

ABOUT THE COLLEGE

About the College

Knowledge as Preparation for Life and Work

The Mission of Bryn Mawr College

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative and independent habits of thought and expression in an undergraduate liberal arts curriculum for women and in co-educational graduate programs in the arts and sciences and in social work and social research. Bryn Mawr seeks to sustain a community diverse in nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world.

Close Working Relationships Between Faculty and Students

Since its founding in 1885, the College has maintained its character as a small residential community that fosters close working relationships between faculty and students. The faculty of teacher/scholars emphasizes learning through conversation and collaboration, primary reading, original research and experimentation. Our cooperative relationship with Haverford College enlarges the academic opportunities for students and their social community. Our active ties to Swarthmore College and the University of Pennsylvania as well as the proximity of the city of Philadelphia further extend the opportunities available at Bryn Mawr.

A Self-Governing Society Within the College

Living and working together in a community based on mutual respect, personal integrity and the standards of a social and academic Honor Code, each generation of students experiments with creating and sustaining a self-governing society within the College. The academic and cocurricular experiences fostered by Bryn Mawr, both on campus and in the College's wider setting, encourage students to be responsible citizens who provide service and leadership for an increasingly interdependent world.

The History of Bryn Mawr College

When Bryn Mawr College opened its doors in 1885, it offered women a more ambitious academic program than any previously available to them in the United States. Other women's colleges existed, but Bryn Mawr was the first to offer graduate education through the Ph.D. a signal that its founders refused to accept the limitations imposed on women's intellectual achievement at other institutions.

Joseph W. Taylor

The founding of Bryn Mawr carried out the will of Joseph W. Taylor, a wealthy Quaker physician who wanted to establish a college for the advanced education of females. Taylor originally envisioned an institution that would inculcate in its students the

beliefs of the Society of Friends (popularly known as Quakers), but by 1893 his trustees had broadened the College's mission by deciding that Bryn Mawr would be nondenominational. Bryn Mawr's first administrators had determined that excellence in scholarship was a more important consideration than religious faith in appointing the faculty, although the College remained committed to Quaker values such as freedom of conscience.

The College's mission was to offer women rigorous intellectual training and the chance to do original research, a European-style program that was then available only at a few elite institutions for men. That was a formidable challenge, especially in light of the resistance of society at large, at the end of the 19th century, to the notion that women could be the intellectual peers of men.

Fortunately, at its inception, the College was adopted as a moral cause and a life's work by a woman of immense tenacity, M. Carey Thomas. Thomas, Bryn Mawr's first dean and second president, had been so intent upon undertaking advanced study that when American universities denied her the opportunity to enter a Ph.D. program on an equal footing with male students, she went to Europe to pursue her degree.

When Thomas learned of the plans to establish a college for women just outside Philadelphia, she brought to the project the same determination she had applied to her own quest for higher education. Thomas' ambition—for herself and for all women of intellect and imagination—was the engine that drove Bryn Mawr to achievement after achievement.

The College established undergraduate and graduate programs that were widely viewed as models of academic excellence in both the humanities and the sciences, programs that elevated standards for higher education nationwide. Under the leadership of Thomas and James E. Rhoads, who served the College as president from 1885 to 1894, Bryn Mawr repeatedly broke new ground. It was, for example, the first institution in the United States to offer women fellowships for graduate study; its self-government association, the first in the country at its founding in 1892, was unique in the United States in granting to students the right not only to enforce but to make all of the rules governing their conduct; its faculty, alumnae and students engaged in research that expanded human knowledge.

In 1912, the bequest of an alumna founded the Graduate Department of Social Economy and Social Research, which made Bryn Mawr the first institution in the nation to offer a Ph.D. in social work. In 1970, the department became the Graduate School of Social Work and Social Research. In 1921, Bryn Mawr intensi-

**M. Carey
Thomas**

**Graduate
School of Arts
and Sciences**

**James E.
Rhoads**

**Graduate
School of Social
Work and
Social Research**

fied its engagement with the world around it by opening its Summer School for Women Workers in Industry, which offered scholarships for broad-based programs in political economy, science and literature to factory workers until 1938.

