
Not offered 1980-81 The Department
- 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: offered 1980-81 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

Associate Professor: Sandra T. Bowden (Chairman)

Assistant Professors: John F. Pilger
Harry Wistrand

Instructor: M. Eloise Brown Carter
additional appointment to be made

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, 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 the 100 series if she receives a passing score on an exemption test administered by the department.

REQUIREMENTS FOR THE MAJOR

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

Chemistry 110, 250f-w

Biology 203 and 204 not applied toward minimum 45-hour major

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 procarvates, 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 or corequisite: 102, 105 Mrs. Carter

202s. Plant Taxonomy (3)

Principles of classification, identification, and nomenclature of vascular plants native to this locality. Introduction to techniques for collecting and preserving specimens. 2 LEC, 1 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 1980-81 Mr. Wistrand

204s. The Human Organism (3)

The study of anatomy and physiology of the various systems of the human body. Two lectures and one demonstration-discussion period each week. Does not count toward the laboratory science distribution requirement.

Prerequisite: 105

Alternate years: not offered 1980-81

206f. Cell Biology (4)

Structure, functions, and biology of the cell and its organelles. Laboratory includes techniques of light and electron microscopy, and tissue culture. 2 LEC, 2 LAB

Prerequisite: 102, 105 Mr. Pilger

208w. Histology (3)

The microscopic anatomy of animal tissues. Laboratory includes practical microtechnique and histochemistry. 2 LEC, 1 LAB

Prerequisite: 102, 105 Mr. Pilger

301f. Microbiology (5)

A basic course in the principles and techniques of microbiology with emphasis on the relationship of microorganisms to man. 3 LEC, 2 LAB

Prerequisite: 102, 105; 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

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 (3)

Concepts and principles of the evolution, development, causation, and function of behavior in non-human animals, with emphasis on adaptive behavior. 2 LEC, 1 LAB

Prerequisite: 302

Alternate years: not offered 1980-81

Mr. Wistrand

310s. Cellular Physiology (5)

The study of cellular energetics, metabolism, metabolic regulation, excitability and contractility, and cell growth and division. 3 LEC, 2 LAB

Prerequisite: 206; Chemistry 110, 250f-w

Mrs. Bowden

311w. Plant Physiology (4)

Studies of plant cellular constituents, water relations, mineral nutrition, metabolism, growth regulation, and photophysiology. Emphasis is on the physiology of seed plants. 3 LEC, 1 LAB

Prerequisite: 102

Prerequisite or corequisite: Chemistry 250f-w

Alternate years: not offered 1980-81

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: offered 1980-81

Mrs. Bowden

313s. The Biology of Man (3)

A seminar course open to junior and senior biology majors.

Mr. Pilger

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 1980

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 or 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. Recommendation 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

Assistant Professor: Richard A. Swanson

Instructor: Susan S. Connell

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, if possible, elect Chemistry 101-102-110 and Mathematics 120-121 in the freshman year and complete Physics 210 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 two entrance units in 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 also encouraged 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

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

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

Mr. Swanson

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

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 physico-chemical 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 Mr. Swanson
- 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 Mr. Swanson
- 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 Mr. Swanson
- 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 Classics. Latin in college is advised for all Greek majors. Greek in college is advised for all students doing major work in Latin; as an exception to the general regulation these students will be allowed to count elementary Greek toward the degree. A major in Classics 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 if taken as a fourth language, or if followed by 201 and 202 or 203, or if a major in Latin is completed. 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: not offered 1980-81 Miss Cabisius

302w. Greek Lyric Poetry (3)

Prerequisite: 202

Alternate years: not offered 1980-81 Miss Zenn

- 303w. Plato** (3)
Selected dialogues.
Prerequisite: 202
Alternate years: offered 1980-81 Miss Zenn
- 305s. Greek Tragedy** (3)
Sophocles: selected plays.
Prerequisite: 202
Alternate years: offered 1980-81 The Department
- 307s. Greek History** (3)
Selections from Herodotus or Thucydides.
Prerequisite: 202
Alternate years: not offered 1980-81 Miss Cabisius
- 308f. Aristophanes** (3)
Selected plays.
Prerequisite: 202
Alternate years: offered 1980-81 Miss Zenn
- 350f or w or s. Advanced Reading Course** (3 or 5)
Selections from Greek prose and poetry, not covered in other courses, chosen to meet the needs of individual students.
Prerequisite: 202 The Department
- 351f or w or s. Greek Prose Composition** (2)
Prerequisite: permission of the department The Department
- 490. Independent Study** (6-10)
The Department

Latin

- 101. Latin Fundamentals** (9)
Fundamentals of Latin grammar and reading of Latin authors.
Credit awarded if taken as a fourth language, or if followed by 201. Miss Cabisius
- 201. Intermediate** (9)
First quarter: selections from a variety of Latin prose authors; review of syntax; second and third quarters: Vergil, *Aeneid* 1-VI.
Prerequisite: 2 entrance credits in Latin, or 101 Miss Zenn
- 220s. Medieval Latin** (3)
Selected readings representative of Latin literature from the Patristic Age through the twelfth century.
Prerequisite: 201 or permission of the instructor
Alternate years: offered 1980-81 Miss Cabisius
- 280f. Catullus and Ovid** (3)
Selections from the poetry of Catullus and Ovid's *Amores*.
Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department Miss Cabisius

- 281w. Petronius** (3)
 Selections from the *Satiricon*.
 Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department
 Miss Levine
- 282s. Comedy** (3)
 Selected plays of Plautus and Terence.
 Prerequisite: 3 or 4 entrance credits in Latin, or 201, or permission of the department
 Miss Cabisius
- 331w. Livy** (3)
 Selections from books I-X.
 Prerequisite: permission of the department
 Alternate years: not offered 1980-81
 Miss Cabisius
- 333w. Lucretius** (3)
De Rerum Natura.
 Prerequisite: permission of the department
 Alternate years: offered 1980-81
 Miss Cabisius
- 335s. Tacitus** (3)
 Selections from the *Annals*.
 Prerequisite: permission of the department
 Alternate years: offered 1980-81
 Miss Zenn
- 336f. Vergil** (3)
Eclogues and selections from the *Georgics*.
 Prerequisite: permission of the department
 Alternate years: offered 1980-81
- 337f. Juvenal and Martial** (3)
Satires and *Epigrams*.
 Prerequisite: permission of the department
 Alternate years: not offered 1980-81
 Miss Zenn
- 338s. Horace** (3)
 Selections, principally from the *Odes*.
 Prerequisite: permission of the department
 Alternate years: not offered 1980-81
 Miss Levine
- 350f or w or s. Advanced Reading Course** (3 or 5)
 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
- 351f or w or s. Latin Prose Composition** (2)
 Prerequisite: permission of the department
 The Department
- 490. Independent Study** (6-10)
 The Department

Classical Courses in English

- 150. Classical Civilization** (9)
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
- 160w. Introduction to Classical Archaeology** (3)
Archaeological aims and methods through focus on evidence from representative sites. Miss Zenn
- 170s. Women in Antiquity** (3)
Women's roles in the society, religion, and literature of ancient Greece and Rome. Miss Cabisius
- 309w. Classical Mythology** (3)
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: offered 1980-81 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: not offered 1980-81 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: offered 1980-81 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. 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: not offered 1980-81 Miss Zenn

Economics

Associate Professors: Edward C. Johnson
William H. Weber, III (Chairman)

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 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

Mr. Johnson, Mr. Weber

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

Mr. Johnson, Mr. Weber

215s. 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

Alternate years: not offered 1980-81

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

Alternate years: offered 1980-81

Mr. Johnson

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

303s. 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

309w. 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: 204-205, 306

Alternate years: not offered 1980-81

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

313f. Marketing (5)

Planning, organizing, and controlling the marketing function in a corporate setting.

Prerequisite: 204-205; 306 recommended

Alternate years: offered 1980-81

Mr. Weber

317w. Theories of Management and Organization (5)

Change and development in and the management of complex organizations.

Prerequisite: 204-205

Alternate years: offered 1980-81

Mr. Weber

330f. 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

Alternate years: offered 1980-81

Mr. Weber

331s (Political Science 330). International Economics

(5)

An examination of international trade and finance.

Prerequisite: 204-205

Alternate years: offered 1980-81

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

Mr. Johnson

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: not offered 1980-81

Mr. Weber

336s (Political Science 331). 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: 204-205

Alternate years: not offered 1980-81

Mr. Weber

410f,w,s. Special Study

(3 or 5)

Supervised intensive study in a special field of economics.

The Department

490. Independent Study

(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 80. 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

Psychology 101, preferably prior to the junior year

Completion of any major offered by the college

Education 201, 304, 306, 307, 308, 370, 380, 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 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
5. A September Practicum

Secondary

Psychology 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 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 101

Mrs. Ilgaz-Carden

304f or w. Teaching of Communication Arts — Elementary School (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: 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
Margaret W. Pepperdene (Chairman)

Associate Professors: B. W. Ball
Patricia G. Pinka
Linda L. Woods

Assistant Professors: David A. Barton
Anne B. Warner

additional appointment 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 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 Mrs. Warner

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. Mrs. Warner

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

202w. Introduction to Writing Poetry (3)

Some study of the traditional, with emphasis on the contemporary forms and techniques of writing.

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 the 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 1980-81

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 1980-81

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

- 301f. Prosody** (1)
A close study of metrics and other aspects of "form" in poems.
Mr. Barton, Mr. Nelson
- 305s. Chaucer** (5)
Troilus and the minor poems.
Alternate years: offered 1980-81 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: not offered 1980-81 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: not offered 1980-81 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: not offered 1980-81 Mr. Nelson
- 323s. Modern Drama** (5)
Selected plays of modern dramatists. Mrs. Woods
- 327f. Classical Period: Dryden, Swift, and Pope** (5)
Not offered 1980-81
- 328s. Classical Period: Johnson and His Age** (5)
Alternate years: not offered 1980-81
- 329s. Restoration and Eighteenth-Century Drama** (5)
Alternate years: not offered 1980-81
- 331f. American Literature to Middle of the Nineteenth Century** (5)
Emphasis on Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne.
Alternate years: offered 1980-81 Mrs. Woods

- 332f. American Literature** (5)
The second half of the nineteenth century, especially Melville, Emily Dickinson, Whitman, Mark Twain, Henry James.
Alternate years: not offered 1980-81 Mrs. Woods
- 333w. American Literature** (5)
Twentieth-century fiction.
Alternate years: not offered 1980-81 Mrs. Woods
- 334w. Southern Literature** (3 or 5)
Reading in the literature of the American South of the twentieth century with emphasis on such figures as Faulkner, Wolfe, Warren, and Ransom.
Students taking course for 5 hours credit will do independent work.
Alternate years: offered 1980-81 Mrs. Woods
- 335s. The English Novel from Richardson to Eliot** (5)
Alternate years: offered 1980-81 Mr. Nelson
- 336s. 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: offered 1980-81 Mrs. Pinka
- 362s. Milton** (5)
Mrs. Pinka
- 405. Seminar** (5)
Not offered 1980-81
- 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

- Associate Professors: Frances C. Calder (Chairman)
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 Francaise" 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 102, 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 if taken as a fourth language, or if followed by 101.