**Marion
Edwards Park**

During the presidency of Marion Edwards Park, from 1922 to 1942, the College began to work toward cooperative programs with nearby institutions—Haverford College, Swarthmore College and the University of Pennsylvania—that would later greatly expand the academic and social range of Bryn Mawr students. In 1931 Bryn Mawr's graduate school began to accept male students. During the decades of the Nazi rise to power in Europe and World War II, Bryn Mawr became home to many distinguished European scholars who were refugees from Nazi persecution.

**Katharine
Elizabeth
McBride**

From 1942 to 1970 Katharine Elizabeth McBride presided over the College in a time of change and growth. During McBride's tenure, the College twice faced challenges to its Quaker heritage of free inquiry and freedom of conscience. During the McCarthy era, Congress required students applying for loans to sign a loyalty oath to the United States and an affidavit regarding membership in the Communist party. Later, at the height of student protest against the Vietnam War, institutions of higher education were required to report student protesters as a condition of eligibility for government scholarship support.

On both occasions, Bryn Mawr emerged as a leader among colleges and universities in protecting its students' rights. It was the first college to decline aid under the McCarthy-era legislation and the only institution in Pennsylvania to decline aid rather than take on the role of informer during the Vietnam War. Bryn Mawr faculty and alumnae raised funds to replace much of the lost aid, and a court eventually found the Vietnam-era law unconstitutional and ordered restitution of the scholarship funds.

During the 1960s, Bryn Mawr strengthened its ties to Haverford, Swarthmore and Penn when it initiated mutual cross-registration for all undergraduate courses. In 1969, it augmented its special relationship with Haverford by establishing a residential exchange program that opened certain dormitories at each college to students of the other college.

**Harris L.
Wofford**

During the presidency of Harris L. Wofford, from 1970 to 1978, Bryn Mawr intensified its already-strong commitment to international scholarship. Wofford worked hard to involve alumnae overseas in recruiting students and raising money for their support and for the support of Bryn Mawr's extensive overseas programs. Wofford, who later became a U.S. senator, also initiated closer

oversight of the College's financial investments and their ramifications in the world.

Mary Patterson McPherson led the College from 1978 to 1997, a period of tremendous growth in number and diversity of students—now over 1,200 undergraduates, nearly a quarter of whom are women of color. During McPherson's tenure in office, Bryn Mawr undertook a thorough re-examination of the women-only status of its undergraduate college and concluded that providing the benefits of single-sex education for women—in cultivating leadership, self-confidence and academic excellence—remained essential to the College's mission. McPherson, a philosopher, now directs the Andrew W. Mellon Foundation's program for liberal arts colleges.

**Mary Patterson
McPherson**

Nancy J. Vickers, Bryn Mawr's current president, is an acclaimed French and Italian Renaissance scholar who has examined the transformation of lyric from the sonnets of Petrarch to music videos. A powerful advocate for liberal education and the education of women, Vickers has led the College community to a clear understanding of its priorities and the challenges it faces in the next century. An extended series of consultations with faculty, students and alumnae contributed to the Plan for a New Century Vickers presented to the College's Board of Trustees. The Plan was adopted in March 2000. Among the Plan's initiatives is the creation of the Centers for 21st Century Inquiry, a group of four interrelated interdisciplinary centers that foster innovation in both the College's curriculum and its relationship to the world around it.

**Nancy J.
Vickers**

The College as Community

Believing that a small college provides the most favorable opportunity for students to participate in their own education, Bryn Mawr limits the number of undergraduates. While the class of 2004 is the largest in Bryn Mawr's 117-year history, it is still just 359 undergraduate women. Bryn Mawr's comparatively small size allows its students and faculty to work closely together and to know each other well as individuals. With a student-to-faculty ratio of nine to one, Bryn Mawr undergraduates enjoy the increasingly rare privilege of a mentor-apprentice model of learning and scholarship.

**A SMALL
WOMEN'S
COLLEGE**

In addition to being a renowned college for women, Bryn Mawr has two excellent coeducational graduate schools—the Graduate School of Arts and Sciences, and the Graduate School of Social Work and Social Research. The presence of the graduate schools contributes significantly to the strengths of the undergraduate program and the richness of the undergraduate experience. For example, the graduate schools ensure the high quality of Bryn

**Coeducational
Graduate
Schools**

Mawr's libraries and archives, whose collections achieve a breadth and depth not typical of the average college. They similarly enhance the College's laboratory, computer and digital-media capabilities. Qualified undergraduates may enroll in graduate seminars, participate in advanced research projects in the natural and social sciences, and benefit from the insights and advice of their graduate-student colleagues.

EXTENSIVE COEDUCATIONAL OPPORTUNITIES

Haverford, Swarthmore, Penn and Villanova

While retaining all the benefits of a small residential women's college, Bryn Mawr substantially augments its resources and coeducational opportunities by cooperation at the undergraduate level with Haverford College, Swarthmore College and the University of Pennsylvania. This cooperative arrangement coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. Students at Bryn Mawr and Haverford may also major at either college. Bryn Mawr also has a limited exchange program with Villanova University.

The cooperative relationship between Bryn Mawr and Haverford is particularly close because the colleges are only about a mile apart, and naturally, this relationship extends beyond the classroom. Collections in the two colleges' libraries are cross-listed, and the libraries are open to students from either college. Student organizations on the two campuses work closely together in matters concerned with student government and in a whole range of academic, athletic, cultural and social activities. Both Bryn Mawr and Haverford offer bi-college residence halls, so students may choose to live in either coeducational halls or in women-only halls at Bryn Mawr.

RICHLY CREATIVE CULTURE

Bryn Mawr itself sponsors a broad cultural program that supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. The Arts Program at Bryn Mawr supports and coordinates the arts curriculum and a variety of extracurricular activities in creative writing, dance, fine arts, music and theater. A regular schedule of concerts and productions is directed by the arts faculty at Bryn Mawr and Haverford Colleges, together with performances by The Theater Company, Dance Ensembles and other student-run groups. These activities are complemented and enhanced by an extensive program

of readings, exhibitions, performances and workshops given by visiting artists.

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join members of the faculty and administration in making and carrying out plans for the College community as a whole. Bryn Mawr's Student Self-Government Association, the nation's oldest student self-government organization, provides a framework in which individuals and smaller groups function. The Association both legislates and mediates matters of social and personal conduct.

Through their Self-Government Association, students share with faculty the responsibility for the Academic Honor System. One of the most active branches of the Association is the Student Curriculum Committee, which, with the Faculty Curriculum Committee, originally worked out the College's system of self-scheduled examinations. The joint Student-Faculty Committee meets regularly to discuss curricular issues and to approve new courses and programs.

The Self-Government Association also coordinates the activities of many special-interest clubs, open to all students; it serves as the liaison between students and College officers, faculty and alumnae. The Athletic Association also provides opportunities for a variety of activities, including intramural and varsity contests. Both the Bryn Mawr *College News* and Bryn Mawr-Haverford *BiCo* welcome students interested in reporting and editing.

Students participate actively on many of the most important academic and administrative committees of the College, as they do on the Curriculum Committee. Undergraduates elect four rising seniors to serve with members of the faculty on the College Admissions Committee. Along with alumnae and faculty, three students participate in the policy discussions of the Undergraduate Scholarship Committee. Two undergraduates meet with the Board of Trustees, present regular reports to the full board and work with the board's committees. Two undergraduates are also elected to attend faculty meetings. At the meetings of both the board and the faculty, student members may join in discussion but do not vote.