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. Hubert

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 1980-81

Mrs. Hubert

235f-w or w-s. Topics in French Literature (6)

A central theme ('l'engagement' in 1980-81) 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)
Mrs. Kaiser
- 308f. French Civilization** (3)
Alternate years: not offered 1980-81 The Department
- 336s. Seventeenth-Century French Literature** (5)
"L'Age d'Or" (Classicism). Selected works of Descartes, Corneille, Pascal, Moliere, 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: not offered 1980-81 Mrs. Calder
- 355f. The Novel** (5)
Eighteenth and early nineteenth centuries.
Alternate years: not offered 1980-81 Mrs. Braunrot
- 356w. The Novel** (5)
From Balzac through Zola.
Alternate years: not offered 1980-81 Mrs. Braunrot
- 357w. The Novel** (5)
Selections from fiction of the twentieth century.
Alternate years: offered 1980-81 Mrs. Hubert
- 358w. The Drama** (5)
Origins through the eighteenth century.
Alternate years: offered 1980-81 Mrs. Calder
- 361s. French Poetry** (3)
Lyric poetry of the nineteenth century after 1850.
Alternate years: not offered 1980-81 Mrs. Braunrot
- 363f. Baudelaire** (3)
Alternate years: offered 1980-81 Mrs. Hubert
- 367f. Proust** (3)
Alternate years: not offered 1980-81 Mrs. Hubert
- 370s. Contemporary French Poetry** (3)
Alternate years: offered 1980-81 Mrs. Hubert
- 372f. Contemporary French Drama** (5)
Alternate years: offered 1980-81 Mrs. Kaiser
- 373f. Camus** (3)
Alternate years: not offered 1980-81 Mrs. Calder
- 380s. Poetry and Prose of the Sixteenth Century** (5)
Alternate years: not offered 1980-81 Mrs. Kaiser
- 382w. Eighteenth Century: "Les Philosophes"** (3)
A study of the ideas of Montesquieu, Voltaire, Diderot, and Rousseau.
Alternate years: offered 1980-81 Mrs. Braunrot

383s. French Romanticism

(5)

A study of the Romantic movement in the novel, theatre, and poetry of the nineteenth century.

Alternate years: offered 1980-81

Mrs. Kaiser

390w. Seminar

(3)

Topic to be announced.

Prerequisite: French 336

Alternate years: not offered 1980-81

The Department

410f,w,s. Special Study

(3 or 5)

Supervised study to meet the needs of individual students.

The Department

490. Independent Study

(6-10)

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 Independent Study Committee is necessary.

The Department

German

Professor: Gunther Bicknese (Chairman)

Associate Professor: Ingrid E. Wieshofer

Lecturer: Viola G. Westbrook

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 six-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; 200 or 202; 206-207-208 (or 205); 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 if taken as a fourth language, or if followed by 101.
 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
 Mrs. Westbrook, Miss Wieshofer
 101SG: Marburg, Germany; summer 1980
- 200SG. Phonetics** (1)
 Theoretical and practical aspects of German pronunciation with intensive drills.
 Not open to students taking 101SG or to students who have had 202
 Not offered summer 1980
- 202w. Phonetics** (2)
 Theoretical and practical aspects of German pronunciation with intensive drills.
 Prerequisite: 01 or equivalent
 Not open to students have have had 200SG
 Mrs. Westbrook
- 206f or SG. Composition** (2)
 A practical course designed to develop fluency in writing German.
 Prerequisite: 101
 Corequisite: 208
 Not open to students who have had 205
 Miss Wieshofer
 206SG: Marburg, Germany; summer 1980
- 207f or SG. Conversation** (2)
 A practical course designed to develop fluency in oral communication.
 Prerequisite: 101
 Corequisite: 208
 Not open to students who have had 205
 Miss Wieshofer
 207SG: Marburg, Germany; summer 1980
- 208f or SG. Grammar Review** (1)
 Corequisite: 206 or 207
 Not open to students who have had 205
 Miss Wieshofer
 208SG: Marburg, Germany; summer 1980
- 213SG. German Civilization** (3)
 Prerequisite: 101
 Marburg, Germany; summer 1980
 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 the 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 1980

- 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 1980 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: offered 1980-81 Mr. Bicknese
- 306w. Franz Kafka** (3 or 5)
Discussion of major short stories and selections from the novels.
Alternate years: not offered 1980-81 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: offered 1980-81 Mr. Bicknese
- 308s. German Life and Thought** (5)
Cultural, political, and socioeconomic developments and their historical background in the German-speaking countries.
Alternate years: offered 1980-81 Mr. Bicknese
- 350w,s,SG. Advanced Reading Course** (3 or 5)
Mr. Bicknese, Miss Wieshofer
350SG: Marburg, Germany; summer 1980
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
Geraldine M. Meroney

Associate Professors: Penelope Campbell (Chairman)
John L. Gignilliat

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 must also fulfill the distribution requirement which ensures that at least some work will be done in several different fields of historical study. A student's probable area of major interest should be considered in her selection of introductory courses.

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

One of the following: 101, 102, 103, 204, 205-206

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) 354, 356, 357, 358, 359
- (d) 320, 321, 325, 326
- (e) 317, 324, 328, (323)

101. European Civilization

(9)

A study of the development of European culture with emphasis upon periods of unique achievement from fifth-century Athens to the present, using historical literature and primary sources.

Not open to students who have had 102 or 103

Miss Meroney

102 or 102f-w or 102w-s. Europe Since the Middle Ages

(9 or 6)

A survey of the history of Europe from the Renaissance to the present.

Not open to students who have had 101 or 103

Mr. Brown

103 or 103f-w or 103w-s. Modern Global History

(9 or 6)

The political, social, and economic relations of Europe, Asia, Africa, and the Americas since 1500.

Not open to students who have had 101 or 102

Miss Campbell

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.

Mr. Brown

- 205f. 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
- 206w. History of the United States Since 1876** (5)
A general survey of the history of the United States since Reconstruction. Mr. Gignilliat
- 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. Miss Meroney
- 305f. Medieval Civilization** (5)
The political, social, and intellectual institutions of Europe during the period of the High Middle Ages. Miss Meroney
- 306w. The Renaissance** (5)
A study of Italian and northern humanism and Erasmian reform. Miss Meroney
- 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: not offered 1980-81 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. Miss Meroney
- 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)
1980-81: Businessmen and industrialists who have had significant impact on American society. 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.
Not offered 1980-81
- 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.
Not offered 1980-81
- 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: offered 1980-81 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 1980-81
- 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.
Not open to students who have had 323
Alternate years: not offered 1980-81 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: not offered 1980-81 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: offered 1980-81 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: not offered 1980-81 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: offered 1980-81 Miss Cabisius
- 354f. Topics in African and Asian History** (5)
Alternate years: not offered 1980-81 Miss Campbell
- 356f. South and Southeast Asia to World War I** (5)
Existing social and political structures on the Indian subcontinent and in Southeast Asia, and establishment of Western colonial empires.
Alternate years: offered 1980-81 Miss Campbell
- 357w (Political Science 357). South and Southeast Asia
in the Twentieth-Century** (5)
Dismantlement of colonial empires and the creation of independent nations, attention to contemporary problems.
Miss Campbell
- 358w. Sub-Saharan Africa to World War I** (5)
Pre-colonial civilization, western penetration, and European conquest.
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

390SE. Social History of Tudor and Stuart England (5)

Study at selected historical sites in England and Scotland. Lectures, reading, and research in the art, music, architecture, religion, education, and mode of life of Elizabethan and Jacobean England. Guest lectures by British historians of the period.

Offered summer 1980

Mr. Brown

410f,w,s. Special Study

Supervised study in some field or period of history.

(3 or 5)

The Department

490. Independent Study

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

(6-10)

The Department

Interdepartmental Majors

See page 107

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

115w 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. Mr. Leslie, Mr. Sheffer

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. Young

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

Miss Ripy

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. Leslie

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: not offered 1980-81

Mr. Leslie

314f. Introduction to Modern Geometry (5)

Affine, projective, and Euclidean geometries and their postulational development.

Prerequisite: 201

Alternate years: offered 1980-81

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: not offered 1980-81

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: 201

Alternate years: not offered 1980-81

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: offered 1980-81

Mr. Leslie

331s (formerly 301). 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: offered 1980-81

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. 1980-81: Theory of Games

Prerequisite: permission of the department chairman

Mr. Young

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: not offered 1980-81

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: offered 1980-81

Mr. Sheffer

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

Open to majors only.

The Department

411w. Mathematics Seminar (2)

The Department

490. Independent Study (6-10)

The Department

Music

Professors: Ronald L. Byrnside (Chairman)
Raymond J. Martin

Associate Professor: Theodore K. Mathews

Assistant Professor: Jay Fuller

Lecturers: Robert L. Brown
Carol Lyn Butcher
Larry M. LeMaster
Jean Lemonds
Lorentz R. Ottzen
Carl E. Nitchie

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.

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 freshman year), 211, 213, 401
At least one of the following: 301, 302, 304, 305
A minimum of 9 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

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

Alternate years: not offered 1980-81

Mr. Mathews

204s. History of Jazz (3)

A study of trends, developments, and personalities in American jazz.

Not open to students who have had 190, Rags to Revolution

Open to freshmen with permission of the instructor

Alternate years: offered 1980-81

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. Byrnside

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

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: offered 1980-81

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

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 1980-81: 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: not offered 1980-81

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: offered 1980-81

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: offered 1980-81

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: not offered 1980-81

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: offered 1980-81

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.

Open to sophomores with permission of the instructor

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: not offered 1980-81

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 concurrent course in music history or theory is required (see exception below).

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

Organ

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

Strings

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

Voice

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

Woodwinds

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

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, music majors must take a course in music theory or history concurrent with each quarter of applied music.

To receive credit for applied music beyond three quarters, non-majors must elect Music 111 or 106-107 or higher-level courses with permission of the chairman.

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

Music majors may earn a minimum of 9 quarter hours and a maximum of 15 quarter hours (one credit each quarter; 2 credits during each quarter of the senior year, if a recital is given).

Non-majors may earn a maximum of 12 quarter hours in applied music.

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 without fee. Performance of baroque and classical music.

Woodwind quintet. Open to qualified students without fee.

Opera workshop. Open to all qualified students.

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

Atlanta Chamber Players. A professional ensemble in residence at Agnes Scott.

Group Instruction

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

Philosophy

Associate Professor: Richard D. Parry (Chairman)

Assistant Professor: David P. Behan¹

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.

Not offered 1980-81

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

¹On leave fall quarter

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

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

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 1980-81

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. Topic for 1980-81: The Ethics of Scarcity.

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: offered 1980-81

Mr. Kline

317f or w or s. Symbolic Logic (5)

A development of the first-order predicate calculus with special attention to some of the relevant metatheory.

Prerequisite: permission of the instructor

Offered upon sufficient demand

Mr. Parry

320w. Plato (5)

An intensive study of selected dialogues.

Prerequisite: 206 or 230

Mr. Parry

323f. Kant's Critical Philosophy

(5)

An intensive study of Kant's *Critique of Pure Reason*.

Prerequisite: 209

Not open to students who have had 324

Not offered 1980-81

Mr. Behan

325f. Post-Kantian German Idealism

(5)

The philosophy of Hegel, with reference to the works of Fichte and Schelling.

Prerequisite: 209

Not offered 1980-81

Mr. Behan

339s. Theory of Knowledge

(5)

A critical study of major issues in contemporary epistemology.

Prerequisite: 209

Alternate years: offered 1980-81

Mr. Behan

340s. The Metaphysical Problem of the Self

(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: not offered 1980-81

Mr. Behan

341s. Current Problems in Analytic Philosophy

(5)

A consideration of some problems in ordinary language philosophy.

Prerequisite: 209 or 323

Alternate years: offered 1980-81

Mr. Parry

410f,w,s. Special Study

(3 or 5)

Supervised intensive study in fields or periods of philosophy.

The Department

490. Independent Study

(6-10)

The Department

Physical Education

Associate Professors: Kathryn A. Manuel
Kate McKemie (Chairman)
Assistant Professor: Marilyn B. Darling
Instructor: Jo Ann Messick

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 classes 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 aim of Studio Dance Theatre is to acquire a broad understanding of the art through the study of contemporary dance elements. Emphasis is placed equally on technique, creative studies, and composition. Admission is by audition. The members dance regularly in the Atlanta area. A major dance concert is given in the spring.

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 Athletic Association, a member of the Georgia Association of Intercollegiate Athletics for Women, provides intercollegiate competition in certain activities. *Tennis*: During the spring quarter, competition in tennis is scheduled with area 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. Tennis Tournament. *Field Hockey*: Games in field hockey are scheduled with other institutions during the fall quarter.

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 during their freshman year.