Bryn Mawr's undergraduate enrollment and curriculum are dedicated to a respect for and understanding of cultural and social diversity. As a reflection of this dedication to diversity, Bryn Mawr's student body is composed of people from all parts of the United States, from many nations around the world, and from all

**STUDENT
INDEPENDENCE
AND SELF-
GOVERNMENT**

**Self-Government
Association**

**Student
Curriculum
Committee**

**Other Key
Academic and
Administrative
Committees**

**INTERNATIONAL
CULTURAL
DIVERSITY**

**Student
Cultural
Groups and
Organizations**

sectors of society, with a special concern for the inclusion of historically disadvantaged minorities in America.

The International Students Association enriches the life of Bryn Mawr through social and cultural events. The Sisterhood works to address the concerns of African-American students, to foster their equal participation in all aspects of College life, and to support Perry House, the African-American cultural center, which sponsors cultural programs open to the College community and provides residence space for a few students.

Other student organizations include the Asian Students Association, BACASO (Bryn Mawr African and Caribbean-African Student Organization), Barkada (Philippina students), Mujeres (Latina students), Rainbow Alliance (lesbian, bisexual and transgendered students), and South Asian Women. These groups provide forums for members to address their common concerns and a basis from which they participate in other activities of the College.

A coalition of these cultural groups meets biweekly with the director of the Office for Institutional Diversity and a group of cultural advisers. This coalition enables students of color to work together to develop a coordinated plan to increase the number of students and faculty of color and to develop curricular offerings and extracurricular programs dealing with United States minority groups and with non-Western peoples and cultures.

**SERVICE TO THE
COMMUNITY**

Students who wish to volunteer their services outside the College find many opportunities to do so through Bryn Mawr's Community Service Office. The office supports numerous community-service and activist groups and projects by offering transportation reimbursement for off-campus volunteers, mini-grants for individuals and groups planning service activities, a database of internship and volunteer opportunities, and other resources for student volunteers. Through their interest and participation in these many aspects of the College community, students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

Academic Opportunities

The College Seminars are discussion-oriented, reading- and writing-intensive courses for first- and second-year students. Topics vary from year to year, but all seminars are designed and taught by faculty from several different fields and are intended to engage broad, fundamental issues and questions. These courses have a predisciplinary rather than an interdisciplinary intent: their aim is to revisit and revitalize questions that tend to be taken as settled by existing disciplines. Course materials include books and essays but also films, material objects, social practices, scientific observations and experiments.

All students are required to take a College Seminar I during the first semester of their first year, and a College Seminar II at some point during the next three semesters. For College Seminars offered in recent years, see page 81.

The Praxis Program is an experiential, community-based learning curriculum. The program provides consistent, equitable guidelines along with curricular coherence and support to students and faculty who wish to combine coursework with experiential and research-related field placements. The three designated types of Praxis courses—departmental courses, interdepartmental seminars and independent studies—are described on page 84 and at <http://www.brynmawr.edu/praxis>.

Praxis courses on all levels are distinguished by the integration of practical and theoretical study. The Praxis Program is founded on the principle that fieldwork in isolation is not an academic experience. Rather, it is the successful integration of practice with theory that makes the Praxis experience academic.

Fieldwork functions as a living textbook while a dynamic process of reflection incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community. The Praxis Office has information on a wide range of resources that encourage critical thinking, evaluation, analysis, problem-solving, study and reasoning.

The role of the Praxis Office is to identify, establish, supervise and support field placements for Praxis courses. Faculty members retain ultimate responsibility and control over the components of the Praxis Program that make it distinctly academic: course reading and discussion, rigorous process and reflection, and formal presentation and evaluation of student progress.

COLLEGE SEMINARS

PRAXIS PROGRAM

Integrating Practical and Theoretical Study

Fieldwork as a Living Textbook

Praxis Office

**CENTERS FOR
21ST CENTURY
INQUIRY**

Bryn Mawr's new interdisciplinary centers encourage innovation and collaboration in research, teaching and learning. Conceived as part of the College's Plan for a New Century, the four interrelated centers are designed to bring together scholars from various fields to examine diverse ways of thinking about areas of common interest, creating a stage for constant academic renewal and transformation.