Students considering the Astronomy-Physics major should elect the introductory astronomy sequence (Astronomy 121, 122, 123) and Math 120-121 during their freshman year. Physics 210 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, 33 additional hours as approved by the department
 Mathematics 201, 309

Physics — Astronomy

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

Physics**210. Introduction to Classical Physics (12)**

Properties of matter, mechanics, sound, heat, electricity, magnetism, and light. Calculus is used. Lectures illustrated by experiments, supplemented by problems and individual laboratory work. 3 LEC, 1 LAB

Prerequisite: Mathematics 120-121 or permission of the instructor

Open to freshmen who meet the prerequisite

Mr. Bowling

310f. Introduction to Modern Physics (3)

Special relativity, elementary quantum theory and applications.

Prerequisite: 210

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

Open to sophomores

Not offered 1980-81

Mr. Bowling

320w. Classical Mechanics (3)

Newtonian, Lagrangian, and Hamiltonian formulations of classical mechanics. Oscillations and central force motion.

Prerequisite: 210

Prerequisite or corequisite: Math 201

Open to sophomores

Not open to students who have had 314

Alternate years: not offered 1980-81

Mr. Bowling

321s. Classical Mechanics (3)

Accelerated reference frames, rigid body motion, coupled oscillators, waves.

Prerequisite: 320

Open to sophomores

Alternate years: not offered 1980-81

Mr. Bowling

- 330w. Thermal Physics** (3)
Equilibrium thermodynamics and an introduction to kinetic theory and statistical mechanics.
Prerequisite: 210
Open to sophomores
Alternate years: not offered 1980-81 Mr. Bowling
- 331s. Statistical Mechanics** (3)
Ensembles, partition functions, transport phenomena.
Prerequisite: 330
Alternate years: not offered 1980-81 Mr. Bowling
- 340f. Electricity and Magnetism** (3)
Electrostatics and magnetostatics. Introduction to boundary value problems. Maxwell's equations.
Prerequisite: 210; Math 201
Alternate years: offered 1980-81 Mr. Bowling
- 341w. Electrodynamics** (3)
Time-dependent fields, motion of charged particles, relativistic invariance of the theory.
Prerequisite: 340
Alternate years: offered 1980-81 Mr. Bowling
- 342s. Electromagnetic Radiation** (3)
Emission and behavior of electromagnetic waves.
Prerequisite: 341
Alternate years: offered 1980-81 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
Alternate years: offered 1980-81 Mr. Bowling
- 360w. Quantum Mechanics** (3)
General formalism, wave mechanics, spin and angular momentum, approximation methods, scattering.
Prerequisite: 210
Alternate years: offered 1980-81 Mr. Bowling
- 361s. Quantum Mechanics** (3)
Many-particle systems. Applications of quantum mechanics.
Prerequisite: 360
Alternate years: offered 1980-81 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

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

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

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

Prerequisite or corequisite: Math 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

Prerequisite or corequisite: Math 201

Not offered 1980-81

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

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

Not offered 1980-81

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

Not offered 1980-81

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: Penelope Campbell

Visiting Associate Professor: Harriet M. King

Assistant Professors: Augustus B. Cochran, III (Chairman)
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 also to undertake 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, (323)

(b) 305, 391, 420, (325, 329)

(c) 339, 357, 359, 392, 395, (335, 336, 346, 348)

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

History 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, 357, 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. Students, on an individual basis, also may obtain placement with, for example: 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.

Not open to students who have had 336

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 ideologists of the modern world.
Not open to students who have had 325
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. Miss King
- 321s. 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: not offered 1980-81 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: offered 1980-81 Mr. Cochran
- 330s (Economics 331). International Economics** (5)
An examination of international trade and finance.
Prerequisite: Economics 204-205
Alternate years: offered 1980-81 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
Alternate years: not offered 1980-81 Mr. Weber
- 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: offered 1980-81 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: not offered 1980-81 Mr. Haworth

- 357w (History 357). South and Southeast Asia in the Twentieth Century (5)**
Dismantlement of colonial empires and the creation of independent nations; attention to contemporary problems. 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: not offered 1980-81 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: offered 1980-81 Mr. Cochran
- 392w. Topics in Comparative Politics (5)**
Prerequisite: 201 or 336 or permission of the instructor
Alternate years: not offered 1980-81 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: offered 1980-81 Mr. Haworth
- 410f,w,s. Special Study (3 or 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 (Chairman)
Associate Professors: Lee B. Copple
Thomas W. Hogan
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 psychology with the year course in general psychology. It is a 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

101, 306, 307, 308, 404, 405
Biology 100

101. General Psychology (9)
A scientific description of facts and principles of psychology. Emphasis on method and results of experimental investigation of human and animal behavior. Prerequisite to all other courses in psychology.
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

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: offered 1980-81
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 1980-81
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 Mr. Hogan
- 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 Mr. Hogan
- 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 Mr. Hogan
- 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.
Spring: *Humanistic Psychology*. A study of the current literature and research.
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 if taken as a fourth language, or if followed by 101.

101. Intermediate

(9)

Grammar review. Reading and discussion of literary texts.

Prerequisite: 2 entrance credits, or 01

Not offered 1980-81

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 Professor: Constance A. Jones

Instructor: Caroline M. Dillman

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
- 217f. 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
- 325f. 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 or 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 hyper-masculinity seen as ecological regulators.

Prerequisite: 200

Mr. Tumblin

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

301w. 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

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

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: Anthropology 200 or Sociology 101

Mr. Tumblin

310SM. The Prehistory of Mexico

(5)

A study of the contributions of archaeology to an understanding of alternative strategies for sociocultural adaptation in the varied environments of Mexico. Some attention will be given to continuities and contrasts in the lifeways of contemporary peasants. A five-week field trip to sites and museums in Mexico.

Prerequisite: 200 or permission of the instructor

Mr. Tumblin

410f,w,s. Special Study

(3 or 5)

Supervised intensive study in a special field of anthropology.

The Department

Spanish

Associate Professor: Constance Shaw (Chairman)

Assistant Professor: M. Eloise Herbert

Lecturer: 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*.

REQUIREMENTS FOR THE MAJOR

220 or equivalent (or 201); 301, 305; 311-312-313; 349, 352, 353, or 356; 354 or 355

Spanish 206 and 207 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 if taken as a fourth language, or if followed by 101 or 105-211-212. 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: not offered 1980-81

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

- 227w. 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 years: offered 1980-81 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
- 349f. Spanish Novel and Drama of the Twentieth Century** (5)
 Alternate years: offered 1980-81 Mrs. Shaw
- 352w. The Novel of the Nineteenth Century** (5)
 Alternate years: not offered 1980-81 Miss Herbert
- 353f. Modern Spanish Poetry** (5)
 Alternate years: offered 1980-81 Miss Herbert
- 354f. Twentieth-Century Spanish American Literature** (5)
 Alternate years: offered 1980-81 Mr. McNeer
- 355f. Spanish Civilization in the New World** (5)
 Historical and literary background, outstanding figures in political and cultural life, reading from representative authors.
 Alternate years: not offered 1980-81 Mr. McNeer
- 356s. Spanish Thought: Unamuno to Ortega Y Gasset** (5)
 Alternate years: not offered 1980-81 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 Classics, French, German, and Spanish; certain courses in history with the approval of the department.

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

All non-majors electing more than two lecture/laboratory courses are required to balance each additional lecture/laboratory course with a departmental course in Theatre History or Dramatic Literature.

All non-majors electing more than three departmental courses in Theatre History and/or Dramatic Literature are required to balance each additional course with a course in lecture/laboratory.

200f. Technical Theatre I

(3)

A survey of all aspects of technical theatre and backstage operations. Basic working knowledge of lighting, sound, crew functions, stagecraft, and stage management. 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, lighting (equipment and design), and sound. Basic theatre drafting, scene painting, and special problems in scenery and properties construction. Assigned technical responsibilities on a major production. 2 LEC, 1 LAB

Prerequisite: 200

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 1980-81

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: offered 1980-81

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: not offered 1980-81

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: offered 1980-81

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: not offered 1980-81

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 the 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: Associate 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 correlative studies.

Basic courses required:

English 101 or 102

History 101 or 102 or 204 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 (323)

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 Steven A. Haworth, Department of Political Science

Advisers: Associate Professor Campbell, Chairman, Department of History

Assistant 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 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 also recommended that students complete the elementary and intermediate levels of a second modern foreign language and that they elect Economics 215 and History 101 or 102 or 103 or 205, 206.

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, 310, 18 additional hours.

Directory

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Attorney
McCurdy and Candler
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Attorney
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J. Erskin Love, Jr.
President
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J. Randolph Taylor
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G. Conley Ingram
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Alston, Miller and Gaines
Atlanta, Georgia

J. Davison Philips
President
Columbia Theological
Seminary
Decatur, Georgia

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International Business
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Regional Director
Economic Development
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A. H. Sterne
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Mary Duckworth Gellerstedt
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North Carolina

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Harry A. Fifield
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Atlanta, Georgia

L. L. Gellerstedt, Jr.
President
Beers Construction
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Atlanta, Georgia

Nancy Holland Sibley
Charlotte, North Carolina

Katherine A. Geffcken
Professor of Greek
and Latin
Wellesley College
Wellesley, Massachusetts

Donald R. Keough
Executive Vice President
The Coca-Cola Company
Atlanta, Georgia

Samuel R. Spencer, Jr.
President
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Hal L. Smith
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George W. Woodruff
Atlanta, Georgia

Mary West Thatcher
Miami, Florida

Faculty — 1979-1980

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 (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. (1919-1967) *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. (1928-1972) *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)	<i>Professor of Speech and Drama</i>
William Joe Frierson, Ph.D. (1946-1975)	<i>Professor of Chemistry</i>
Michael McDowell, M.A. (1950-1975)	<i>Professor of Music</i>
Paul Leslie Garber, Ph.D. (1943-1976)	<i>Professor of Bible and Religion</i>
Chloe Steel, Ph.D. (1955-1976)	<i>Professor of French</i>
Walter Edward McNair, Ph.D. (1952-1977)	<i>Associate Professor of English, Director of Public Relations</i>
Ronald B. Wilde, M.A.T. (1965-1978)	<i>Assistant Professor of Mathematics</i>
Mary Virginia Allen, Ph.D. (1948-1951; 1954-1979)	<i>Professor of French</i>
Mary Walker Fox, B.A. (1937-1945; 1950-1979)	<i>Instructor in Chemistry</i>
Nancy Pence Groseclose, Ph.D. (1947-1979)	<i>Professor of Biology</i>
Myrna Goode Young, Ph.D (1955-1956; 1957-1979)	<i>Professor of Classical Languages and Literatures</i>

Professors

Margaret Perry Ammons (1969) B.S. University of Georgia, M.A. Emory University, Ph.D. University of Chicago	<i>Professor of Education</i>
Gunther Bicknese (1966) Dr. phil. Philipps University, Marburg, Germany	<i>Professor of German</i>
Jack T. Brooking (1974) B.A. University of Iowa; M.A., M.F.A., Ph.D. Western Reserve University	<i>Annie Louise Harrison Waterman Professor of Theatre</i>
Michael J. Brown (1960-62; 1965) B.A. LaGrange College; M.A., Ph.D. Emory University	<i>Charles A. Dana Professor of History</i>
Ronald Lee Byrnside (1975) B.A. Cincinnati Conservatory of Music, M.A. Yale University, Ph.D. University of Illinois	<i>Charles A. Dana Professor of Music</i>
Kwai Sing Chang (1956) B.A. University of Hawaii; B.D., Th.M. Princeton Theological Seminary; Ph.D. University of Edinburgh	<i>Professor of Bible and Religion</i>
Alice Jeanne Cunningham (1966-67; 1968) B.A. University of Arkansas, Ph.D. Emory University	<i>William Rand Kenan, Jr., Professor of Chemistry</i>
Ludwig R. Dewitz ¹ B.D. University of London, Ph.D. The Johns Hopkins University	<i>Visiting Professor of Bible and Religion</i>

¹Winter quarter

- 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.¹ *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 (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) *Charles A. Dana Professor of Bible and Religion*
B.A. University of North Carolina at Greensboro, M.A. Emory University, Ph.D. Columbia University
- 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
- Sandra T. Bowden (1968) *Associate Professor of Biology*
B.S. Georgia Southern College; M.A., Ph.D. University of North Carolina at Chapel Hill
- Jo Allen Bradham² (1967) *Associate Professor of English*
B.A. University of South Carolina; M.Ln. Emory University; M.A., Ph.D. Vanderbilt University
- Gail Cabisius (1974) *Associate Professor of Classical Languages and Literatures*
B.A. Smith College; M.A., Ph.D. Bryn Mawr College

¹Fall quarter

²Fall quarter

Agnes Scott College

- Frances Clark Calder (1953-67; 1974) *Associate Professor of French*
B.A. Agnes Scott College; Certificat de prononciation francaise, l'Universit  de Paris; M.A., Ph.D. Yale University
- Penelope Campbell (1965) *Associate Professor of History and Political Science*
B.A. Baylor University; M.A., Ph.D. The Ohio State University
- Lee Biggerstaff Cople¹ (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
- John Lewis Gignilliat² (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'Universit  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
- Harriet M. King³ *Visiting Associate Professor of Political Science*
B.A. Agnes Scott College, LL.B. Vanderbilt University, LL.M. Harvard University
- Paul Martin Kuznesof (1979) *Associate Professor of Chemistry*
Sc.B. Brown University, Ph.D. Northwestern University
- 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
- 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

¹On leave spring quarter

²On leave 1979-80

³Spring quarter

Leland Staven¹ (1969) *Associate Professor of Art; Curator of the Dalton Galleries*
 B.F.A. University of Wisconsin-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

Robert F. Westervelt (1957) *Associate Professor of Art*
 B.A. Williams College, M.F.A. Claremont Graduate School, Ph.D. Emory 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

David Paul Behan (1974) *Assistant Professor of Philosophy*
 B.A. Yale University, Ph.D. Vanderbilt 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

Martine Watson Brownley² *Visiting Assistant Professor of English*
 B.A. Agnes Scott College; M.A., Ph.D. Harvard University

Augustus B. Cochran, III³ (1973) *Assistant Professor of Political Science*
 B.A. Davidson College, M.A. Indiana University, Ph.D. University of North Carolina at Chapel Hill

Marylin Barfield Darling (1971) *Assistant Professor of Physical Education*
 B.S., M.M. Florida State University

Paul W. Frame (1978) *Assistant Professor of Biology*
 B.S., M.S., Ph.D. University of Toronto

Amy Friedlander (1979) *Visiting Assistant Professor of History*
 A.B. Vassar College; M.A., Ph.D. Emory 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

¹On leave spring quarter

²Spring quarter

³On leave 1979-80

Agnes Scott College

- Mary Eloise Herbert (1954) *Assistant Professor of Spanish*
B.A. Winthrop College, M.A. Duke University
- 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 (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
- John Marini (1979) *Visiting Assistant Professor of Political Science*
B.A. San Jose State University; M.A., Ph.D. Claremont Graduate School
- John F. Pilger (1979) *Assistant Professor of Biology*
B.S., Ph.D. University of Southern California
- 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. Ohio State University
- Anne Bradford Warner (1978) *Assistant Professor of English*
B.A., M.A. Hollins College; Ph.D. Emory University
- Harry Wistrand (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

Instructors

- M. Eloise Brown Carter (1978) *Instructor in Biology*
B.A. Wesleyan College, M.S. Emory University
- Susan Stringer Connell (1978) *Instructor in Chemistry*
B.A. Agnes Scott College
- Caroline Matheny Dillman (1978) *Instructor in Sociology and Anthropology*
B.A. The Pennsylvania State University; M.A. San Jose State University; M.A., Ph.D. Stanford University

Jean Lemonds (1978) *Instructor in Music*
B.M. Westminster Choir College

Terry S. McGehee (1976) *Instructor in Art*
B.A. Queens College, M.F.A. Washington University

Jo Ann Messick (1979) *Instructor in Physical Education*
B.S. University of North Carolina at Greensboro, M.S. Indiana University

Dudley W. Sanders (1979) *Instructor in Theatre*
B.A. Kenyon College

Lecturers

Keith E. Baker¹ (1980) *Lecturer in Economics*
B.S. Youngstown State University, M.A. University of Florida

Sandra L. Barnes (1977) *Lecturer in Music*
B.A., M.A. University of Georgia

Robert L. Brown (1978) *Lecturer in Music*
B.M., M.A. State University of New York at Stony Brook

Carol Lyn Butcher (1979) *Lecturer in Music*
B.M. Georgia State University

Emanuel Feldman² (1975) *Lecturer in Bible and Religion*
B.S., M.A. The Johns Hopkins University; Ph.D. Emory University

Rebecca Fleischman³ (1976) *Lecturer in Education*
B.A. Agnes Scott College, M.Ed. Emory University, Ed.S. Georgia State University

Joanne E. Fowler (1971-73; 1979) *Lecturer in Education*
B.A. Duke University, M.Ed. Emory University

Gue' Pardue Hudson (1974) *Lecturer in Education*
B.A. Agnes Scott College, M.A.T. Emory University

Larry M. LeMaster (1977) *Lecturer in Music*
B.M. Michigan State University

David V. Martin (1979) *Lecturer in Education*
B.S. Westmar College, M.S. Purdue University, Ed.S. Georgia State University

Gordon E. McNeer (1978) *Lecturer in Spanish*
B.A., M.A., Ph.D. Princeton University

Carl E. Nitchie (1977) *Lecturer in Music*
B.M. The Oberlin Conservatory of Music

Lorentz R. Ottzen (1977) *Lecturer in Music*
B.M. Cleveland Institute of Music

¹Winter and spring quarter

²Spring quarter

³Fall quarter

Agnes Scott College

Kathryn E. Palumbo¹ (1980)

Lecturer in Sociology

B.A. College of Wooster, M.S.S.A. Case Western Reserve University

Viola G. Westbrook (1974)

Lecturer in German

B.A. William Smith College, M.A. Emory University

Other Academic Personnel

Marie-Claire Gérardin (1979)

Departmental Assistant in French

Diplome de l'Institute d'études politiques de Toulouse, D.E.U.G. de droit public, Licence de droit notarial, Université de droit et sciences sociales de Paris — II

Linda Marva Hilsenrad (1978)

Director of Media Services

B.A., M.A. University of Florida

Julius D. W. Staal (1978)

Director of the Planetarium of the Bradley Observatory

Fellow of the Royal Astronomical Society

¹Spring quarter

Administration and Staff — 1979-1980

Office of the President

Marvin Banks Perry, Jr., B.A., M.A., Ph.D., LL.D., Litt.D.	<i>President</i>
Mary Alverta Bond, B.A.	<i>Administrative Assistant to the President</i>
Julia Y. Pridgen, A.A.	<i>Secretary in the Office of the President</i>

Office of the Dean of the College

Julia Thomas Gary, B.A., M.A., Ph.D.	<i>Dean of the College</i>
Mildred Love Petty, B.A., M.A.	<i>Assistant Dean of the College</i>
Gue' Pardue Hudson, B.A., M.A.T.	<i>Class Dean for Freshmen and Sophomores</i>
Mary Walker Fox, B.A.	<i>Editor of the Catalog</i>
Katherine S. Turner	<i>Secretary to the Dean of the College</i>
Julia Y. Pridgen, A.A.	<i>Secretary in the Office of the Dean of the College</i>
Mary P. Gannon	<i>Secretary to the Faculty</i>

Office of Admissions

Judith Maguire Tindel, B.A.	<i>Director of Admissions</i>
Mary Kathryn Owen Jarboe, B.A.	<i>Administrative Assistant to the Director of Admissions</i>
Katherine Wilkins Akin, B.A.	<i>Assistant to the Director of Admissions</i>
Lucile Robins Jarrett, B.A.	<i>Assistant to the Director of Admissions</i>
Denise Hunter McFall, B.A.	<i>Assistant to the Director of Admissions</i>
Anita M. Shippen, B.A.	<i>Assistant to the Director of Admissions</i>
Jane Boyce Sutton, B.A., M.A.	<i>Assistant to the Director of Admissions</i>
Lois Turner Swords, B.A.	<i>Assistant to the Director of Admissions</i>
Jan B. Johnson, A.A.	<i>Secretary</i>
Katherine L. Potter	<i>Secretary</i>

Office of the Registrar

Lea Ann Grimes Hudson, B.A.	<i>Registrar</i>
Rhonda L. Tate, A.A.	<i>Secretary to the Registrar</i>

The Library

Judith B. Jensen, A.B., M.L.S.	<i>Librarian</i>
Lillian Newman, B.A., B.S.L.S., M.Ln.	<i>Associate Librarian; Readers' Services Librarian</i>
Katherine J. Schreiner, B.A., M.S.L.S.	<i>Technical Services Librarian</i>
Elizabeth T. Ginn, B.S., M.Ln.	<i>Periodicals and Readers' Services Librarian</i>
Mary Carter, B.A., M.Ln.	<i>Assistant Readers' Services Librarian</i>
Ann F. Lathrup, B.A.	<i>Technical Services Assistant</i>
Cynthia T. Richmond, B.A.	<i>Technical Services Assistant</i>
Mildred W. Walker	<i>Secretary to the Librarian</i>
Joyce Staven, B.S.	<i>Technical Services Assistant</i>
Mary Jo Cline, B.S.	<i>Circulation Assistant</i>

Office of the Dean of Students

Martha C. Kirkland, B.S., M.A.	<i>Dean of Students</i>
Mollie Merrick, B.A., M.A.	<i>Assistant Dean of Students</i>
Bonnie B. Johnson, B.A.	<i>Director of Financial Aid</i>
Kathleen K. Mooney, B.A., M.A.	<i>Director of Career Planning</i>
Elizabeth D. Wood, B.A., M.Ed.	<i>Coordinator of Alumnae Services</i>
Richard T. Gillespie, B.A.	<i>Assistant to the Dean of Students</i>
Theresa W. Gillespie, B.A., M.A.	<i>Assistant to the Dean of Students</i>
Jill A. Goldsby, B.A.	<i>Assistant to the Dean of Students</i>
Hanna Longhofer	<i>Assistant to the Dean of Students</i>
Denise H. McFall, B.A.	<i>Assistant to the Dean of Students</i>
Linda Palmer, B.A.	<i>Assistant to the Dean of Students</i>
Bonnie M. Stoffel, B.A.	<i>Assistant to the Dean of Students</i>
Rosa S. Tinsley	<i>Secretary to the Dean of Students</i>
Lockey A. McDonald	<i>Secretary in the Office of Career Planning</i>
Alice S. Grass, B.A.	<i>Secretary in the Office of Financial Aid</i>
Gail S. Weber, A.A.	<i>College Hostess</i>

The Health Center

W. Hugh Spruell, M.D.	<i>Medical Director; Consulting Internist</i>
Malcolm G. Freeman, M.D.	<i>Consulting Gynecologist</i>
Benedict B. Benigno, M.D.	<i>Consulting Gynecologist</i>
J. Frank Clark, Ph.D.	<i>Consulting Psychologist</i>
Rosemary Kriner, B.S.N., M.N., N.P., R.N.	<i>Director of Student Health Services</i>
Cathleen L. Errett, R.N., B.S.N., M.S.N.	<i>Health Center Nurse</i>