Flexible and inclusive, the centers help ensure that the College's curriculum can adapt to changing circumstances and evolving methods and fields of study. Through research and internship programs, fellowships and public discussions, they foster links among scholars in different fields, between the College and the world around it, and between theoretical and practical learning.

**Center for
Ethnicities,
Communities
and Social
Policy**

The Center for Ethnicities, Communities and Social Policy is devoted to the interdisciplinary study of diverse communities and the examination of social-policy questions in the North American context. The Center sponsors research by faculty and students, hosts visiting scholars, and provides a forum for public discussion of issues significant to academics, policymakers and the broader community.

**Center for
International
Studies**

The Center for International Studies brings together scholars from various fields to define global issues and confront them in their appropriate social, scientific, cultural and linguistic contexts. The Center supports collaborative, cross-disciplinary research and prepares students for life and work in the highly interdependent world and global economy of the 21st century.

**Center for
Science in
Society**

The Center for Science in Society was founded to facilitate the broad conversations, involving scientists and nonscientists as well as academics and non-academics, that are essential to continuing explorations of the natural world and humanity's place in it. Through research programs, fellowships and public discussions, the Center supports innovative, interdisciplinary approaches to education in the sciences, novel intellectual and practical collaborations, and continuing inquiry into the interdependent relationships among science, technology and other aspects of human culture.

**Center for
Visual Culture**

The Center for Visual Culture is dedicated to the study of visual forms and experience of all kinds, from ancient artifacts to contemporary films and computer-generated images. It serves as a forum for explorations of the visual aspect of the natural world as well as the diverse objects and processes of visual invention and interpretation around the world.

Curricular Options

A major subject must be chosen at the end of sophomore year. With the guidance of the departmental adviser, students plan an appropriate sequence of at least 10 major courses. A student with unusual interest or preparation in several areas may consider an independent major, a double major, a major with a strong minor or a concentration involving work in several departments built around one major as a core.

The following is a list of major subjects.

MAJORS

Anthropology	Growth and Structure of Cities
Astronomy (Haverford College)	History
Biology	History of Art
Chemistry	Italian
Classical and Near Eastern Archaeology	Latin
Classical Culture and Society	Mathematics
Classical Languages	Music (Haverford College)
Comparative Literature	Philosophy
East Asian Studies	Physics
Economics	Political Science
English	Psychology
Fine Arts (Haverford College)	Religion (Haverford College)
French and French Studies	Romance Languages
Geology	Russian
German and German Studies	Sociology
Greek	Spanish

The following is a list of recent independent majors. For more information on the Independent Major Program, see page 66.

INDEPENDENT MAJORS

American Studies	International Relations
Computer Science	Linguistics
Cultural Studies	Medieval Studies
Dance	Peace and Conflict Studies
Feminist and Gender Studies	Theater

The minor, which is not required for the degree, typically consists of six courses, with specific requirements determined by the department. The following is a list of subjects in which students may elect to minor. Minors in departments or programs that do not offer majors appear in italics.

MINORS

<i>Africana Studies</i>	Greek
Anthropology	Growth and Structure of Cities
Biology	<i>Hebrew and Judaic Studies</i>
Chemistry	History
Classical and Near Eastern	History of Art
Archaeology	Italian
Classical Culture and Society	Latin
Comparative Literature	Mathematics
<i>Computer Science</i>	Music
<i>Creative Writing</i>	Philosophy
<i>Dance</i>	Physics
East Asian Studies	Political Science
Economics	Psychology
<i>Education</i>	Russian
English	Sociology
French and French Studies	Spanish
Geology	<i>Theater Studies</i>
German and German Studies	

CONCENTRATION The concentration, which is not required for the degree, is a cluster of classes that overlap the major and focus a student's work on a specific area of interest:

- Creative Writing (with an English major)
- East Asian Studies
- Environmental Studies (in an anthropology, biology, geology, or growth and structure of cities major)
- Feminist and Gender Studies
- Hispanic and Hispanic-American Studies
- International Economic Relations
- Neural and Behavioral Sciences (with a biology or psychology major)
- Peace and Conflict Studies

**COMBINED
A.B./M.A.
DEGREE
PROGRAMS**

Bryn Mawr students who are exceptionally qualified may, while undergraduates, undertake graduate work leading to the M.A. degree in those departments with graduate programs. Students interested in pursuing a combined A.B./M.A. degree should file individual plans of study at the end of the sophomore year for approval by the department chair, the dean of the Undergraduate College, the Undergraduate Curriculum Committee, the dean of the Graduate School of Arts and Sciences and the Graduate Council.