Office of Business Affairs

Lee A. Barclay, B.S., M.S.	<i>Vice President for Business Affairs</i>
Linda P. Anderson, A.A.	<i>Secretary to the Vice President for Business Affairs</i>
Kate B. Goodson	<i>Supervisor of Accounting</i>
Andrea C. Brinkley	<i>Clerical Assistant</i>
Lewanda L. Daniel	<i>Cashier</i>
Miriam S. Lyons	<i>Clerical Assistant</i>
Janet M. Gould	<i>Personnel Director</i>
Vaughan W. Black	<i>Director of Physical Plant</i>
Sue B. White	<i>Administrative Assitant to the Director of Physical Plant</i>
Allen Osborn, B.A., M.A.Ed.	<i>Custodial Supervisor</i>
James W. Parr	<i>Grounds Supervisor</i>
Robert F. Poss	<i>Building Maintenance Supervisor</i>
Glenn R. Myers	<i>Engineering Supervisor</i>
Barbara F. Saunders, B.S., R.D.	<i>Food Service Manager</i>
Marta M. Cimadevilla, B.A., B.S., M.A.	<i>Assistant Food Service Manager</i>
Louise Wimpey	<i>Supervisor of Food Services</i>
Dee E. Chubb	<i>Manager of the Bookstore and the Post Office</i>
Elsie P. Doerpinghaus	<i>Assistant in the Booksotre</i>
Ursula M. Booch	<i>Postal Clerk</i>
Al S. Evans	<i>Director of Security</i>
Joyce P. Greene	<i>Switchboard Supervisor</i>

Office of Development

Paul M. McCain, Ph.D., Litt.D., LL.D.
Penny Rush Wistrand, B.S.
Deborah Arnold Fleming, B.A.
Sheila W. Harkleroad, B.A.
Martha K. Randolph, B.A.
Dixie Thomas

Vice President for Development
Assistant Director, Agnes Scott Fund
Fund Officer, Agnes Scott Fund
Fund Officer, Agnes Scott Fund
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.
Juilette Harper, B.A.
Frances Waggoner Strother
Elizabeth Wood Smith, B.A.
Natalie Cropper Endicott

Director of Alumnae Affairs
Coordinator for Clubs
Assistant to the Director of Alumnae Affairs
Secretary to the Director of Alumnae Affairs
Manager of the Office of Alumnae Affairs
Hostess and Manager of Alumnae House

Register of Students — 1979-1980

Class of 1980

Seniors

Akin, Carole Shaw Clarkston, Georgia	Costarides, Marina Pete Atlanta, Georgia	Hatfield, Agnes Kemper Florence, Alabama
Arant, Mary Elizabeth** Greenville, South Carolina	Dantzler, Cynthia Gay Panama City, Florida	Highland, Ellen Brennan Bridgeport, West Virginia
Armen, Patricia Anne Fayetteville, North Carolina	DeGrandi, Lisa Marie Arlington, Virginia	Hill, Mary Anne Savannah, Georgia
Averett, Deborah Miles Atlanta, Georgia	Denis, Veronica Mercedes Riverdale, Georgia	Hollywood, Kathleen Patricia Long Branch, New Jersey
Bannen, Gudrun Alison Simpsonville, South Carolina	Dodd, Hilja Marja Ft. Lauderdale, Florida	Hooper, Lygia Roz Fairbanks, Alaska
Beck, Catherine Elizabeth Charleston, South Carolina	Dodson, Wanda Susan Atlanta, Georgia	Huff, Cynthia Jane Greenville, South Carolina
Boelter, Debbie Jean Baton Rouge, Louisiana	Easterlin, Lillian Carswell Louisville, Georgia	Huffines, Ann Delia Birmingham, Alabama
Booch, Evelyn Margaret Tucker, Georgia	Elebash, Patricia Ann Pensacola, Florida	Hunter, Sarah Ellen Atlanta, Georgia
Boushell, Kathleen Marie Stone Mountain, Georgia	Emrey, Margaret Hancock Savannah, Georgia	Jeffrey, Jodie Elizabeth Paducah, Kentucky
Brayton, Brenda Alice Brandon, Florida	Enslow, Dorothea Bliss Stone Mountain, Georgia	Johnson, Lisa Hope College Park, Georgia
Brooks, Joy Wynell Montgomery, Alabama	Evans, Cynthia Lou Lexington, North Carolina	Johnson, Robin Gail Huron, South Dakota
Brown, Cheryl Lynn Atlanta, Georgia	Evans, Margaret Elizabeth Macon, Georgia	Kemp, Sandra Dea Jonesboro, Georgia
Brown, Sally Anne Ft. Myers Beach, Florida	Fabisinski, Nancy Elizabeth Decatur, Alabama	Keon, Mary Ann** Charlotte, North Carolina
Brown, Sherri Gay Albany, Georgia	Fairburn, Sarah Ann Albany, Georgia	Knight, Jennifer Ann Atlanta, Georgia
Bryan, Mary Anna Lawrenceville, Georgia	Fountain, Juby Ann Albany, Georgia	Lancaster, Christiana Houston, Texas
Burson, Sandra Anne Carrollton, Georgia	Fowler, Janet Cile* Florence, South Carolina	Lane, Catherine Aurora Jonesboro, Georgia
Burtz, Susan Rebecca Canton, Georgia	Frank, Maile Ann Marietta, Georgia	Lapp, Janet Raye Riviera Beach, Florida
Campbell, Nancy Mt. Vernon, Missouri	Gallo, Maria Regina Key Biscayne, Florida	Larsen, Laramie Leigh Chattanooga, Tennessee
Carter, Julie Rose Metairie, Louisiana	Gant, Joyce Tarbox* Kennesaw, Georgia	Lass, Teresa Lee Tucker, Georgia
Cheney, Louise Ross Spartanburg, South Carolina	Haley, Grace Freeman Charlotte, North Carolina	Lassetter, Elizabeth Ann Atlanta, Georgia
Chiu, Sheng-Mei Penang, Malaysia	Ham, Susan Elizabeth Jesup, Georgia	Lee, Beng-Sim Penang, Malaysia
Cho, Kyu Jim Torrance, California	Hampton, Cynthia Marie Louisville, Kentucky	Lee, Lisa Ann Houston, Texas
Clark, Kimberly Jeanne Spartanburg, South Carolina	Harber, Carolyn Lee Decatur, Georgia	Little, Susan Durham Snellville, Georgia
Cohrs, Amy Jean Decatur, Georgia	Hardy, Melanie Newnan, Georgia	Looi, Kok-Weay Penang, Malaysia
Collins, Laurel Paxson Greenville, South Carolina	Harris, Sarah Anne Taylors, South Carolina	Lummus, Cynthia Alden Decatur, Georgia
Cook, Sheryl Ann Ormond Beach, Florida	Harris, Susan Elizabeth Decatur, Georgia	McDonald, Janet Ann Jonesboro, Georgia

*Not in residence 1979-80

**Dual Degree Program

McLeod, Lisa Beswick Lakeland, Florida	Robinson, Marcia Kim Gastonia, North Carolina	Thompson, Janice Lynn Tucker, Georgia
Maitland, Sharon Lynn Mobile, Alabama	Rowland, Tracy Romaine Atlanta, Georgia	Tiniacos, Maria Colon, Republic of Panama
Mappus, Mary Ann Charleston, South Carolina	Rucker, Patricia Bretz* Carrollton, Georgia	Tucker, Patricia Anne Winder, Georgia
Mobley, Nancy M. Stone Mountain, Georgia	Shirley, Margaret Ellis Tucker, Georgia	Tucker, Susan Marie Jacksonville, Florida
Moore, Emily Valdosta, Georgia	Silvio, Christine Atlanta, Georgia	Walker, Cheryl Denise Atlanta, Georgia
Moore, Linda Elizabeth Knoxville, Tennessee	Smith, Judith Ann Lakeland, Florida	Washington, Dixie Lee King George, Virginia
Mosgrove, Elizabeth Ann Dunwoody, Georgia	Smith, Kelley Christine Stone Mountain, Georgia	Whitmire, Jenny S. Gulf Breeze, Florida
Murphy, Keller Leigh Columbus, Georgia	Smith, Susan G. Stone Mountain, Georgia	Wilkie, Susan Raye Stone Mountain, Georgia
Norton, Elisa Anne Gainesville, Georgia	Somers, Margaret Rose Vidalia, Georgia	Williams, Jennifer Denise Decatur, Georgia
Ooi, Cheng-Suan Penang, Malaysia	Sparks, Dawn Macon, Georgia	Wilson, Anna Lisa Decatur, Alabama
Oslund, Claudia Lee Bradenton, Florida	Spencer, Jennifer Lynn Clearwater, Florida	Wise, Lisa Ellen Birmingham, Alabama
Payton, Rebecca Jean Louisville, Kentucky	Splawn, Joanna Marie Avondale Estates, Georgia	Wolter, Krista Joy Marietta, Georgia
Perry, Paula Lynne DeRidder, Louisiana	Spratt, Gwendolyn Dahl Decatur, Georgia	Zarkowsky, Katherine Louise Milledgeville, Georgia
Prieto, Ana Maria Vero Beach, Florida	Sutton, Kathryn Adams Ormond Beach, Florida	Part-time:
Pyles, Vicki Lynn Decatur, Georgia	Taylor, Allison Inez Makati, Philippines	Haralson, Mary Constance Lithonia, Georgia
Robertson, Christina Marie Houston, Texas		Wech, Elizabeth Long Stone Mountain, Georgia

*Not in residence 1979-80

Class of 1981

Juniors

All, Mary Ellen Marietta, Georgia	Bryan, Darby Dale Tampa, Florida	Conyers, Margaret Wylding Austell, Georgia
Anderson, Ellen Ann Augusta, Georgia	Burdette, Ila Leola Hogansville, Georgia	Craig, Catherine Newport, Arkansas
Anderson, Helen Ruth Garden City, Georgia	Campbell, Sarah M. Little Rock, Arkansas	Curnutt, Ann Elizabeth Roseville, California
Armour, Martha Leigh Columbus, Georgia	Castro, Marie Evelyn Tifton, Georgia	Dillard, Leslie Karen Greenville, South Carolina
Arnold, Debbie Peggy Altamire, Brazil	Chan, Wee-Leng Charlottesville, Virginia	Dorsey, Nancy Elizabeth Pelham, Georgia
Baird, Andrea Marie Jonesboro, Georgia	Chapman, Carol Ruth Baton Rouge, Louisiana	DuBose, Mary Elizabeth* Oswego, South Carolina
Balbona, Virginia Maria Atlanta, Georgia	Chooi, Yu San Penang, Malaysia	Durie, Rebecca Curry Columbus, Georgia
Barnes, Susan Sanders Rock Hill, South Carolina	Chupp, Lee Ann Powder Springs, Georgia	Ebinger, Mary Priscilla Atlanta, Georgia
Bonta, Katherine Kelly Atlanta, Georgia	Coble, Kelley Ann Oak Hill, Florida	Ellington, Julie Ann Cocoa, Florida
Breitling, Melissa Amelia Fayette, Alabama	Colbe, Carol S. Atlanta, Georgia	Fortes, Luz Maria Atlanta, Georgia
Brock, Nancy Louise Dade City, Florida	Cole, Jeanne Marie* Philpot, Kentucky	Foust, Jacque Mioma Sorrento, Florida

*Junior Year Abroad

Agnes Scott College

Gaither, Clyda Dare Brevard, North Carolina	Loo, Chu Kee Penang, Malaysia	Segars, Stephanie Anne Tampa, Florida
Gannon, Maryanne Elizabeth Stone Mountain, Georgia	Looi, Kok Yean Penang, Malaysia	Severson, Denise S. Doraville, Georgia
Gee, Nanette LaRue Greenville, South Carolina	McCrary, Carolyn Ann Atlanta, Georgia	Shaw, Shari Diane* Annandale, Virginia
Gerhardt, Elizabeth Morton Johnson City, Tennessee	McCrary, Laura Lee Augusta, Georgia	Sheppard, Martha Thomson Laurens, South Carolina
Giles, Jennifer Louise Roopville, Georgia	McCunniff, Kathleen Anne Macon, Georgia	Sprague, Sandy Keys Tarpon Springs, Florida
Gorgus, Carol Anne Arab, Alabama	McDonald, Susan E. Tupelo, Mississippi	Stearns, Katherine Hapeville, Georgia
Grams, Susan Claire Doraville, Georgia	McGaughey, Martha Pattersor Atlanta, Georgia	Steele, Elizabeth Dotson Delray Beach, Florida
Griffin, Nancy Lee Paducah, Kentucky	McMillian, Laurie Frances Jonesboro, Georgia	Stoneypher, Lynn Pace Huntsville, Alabama
Griffith, Hannah Mayling Atlanta, Georgia	Merkert, Wendy Anne Savannah, Georgia	Stucke, Claudia G. Decatur, Georgia
Hamilton, Susan Paige LaGrange, Georgia	Merrifield, Lisa Lynn Hattiesburg, Mississippi	Suggars, Christine Anne Atlanta, Georgia
Harris, Ann Douglas Doraville, Georgia	Merrifield, Melanie Ann Hattiesburg, Mississippi	Tan, Wooi Yi Penang, Malaysia
Hebert, Mary Elizabeth Baton Rouge, Louisiana	Molegoda, Niranjani Shariya Colombo, Sri Lanka	Tapper, Karen Lee Gainesville, Florida
Heffron, Katherine Susan Vienna, Virginia	Morgan, Elizabeth R. Decatur, Georgia	Thompson, Joyce Barbara Zweibruecken, Germany
Hellender, Karen Arlene Longwood, Florida	Mynatt, Pamela Deborah Dalton, Georgia	Toms, Sarah Elizabeth Waynesboro, Virginia
Higgins, Deborah Gay Virginia Beach, Virginia	Nelson, Nancy Alexander* Shreveport, Louisiana	Townsend, Marietta Irene Vanceboro, North Carolina
Hodges, Margaret M. Stone Mountain, Georgia	Nelson, Susan M. Stone Mountain, Georgia	Wall, Susah Thorp Charleston, South Carolina
Hooper, Leigh Clifford Decatur, Georgia	Newsome, Laura duPre Atlanta, Georgia	Wallace, Navara Denette Corinth, Mississippi
Jewett, Beth Anne Baltimore, Maryland	Nicol, Susan French Jacksonville, Florida	Wannamaker, Luci Neal St. Matthews, South Carolina
Johnson, Sandra Thome Atlanta, Georgia	Oliver, Julie Anne* Glennville, Georgia	Wannamaker, Susan Claire St. Matthews, South Carolina
Kay, Valerie Bryce Ft. Myers Beach, Florida	O'Quinn, Monica Susan Jesup, Georgia	Watson, Catherine Louise Decatur, Georgia
Kennedy, Susan Gail Newport News, Virginia	Parrish, Kim McCart Atlanta, Georgia	Webster, Karen Stacy Pelham, New York
Kiefer, Priscilla Jane Atlanta, Georgia	Patton, Barbara Massey Kingsport, Tennessee	Whipple, Karen Elizabeth Decatur, Georgia
Klettner, Laura Hays Memphis, Tennessee	Perrin, Shannon Elizabeth Chattanooga, Tennessee	Willey, Carol Ann Atlanta, Georgia
Komar, Stephanie Clearwater, Florida	Philips, Virginia Dickson Charlotte, North Carolina	Wimberly, Lynda Joyce Brentwood, Tennessee
Kouts, Maribeth Madeline Decatur, Georgia	Quillman, Jane Atlanta, Georgia	Winn, Susan Elizabeth McAllen, Texas
Lach, Maureen Kennedy Roswell, Georgia	Rains, Laura Dorsey Atlanta, Georgia	Wiseman, Harriett Louise Decatur, Georgia
Lawes, Christina McLeod Kennett Square, Pennsylvania	Rawls, Lucia Wren Columbia, South Carolina	Wong, Terri* Dunwoody, Georgia
Lenoir, Martha Kimbrough Greenville, Mississippi	Reasor, Lydia Ann Atlanta, Georgia	Yoshimura, Debra Naomi Atlanta, Georgia
Leser, Sarah Barto Atlanta, Georgia	Roberts, Malinda Stutts Atlanta, Georgia	Part-time:
Loeb, Joan Hance Atlanta, Georgia	Rogers, Sheila Jean Marietta, Georgia	Hatch, Christine J. Atlanta, Georgia

*Junior Year Abroad

Class of 1982

Sophomores

- Adams, Donna Ruth
Chipley, Florida
- Ade, Leanne
Jacksonville, Florida
- Alspaugh, Anne Elizabeth
Greensboro, North Carolina
- Andrews, Julia Lynn
Smyrna, Georgia
- Asman, Nancy Anne
Florence, South Carolina
- Bailey, Lori Ann
Austell, Georgia
- Ball, Crystal Anne
Mauldin, South Carolina
- Barbee, Anita Patricia
Augusta, Georgia
- Blake, Nancy Lynn
Griffin, Georgia
- Brantly, Sandra Norrell
Atlanta, Georgia
- Breedlove, Elizabeth Anne
Decatur, Georgia
- Brittingham, Elizabeth Ann
South Merritt Island, Florida
- Brooks, Bonnie Lynn
Atlanta, Georgia
- Bryan, Sarah Mallard
Lawrenceville, Georgia
- Burleigh, Sarah Elizabeth
Dunwoody, Georgia
- Burnap, Susan Phillips
New Canaan, Connecticut
- Carithers, Julie Lynn
Doraville, Georgia
- Carpenter, Margaret Karolyi
Baltimore, Maryland
- Carter, Willieta Burlette
Denmark, South Carolina
- Chisholm, Stephanie Jane
Homerville, Georgia
- Clark, Mary Margaret
Gainesville, Georgia
- Conner, Carol Ann
Vidalia, Georgia
- Connor, Susan Leigh
Winter Haven, Florida
- Craddock, Amy Susan
Spring, Texas
- Cralle, Katherine Fontaine
Durham, North Carolina
- Crockett, Leah Ellen
Stone Mountain, Georgia
- Daniel, Elizabeth Frances
Marietta, Georgia
- Davis, Peggy Elizabeth
Durham, North Carolina
- Dawson, Susanne Margaret
Newport News, Virginia
- Dayton, Rebecca Suzanne
Boca Raton, Florida
- Deadwyler, Laura Virginia
Atlanta, Georgia
- Dekle, V. Claire
Atlanta, Georgia
- Derby, June Williams
North Grafton, Massachusetts
- DeWitt, Jane Gay
Darlington, South Carolina
- Dodson, Amy Pyle
Kingsport, Tennessee
- Drake, Mary Kathryn
McRae, Georgia
- DuBose, Lois Ewell
Miami, Florida
- Duggan, Elizabeth Bell
Moultrie, Georgia
- Dyches, Ellen Jennifer
Orlando, Florida
- Edenfield, Norma Elizabeth
Atlanta, Georgia
- Etheridge, Bonnie Gay
Macon, Georgia
- Ferguson, Lu Ann
Franklin, Kentucky
- Ferguson, Nina Cabell
Atlanta, Georgia
- Foster, Sara Lucinda
Cleveland, Georgia
- Fulton, Kathleen Bell
West Palm Beach, Florida
- Garrigues, Catherine
Elizabeth
St. Petersburg, Florida
- Glover, Susan Gay
Tullahoma, Tennessee
- Gordon, Sonia Hall
Sao Paula, Brazil
- Green, Ruth S.
Decatur, Georgia
- Gregory, Pauline Harriet
Greenville, South Carolina
- Gullatte, Linda Ann
Marietta, Georgia
- Harra, Alice Virginia
Clearwater, Florida
- Hatchett, Angela Lamar
Fletcher, North Carolina
- Helgesen, Kathy Lucille
Mount Pleasant, Iowa
- Higgins, Patricia Louise
Dunwoody, Georgia
- Hill, Emily Cartek
Augusta, Georgia
- Howell, Jennifer Margaret
Pascagoula, Mississippi
- Hulsey, Janet Patrice
Decatur, Georgia
- Hutcheson, Susan Dianne
Austell, Georgia
- Jackson, Jan Antionette
LaGrange, Georgia
- James, Allison Rebecca
Brunswick, Georgia
- Jeffries, Ashley Mack
Gaithersburg, Maryland
- Jenison, Martha Diane
Charlotte, North Carolina
- Johnson, Sharon Leigh
Alpharetta, Georgia
- Jun, Joy Lyn
Eastman, Georgia
- Kelly, Melissa Jane
Honierville, Georgia
- Kite, Mary Lee
Brunswick, Georgia
- Lewis, Katherine Goodwin
Greenville, South Carolina
- Lindsay, Gretchen Gail
Longwood, Florida
- Long, Margaret Miller
Florence, Alabama
- Love, Deborah Jean
Green Bay, Virginia
- Lowrey, Helen Rebecca
Atlanta, Georgia
- Maisano, Elizabeth Marie
Atlanta, Georgia
- Mann, Melody Joy
Riverdale, 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
- Mendoza, Ramona Marie
Atlanta, Georgia
- Miller, Katherine Love
Tuxedo, North Carolina
- Miller, Margaret Renee
Jacksonville, Florida

Agnes Scott College

- Monroe, Cynthia Rhoden
Evans, Georgia
- Mook, Deborah Lee
Columbus, Georgia
- Motter, Kenslea Ann
Marietta, 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
- Ramsbottom, Karen Ann
Macon, Georgia
- Ray, Gail Antonette
Atlanta, Georgia
- Reaves, Caroline McKinney
Titusville, Florida
- Rhymes, Allyson S.
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
- Shackelford, 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
- Smyth, Maureen Anne
Maracaibo, Venezuela
- Spencer, Laura Gutierrez
Silver City, New Mexico
- Splawn, Nancy Rose
Avondale Estates, Georgia
- Sprenger, Rebecca Lee
Bradenton, Florida
- Staed, Blaine Brantley
Daytona Beach, Florida
- Stortz, Mary Therese
Spartanburg, South Carolina
- Thomas, Gayle Elaine
Decatur, Georgia
- Todd, Alice Margaret
Florence, Alabama
- Todd, Patricia Louise
Frostproof, Florida
- Ungar, Lillian Carole
Atlanta, Georgia
- Veal, Christine Ann
McDonough, Georgia
- Velasco, Maria Leonor
Cali, Columbia
- Wannamaker, Dora Tracy
North Charleston, S. Carolina
- Wannamaker, Talley Keitt
St. Matthews, South Carolina
- Waters, Martha Elise
Selma, Alabama
- Wells, Katherine Lynn
New Orleans, Louisiana
- Weston, Elicia Marie
Augusta, Georgia
- Winter, Meredith Lynn
Atlanta, Georgia
- Wooley, Ann McLaughlin
North Augusta, S. Carolina
- Young, Elizabeth O'Hear
Mt. Pleasant, South Carolina
- Young, Kimberly Ann
Burlington, North Carolina
- Zorn, Susan Beth
Atlanta, Georgia
- Part-time:
Bynum, Margaret Vanneman
Atlanta, Georgia
Mitchell, Catherine B.
Avondale Estates, Georgia

Class of 1983

Freshmen

- Abernathy, Linda Diane
Stone Mountain, Georgia
- Albright, Tracey Ann
Point Washington, Florida
- Andrews, Cheryl Fortune
Columbia, South Carolina
- Arangno, Andrea Alexandra
Decatur, Georgia
- Arledge, Alice Dianne
East Point, Georgia
- Armstrong, Bonnie Lin
Plantation, Florida
- Babb, Mary Julia
Charlotte, North Carolina
- Bassett, Mary Katherine
Leesburg, Florida
- Batten, Jeanne Brisson
Redstone Arsenal, Alabama
- Baynes, Penny Ann
Winston-Salem, North Carolina
- Bell, Beverly Ellen
Monroe, Georgia
- Bennett, Laura Cameron
Mobile, Alabama
- Blake, deAlva Anne
Doraville, Georgia
- Blanton, Katherine Friend
Richmond, Virginia
- Boersma, Barbara Lynn
Ruston, Louisiana
- Bouldin, Virginia Cato
Huntsville, Alabama
- Boyd, Wanda Susan
College Park, Georgia
- Campell, Miriam Ann
Martinsville, Virginia
- Cato, Carie Marie
Central, South Carolina
- Childers, Nancy Duggan
Catherine, Alabama
- Cicanese, Teresa Leigh
Zephyrhills, Florida
- Clenney, Rhonda Lynn
Columbus, Georgia
- Collar, Nancy Caroline
Austell, Georgia
- Cooper, Elizabeth Suzanne
Greeneville, Tennessee
- Cooper, Trudie Bernadette
Charleston, South Carolina
- Cottongim, Marian Dennis
Columbus, Georgia
- Craven, Rebecca Leigh
Memphis, Tennessee
- Crompton, Laura Carolyn
Alpharetta, Georgia
- Cunningham, Ann Patricia
Newbern, Tennessee
- Denker, Laurie Lynn
Tucson, Arizona