The College has negotiated arrangements with the California Institute of Technology whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, transfer into the third year at Cal Tech to complete two full years of work there. At the end of five years she is awarded a Bachelor of Arts degree by Bryn Mawr and a Bachelor of Science degree by Cal Tech. Programs are available in many areas of specialization.

3-2 PROGRAM IN ENGINEERING AND APPLIED SCIENCE

In her three years at Bryn Mawr, the student must complete the College Seminars, quantitative, foreign-language and divisional requirements, as well as a prescribed science program and the basis for a Bryn Mawr major. (Students completing the program have had majors at Bryn Mawr in mathematics or physics.) Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the College for application in the spring semester of their third year at the College. Prerequisites for recommendation include completion of courses required by Bryn Mawr and a minimum of one year each of chemistry, mathematics (including multivariable calculus and differential equations) and physics. Approval of the student's major department is necessary at the time of application and for the transfer of credit from the Cal Tech program to complete the major requirements at Bryn Mawr.

Students considering this option should consult Marion Reilly Professor of Physics Alfonso Albano, liaison for the 3-2 Program in Engineering and Applied Science, at the time of registration for Semester I of their first year and each semester thereafter to ensure that all requirements are being completed on a satisfactory schedule.

This arrangement with the Department of City and Regional Planning at the University of Pennsylvania allows a student to earn an A.B. degree with a major in the Growth and Structure of Cities at Bryn Mawr and a degree of Master of City Planning at the University of Pennsylvania in five years. While at Bryn Mawr the student must complete the College Seminars, quantitative, foreign-language and divisional requirements and the basis of a major in Growth and Structure of Cities. The student applies to the Master of City Planning program at Penn in her sophomore or junior year. No courses taken prior to official acceptance into the Master of City Planning program may be counted toward the master's degree, and no more than eight courses may be double-counted toward both the A.B. and the M.C.P. after acceptance. For further information

3-2 PROGRAM IN CITY AND REGIONAL PLANNING

students should consult Gary McDonogh, director of the Growth and Structure of Cities Program, early in their sophomore year.

SUMMER LANGUAGE PROGRAMS

France

Summer language programs offer students the opportunity to spend short periods of time conducting research, studying a language and getting to know another part of the world well.

Bryn Mawr offers a six-week summer program in Avignon, France. This total-immersion program is designed for undergraduate and graduate students with a serious interest in French language, literature and culture. The faculty of the *Institut* is composed of professors teaching in colleges and universities in the United States and Europe. Classes are held at the Palais du Roure and other sites in Avignon; the facilities of the M diath que Ceccano as well as the Universit d Avignon library are available to the group. Students are encouraged to live with French families or foyers. A certain number of independent studios are also available.

Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit and scholarships, students should consult Professor Brigitte Mahuzier of the Department of French.

Italy

Bryn Mawr, in conjunction with the University of Pennsylvania, offers a summer program of intensive study in Florence. Focusing on Italian language, culture, art and literature, the coeducational program is open to students from Bryn Mawr and other colleges and universities. Courses carry full, transferable credit and are taught by professors from institutions in both the United States and Europe. Applicants must have a solid academic background and a serious interest in Italian culture, but need not have previous course work in Italian; introductory classes are offered. Students can make their own travel and housing arrangements, though most choose to stay at a hotel conveniently located in the center of Florence. Information about these accommodations is available through the program. Some need-based financial aid is available. For information, contact Professor Nicholas Patruno in the Department of Italian.