Register of Students

DeRuiter, Pamela Ruth Signal Mountain, Tennessee	Johnson, Joy Elkmont, Alabama	Morder, Mary Jane Cartersville, Georgia
Drake, Angela Atlanta, Georgia	Johnson, Melody Anne Dalton, Georgia	Morris, Jeanie Louise Covington, Georgia
Dukes, Ann Marie North Augusta, S. Carolina	Johnston, Mary M. Atlanta, Georgia	Mortensen, Amy Irene Marietta, Georgia
Echols, Martha Scott Greenville, South Carolina	Kelly, Margaret Genevieve Atlanta, Georgia	Murdock, Tracy Caroline Stone Mountain, Georgia
Edmondson, Susan Lane Chamblee, Georgia	Keng, Leigh Lee Smyrna, Georgia	Nelson, Kathleen Renee Virginia Beach, Virginia
Ehlert, Laura Elizabeth Buford, Georgia	Kennedy, Kimberley Reed The Rock, Georgia	Nichols, Shari Lee Sarasota, Florida
Eppinger, Priscilla Elaine Topeka, Kansas	Ketchersid, Julie Annette Tampa, Florida	O'Brien, Henrietta Putney, Georgia
Faulkender, Kelly Jayne East Point, Georgia	Kleiner, Margaret Elise Athens, Georgia	O'Harrow, Lisa Ann Stone Mountain, Georgia
Feliciano, Jacqueline Aida Dunwoody, Georgia	Langford, Cecily Lane Winder, Georgia	Parker, Laura-Louise Ozark, Alabama
Flaxington, Leslie Colleen Lancaster, California	Leary, Denise Ann Cincinnati, Ohio	Pearce, Lorinda Lee Maitland, Florida
Flythe, Lauri Elizabeth Springfield, Georgia	Leathers, Patricia LeeAnne Atlanta, Georgia	Pendergrast, Lisa Carol Valparaiso, Indiana
Foster, Patricia Goodwin Atlanta, Georgia	Leffingwell, Bonnie Lee Round Rock, Texas	Piluso, Claire Louise Setauket, New York
Fretwell, Monica Elaine Lithonia, Georgia	Little, Amy Elizabeth Conley, Georgia	Pirung, Tyler Elizabeth Jacksonville, Florida
Furr, Maryfrances West Chester, Pennsylvania	Luke, Elizabeth Anne Tulsa, Oklahoma	Potts, Amy Wynelle College Park, Georgia
Furth, Barbara Ann Aurora, Ohio	McBrayer, Laurie Kerlen St. Louis, Missouri	Pretlow, Nicole Thebaud Panama City, Florida
Gardner, Grace Aliceon Roanoke, Virginia	McCain, Roberta Ann Greenville, South Carolina	Quantrell, Gilonne Lorsi Atlanta, Georgia
Garrison, Lynn Anderson, South Carolina	McCoy, Colleen Ann Kingsport, Tennessee	Rickett, Deborah Lynn Cornelia, Georgia
Gentil, Kim Langley Marietta, Georgia	McCranie, Virginia Carol Adel, Georgia	Roberts, Melanie Katherine College Park, Georgia
Golding, Mary Jane Decatur, Georgia	McEachern, Marjorie Marie Lithonia, Georgia	Roberts, Susan Heath Atlanta, Georgia
Goodman, Carolyn Rose Black Mountain, North Carolina	McNeil, Glenda Sharmaine Wilkesboro, North Carolina	Rockwell, Mary Jane San Francisco, California
Gwyn, Tina Renee Winston-Salem, North Carolina	Mackey, Joan Marx Houston, Texas	Roland, Elizabeth Karen Nashville, Tennessee
Haddon, Marla Ann Dunwoody, Georgia	MacLeod, Laurie Muriel Decatur, Georgia	Rose, Shelley MacLean Cocoa Beach, Florida
Harrell, Jane Elizabeth Dunwoody, Georgia	Maddox, Joy Leigh Decatur, Georgia	Rowe, Sallie Ashlin Fredericksburg, Virginia
Hart, Kathryn Tallahassee, Florida	Manning, Sallie Taylor Augusta, Georgia	Rowley, Jennifer Leigh Dunwoody, Georgia
Hart, Simone Bernice Pauls Valley, Oklahoma	Mayer, Marion Katherine Birmingham, Alabama	Rowley, Pamela Lynn Avon, Ohio
Hepburn, Valerie Ann Bogart, Georgia	Michael, Teresa L. Oakton, Virginia	Scheines, Phyllis Martha Jacksonville, Florida
Herring, Lisa Jane Macon, Georgia	Miller, Anne Drue Richardson, Texas	Shellack, Kerri Kim Cumming, Georgia
Hite, Cynthia Lynne Augusta, Georgia	Miller, Leslie Jean Charleston, West Virginia	Schumacher, Karen Sue Williamstown, New Jersey
Houck, Sheree Joy Pacific Grove, California	Miller, Melanie Frances Bradenton, Florida	Scott, Suzanne Robertson Baltimore, Maryland
Inman, Cynthia Christie Fort Walton Beach, Florida	Mitchell, Donna Neel Enid, Oklahoma	Sefcik, Karla Harrisonburg, Virginia
Inserni, Maria Luisa Rio Piedras, Puerto Rico	Moorer, Anna Rebecca Moscow, Idaho	Sharp, Emily Allison Dunn, North Carolina

Agnes Scott College

Smisson, Summer Ione
Macon, Georgia

Smith, Dorothy Claire
Denver, North Carolina

Smith, Elisabeth Ruth
Spartanburg, South Carolina

Smith, Phala Lea
O'Fallon, Illinois

Snell, Margaret Ruth
Atlanta, Georgia

Sorsdahl, Charlotte DeLoris
Gainesville, 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 Lee
Columbia, South Carolina

Thomas, Alison
Lynn Haven, Florida

Trescot, Leigh Maxwell
East Palatka, Florida

Tuttle, Martha Ellen
College Park, Georgia

Van Houten, Lisa Elizabeth
Newnan, Georgia

Walden, Elizabeth Diane
Atlanta, Georgia

Warren, Susan Elaine
Douglasville, Georgia

Whetsel, Marcia Gay
Russellville, Tennessee

Whisnant, Katharine Whitney
Atlanta, Georgia

White, Barbara Ellen
Tallahassee, Florida

Whitten, Susan Carrington
Lynchburg, Virginia

Wilson, Elizabeth Nell
Atlanta, Georgia

Wilson, Suzanne
Decatur, Georgia

Woods, Sharon Lynn
Sumter, South Carolina

Wooldridge, Dana Grayson
Midlothian, Virginia

Worley, Tanya Marrette
Turnerville, Georgia

Wright, Charlotte Frances
Springfield, Virginia

Wright, Dana Elizabeth
Titusville, Florida

Zurek, Catalina I.
Cartagena, Colombia

Bonkovsky, Elizabeth L.
Decatur, Georgia

Borck, Suzanne Marston
Stone Mountain, Georgia

Bostman, Catharina M.
Vanda, Finland

Bryant, Osceola Laverne
Decatur, Georgia

Chancey, Nancy Sisk
Decatur, Georgia

Comstock, Mary Evans
Atlanta, Georgia

Cumming, Janet Verity
Atlanta, Georgia

Diehl, Mary Brown
Decatur, Georgia

Endicott, Natalie Cropper
Decatur, Georgia

Eyre, Jacalyn Steitz
Decatur, Georgia

Fletcher, Cheryl Irby
Avondale Estates, Georgia

Gannon, Mary Patricia
Stone Mountain, Georgia

Gerardin, Marie-Claire
Cabestany, France

Harper, Juliette Jones
Tucker, Georgia

Hess, Carol Horne
Decatur, Georgia

Higgins, Rebecca C.
Lilburn, Georgia

Hyde, Kaye K.
Decatur, Georgia

Katona, Dorothy Mermelstein
Atlanta, Georgia

Kennedy, Elizabeth Anne
Brisbane, Australia

Leslie, Kent A.
Decatur, Georgia

Lightcap, Susan Kendall
Atlanta, Georgia

Long, Sherrill Terry
Stone Mountain, Georgia

McCurdy, Patricia Ridgway
Stone Mountain, Georgia

Majoros, Lucie Callaway
Atlanta, Georgia

Mathews, Linda T.
Decatur, Georgia

Miranti, Martha E.
East Point, Georgia

Pridgen, Julia Young
Decatur, Georgia

Schropp, Gabriele Hildegard
Necharsulum, West Germany

Schwery, Judith Cyrilla
Decatur, Georgia

Sigwell, Dorothy Kidd
Atlanta, Georgia

Stallybrass, Mary Ann
Decatur, Georgia

Tuttle, Connie L.
Atlanta, Georgia

Tveit, Carol Jean
Stone Mountain, Georgia

Webb, Neva Jackson
Atlanta, Georgia

Unclassified Students

Geographical Distribution of Students

(as of January 1980)

Full-time Students

United States		Foreign Countries			
Alabama	22	Massachusetts	1	Australia	1
Alaska	1	Mississippi	6	Brazil	2
Arizona	1	Missouri	2	Colombia	2
Arkansas	3	New Jersey	2	Finland	1
California	5	New Mexico	1	Germany	2
Connecticut	1	New York	2	Malaysia	8
Florida	65	North Carolina	21	Panama	1
Georgia	240	Ohio	3	Philippines	1
Idaho	1	Oklahoma	4	Sri Lanka	1
Illinois	1	Pennsylvania	2	Venezuela	1
Indiana	1	South Carolina	42		
Iowa	1	South Dakota	1		
Kansas	1	Tennessee	17	Total full-time	521
Kentucky	8	Texas	9	Total part-time	<u>35</u>
Louisiana	9	Virginia	20	Total enrollment	556
Maine	1	West Virginia	2		
Maryland	4	Puerto Rico	1		

Honors — 1978-1979

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 1979: Diane Marie Beaudoin, Melanie Sue Best, Susan Kathleen Bethune, Patricia Ann DuPont, Lesley Glenn Garrison, Nancy Eleanor Graham, Lynda Lynne Harris, Anne Curtis Jones, Virginia Louise Lee, Rhea Genyne Long, Marion Elizabeth McGreevy Minschwaner, Diane Elizabeth Petersen, Marjorie Ann Pirkle, Virginia Varn Risher, Virginia Ruth Rockwell.

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 1978-79 session are:

Lygia Roz Hooper
Fairbanks, Alaska

Clyda Dare Gaither
Brevard, North Carolina

Bonnie Gay Etheridge
Macon, Georgia

Class Honor Roll

Class of 1979

Diane Marie Beaudoin
Melanie Sue Best
Susan Kathleen Bethune
Linda Dianne Chupp
Deborah Ann Daniel
Kathryn Clair Docie
Patricia Ann DuPont
Sandra Lynn Fowler
Nancy Eleanor Graham
Julie Lynn Johnston
Anne Curtis Jones
Nanette Maria Kouts
Deni-Lynn Lamb

Virginia Louise Lee
Julia Holloway McFerrin
Marion McGreevy Minschwaner
Diane Elizabeth Petersen
Marjorie Anne Pirkle
Virginia Varn Risher
Maureen Birch Roberts
Virginia Ruth Rockwell
Karen Leslie Rogers
Emily Claire Sheffield
Susan Ann Sturkie
Sarah Caroline Windham
Lu Ann Yarbrough

Class of 1980

Mary Elizabeth Arant
Patricia Anne Arnzen
Sally Anne Brown
Sheng-Mei Chiu
Kimberly Jeanne Clark
Cynthia Gay Dantzer
Patricia Ann Elebash
Margaret Elizabeth Evans
Sarah Ann Fairburn
Maile Ann Frank
Cynthia Marie Hampton

Lygia Roz Hooper
Cynthia Jane Huff
Jodie Elizabeth Jeffrey
Maureen Kennedy Lach
Teresa Lee Lass
Linda Elizabeth Moore
Rebecca Jean Payton
Jennifer Lynn Spencer
Gwendolyn Dahl Spratt
Susan Marie Tucker

Class of 1981

Susan Sanders Barnes	Shannon Elizabeth Perrin
Melissa Amelia Breitling	Jane Quillman
Ila Leola Burdette	Shari Diane Shaw
Carol Ruth Chapman	Martha Thomson Sheppard
Mary Elizabeth DuBose	Janet Rae Smith
Clyda Dare Gaither	Dawn Sparks
Susan Gail Kennedy	Claudia Stucke
Chu Kee Loo	Lee Kiang Tan
Kok-Yean Looi	Wooi Yi Tan
Niranjani Shariya Molegoda	Luci Neal Wannamaker
Nancy Alexander Nelson	Susan Claire Wannamaker
Susan French Nicol	Nellie Poh-Lin Yeoh
Julie Anne Oliver	

Class of 1982

Katherine Purdie Brown	Susan Gay Glover
Amy Susan Craddock	Sonia Hall Gordon
Susanne Margaret Dawson	Kathryn Lucille Helgesen
Jamie Kay Dietrich	Tobi Roxane Martin
Norma Elizabeth Edenfield	Susan Virginia Mead
Bonnie Gay Etheridge	Margaret Renee Miller
Nina Cabell Ferguson	Mary Therese Stortz
Kathleen Bell Fulton	Gayle Elaine Thomas
Catherine Elizabeth Garrigues	

Bachelor of Arts Degree — 1979

Nancy Ellen Atkins <i>Art</i>	Gloriana Achi Erim <i>Biology</i>	Christina Connell Jensen* <i>English</i>
Deborah Irene Ballard <i>Biology</i>	Angela Fleming <i>English</i>	Caye Elizabeth Johnson <i>History</i>
Diane Hope Banyar <i>Political Science/Sociology</i>	Sandra Lynn Fowler* <i>Biology</i>	Julie Lynn Johnston <i>French</i>
Suzanne Dunn Barefoot <i>Psychology</i>	Dorothy Susan Fuller <i>Political Science</i>	Anne Curtis Jones* <i>Economics/History</i>
Diane Marie Beaudoin** <i>Biology</i>	Marjorie Jeannine Garbutt <i>Theatre</i>	Mary Louise Tucker Kent <i>Psychology</i>
Elizabeth Eve Belk <i>Psychology</i>	Mary Beth Gardiner <i>Biology</i>	Robin Elaine Kessler <i>French/Political Science</i>
Glenda Rebecca Bell <i>English/History</i>	Lesley Glenn Garrison* <i>Biology</i>	Gretchen Jean Keyser <i>Political Science</i>
Angeline Evans Benham* <i>Psychology</i>	Judith Burns Gary <i>Sociology</i>	Lillian Mary Kiel <i>Art</i>
Melanie Sue Best** <i>English-Creative Writing</i>	Susan Gwen Gledhill <i>Political Science</i>	Evelyn Louise Kirby <i>Biology</i>
Susan Kathleen Bethune* <i>Psychology</i>	Susan Anita Gomez <i>Art/French</i>	Kay Kirkland <i>History</i>
Kathryn Vallarie Boone <i>Economics</i>	Nancy Eleanor Graham* <i>History/Political Science</i>	Rita Gayle Kitts <i>English/Art</i>
Laura Giles Boyd <i>Economics</i>	Anne Christopher Griner <i>Psychology</i>	Denise Marie Koon <i>Psychology/Sociology</i>
Janet Marie Bradley <i>Chemistry/Economics</i>	Andrea Kathryn Groover <i>Psychology</i>	Nanette Maria Kouts* <i>English</i>
Bette Williams Broadwell <i>English</i>	Nancy Kimberly Gzeckowicz <i>Psychology</i>	Laurel Ann Kramer <i>Economics</i>
Alma Virginia Byrd <i>English</i>	Claire Elaine Hall <i>Psychology</i>	Karen Elizabeth Kulick <i>Psychology</i>
Elisabeth Lynn Cameron <i>Art</i>	Katherine Ann Handly <i>Spanish</i>	Deni-Lynn Lamb <i>History</i>
Elizabeth Beck Cameron <i>Biology</i>	Katherine Harris <i>History</i>	Virginia Louise Lee** <i>English/Music</i>
Angela Marie Carter <i>Biology</i>	Lynda Lynne Harris** <i>English</i>	Linda Applewhite Logan <i>Classics/Sociology</i>
Linda Dianne Chupp <i>Political Science</i>	Helen Elizabeth Hill <i>Political Science</i>	Rea Genyne Long* <i>Art History-English Literature</i>
Donna Stixrud Crawford <i>Art</i>	Valerie Eve Hinckley <i>History/Psychology</i>	Catherine Reed McCann <i>Psychology</i>
Catherine Lynn Crook <i>English-Creative Writing</i>	Elizabeth Gordon Holland <i>Sociology</i>	Linda Anne McColl <i>Economics/French</i>
Ellanor Toomer Cullens <i>Psychology</i>	Carol Hedrick Howard <i>Dual Degree Program in Engineering with Georgia Institute of Technology</i>	Julia Holloway McFerrin* <i>English</i>
Deborah Ann Daniel* <i>Psychology</i>	Gloria Jones Howard <i>Art</i>	Linda McInnis <i>Theatre</i>
Julie Ann Daniel <i>Psychology</i>	Mary Elizabeth Davis Hudson <i>History</i>	Karen D. Margolis <i>Economics</i>
Kathryn Clair Docie <i>Psychology</i>	Ellen Earle Hunter <i>Economics/Bible and Religion</i>	Melanie Ann Meadows <i>Psychology/English</i>
Leslie Anne Doyle <i>Biology</i>	Martha Lynn Hutcheson <i>History/Phychology</i>	Marion McGreevy <i>Minschwaner** Political Science</i>
Patricia Ann DuPont* <i>Psychology</i>	Suzanne Cox Isola <i>Psychology</i>	Rosalie Nichols <i>Economics</i>
Sandra Elizabeth Eichelberger <i>Theatre</i>		Rebecca Calhoun Ozburn <i>Mathematics/Spanish</i>

*With honor

**With high honor

Catherine Yates Paul
Psychology

Mari Perez
English/History

Anne Hal Perry
English

Carolyn Elizabeth Pervis
Art

Diane Elizabeth Petersen*
Biology

Laura Lynn Peterson
Psychology

Margaret Webb Pfeiffer
History

Marjorie Anne Pirkle*
Mathematics/Philosophy

Ellen Sheppard Poole
Economics

Barbar Norton Propst
Economics

Donna Lynn Richards
Greek

Virginia Varn Risher*
History

Maureen Birtch Roberts
Biology/Chemistry

Virginia Ruth Rockwell**
English/Political Science

Karen Leslie Rogers
Sociology

Nancy Elizabeth Rogers
Psychology

Shannon Jean Ruddell
Psychology

Patricia Diann Sanders
History

Donna Joyce Sanson
French/Political Science

Emily Claire Sheffield*
Economics

Crystal Lynn Singleton
Biology

Dacia Amorita Small
French/Psychology

Aria Lee Spencer
English

Edith Anne Spurlock
Political Science

Paula Chareece Starnes
Psychology/Sociology

Karol Ruth Hammer Stephens
Biology

Renée Cecile Stewart
Art

Susan Ann Sturkie
Art

Melinda Darnell Tanner
Biology

Penny Jo Terry
Psychology

Katrina Clifford Thomason
Bible and Religion

Susan Lynn VanVleck
Sociology

Elizabeth May Wells
Economics/French

Marianne Johnson Widener
Art/Economics

Sarah Caroline Windham*
French

Lisa Kay Worthey*
Economics/History

Donna Faye Wyatt
Art

Lu Ann Yarbrough
Psychology

*With honor

**With high honor

Alumnae Association — 1979-1980

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 coordinator for clubs, 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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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

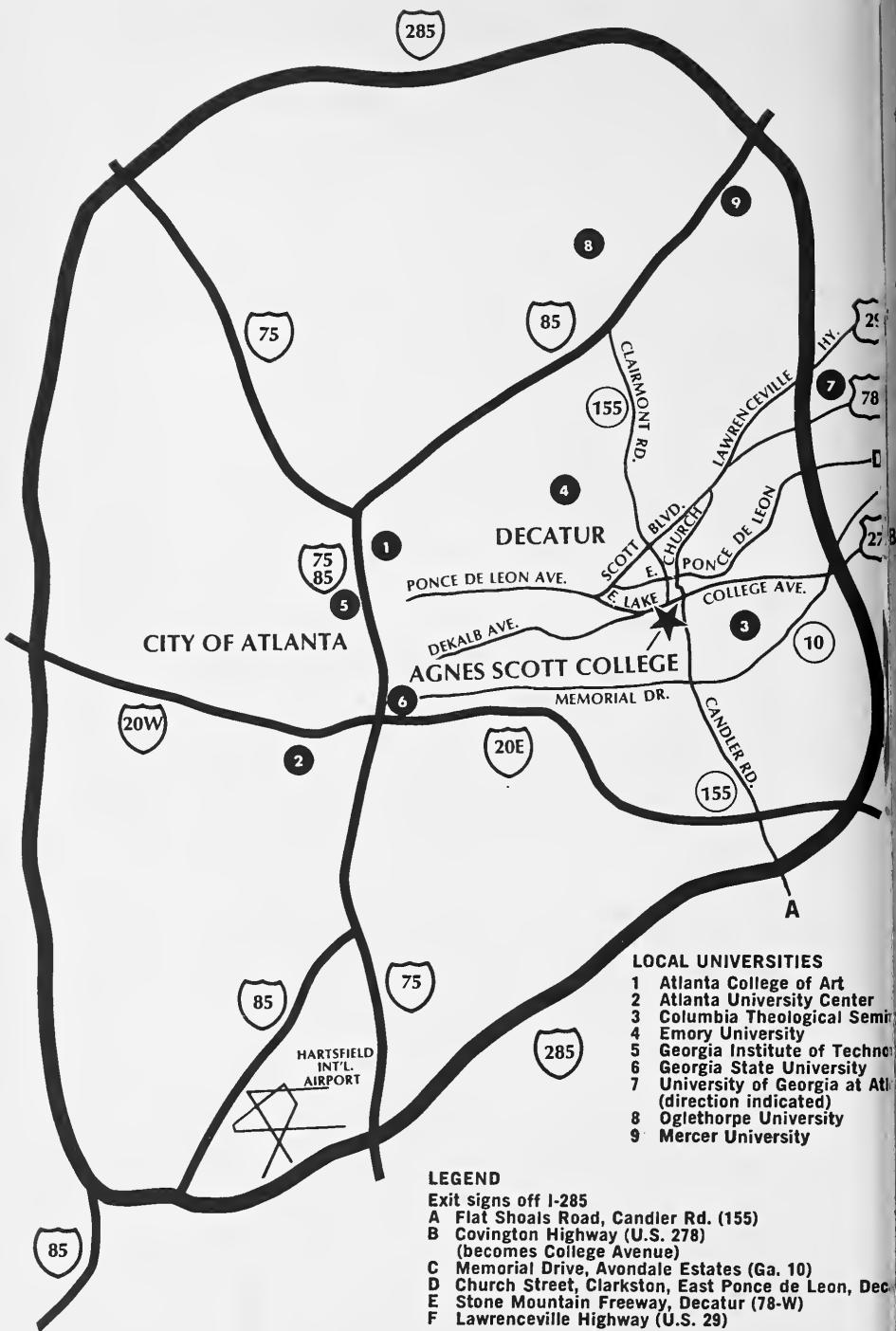
Area Code (404) 373-2571 (college switchboard).

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)

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