Russia

The College also participates in summer programs with the American Council of Teachers of Russian (A.C.T.R.) in Moscow, St. Petersburg and other sites in Russia. For further information about the A.C.T.R. programs, students should consult the Department of Russian.

STUDY ABROAD IN THE JUNIOR YEAR

A qualified student who has the approval of her major department and her dean may apply for permission to study in a foreign country for a semester or a year. The College has approved more than 60 programs in colleges and universities in other countries. Applicants must have strong academic records and must give evidence of competence in the language of the country where they plan to study. At least two years of study at the college level are necessary to provide adequate language preparation for study in non-English-speaking countries.

All students who are considering study abroad in the junior year should consult Li-Chen Chin, assistant dean and director of international programs, at the beginning of the sophomore year about the procedure, and confer with their deans and major departments to make sure their intended studies abroad are coordinated with the plan for the major subject and the completion of requirements.

Students who study abroad include majors across the humanities, the social sciences and the natural sciences. In recent years, students have studied in Argentina, Australia, Canada, Chile, China, Costa Rica, Cuba, Denmark, Egypt, France, Germany, Ghana, Greece, Hungary, India, Ireland, Italy, Japan, Kenya, Mexico, New Zealand, Russia, Senegal, South Africa, Spain, Thailand and the United Kingdom.

Students who study abroad for the semester or the year pay Bryn Mawr tuition and, for programs that include food and housing, room and board fees to Bryn Mawr. The College, in turn, pays the program fees directly to the institution abroad and provides the student with a travel allowance to and from the program. Students who are eligible for financial aid at Bryn Mawr may apply for aid for the period in which they are studying abroad. While there is a limit to the aid available to fund study abroad, it is expected that the needs of most eligible students will be covered. If it is not possible to aid all students who wish to go, priority is given to those whose academic programs are most enhanced by study abroad. A committee consisting of faculty members and the study abroad adviser determines the preference ranking for the aid.

Although Bryn Mawr offers no formal degree in architecture or a set preprofessional path, students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program (see page 206). Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select

PREPARATION FOR CAREERS IN ARCHITECTURE

appropriate electives in architectural history and urban design (including classes in classical and Near Eastern archaeology, East Asian studies and history of art) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; these may also be planned to incorporate design projects. These students should consult as early as possible with Daniela Voith and Carola Hein in the Growth and Structure of Cities Program.

PREPARATION FOR CAREERS IN THE HEALTH PROFESSIONS

The Bryn Mawr curriculum offers courses that meet the requirements for admission to professional schools in medicine, dentistry, veterinary medicine and public health. Each year a significant number of Bryn Mawr graduates enroll in these schools. The minimal requirements for most medical and dental schools are met by one year of English, one year of biology, one year of general chemistry, one year of organic chemistry and one year of physics. Schools of veterinary medicine usually require upper-level coursework in biology. Students considering careers in one of the health professions are encouraged to discuss their plans with the undergraduate health professions adviser in Canwyll House. The Office of Health Professions Advising publishes the Guide for First- and Second-Year Students Interested in the Health Professions. This handbook is available at the meeting for first-year students during Customs Week and at the Office of Health Professions Advising in Canwyll House.

Postbac Premedical Program

Bryn Mawr offers a Postbaccalaureate Premedical Program to graduates of Bryn Mawr and other four-year accredited institutions through Bryn Mawr's Special Academic Programs. For further information, see page 54 or visit the program's Web site at www.brynmawr.edu/postbac.

PREPARATION FOR CAREERS IN LAW

Because a student with a strong record in any field of study can compete successfully for admission to law school, there is no prescribed program of pre-law courses. Students considering a career in law may explore that interest at Bryn Mawr in a variety of ways—e.g., by increasing their familiarity with U.S. history and its political process, participating in Bryn Mawr's well established student self-government process, shadowing alumnae/i lawyers through the Career Development Office's externship program and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance about the law-school application and admission process may consult with one of the

College's pre-law advisers, Dean Charles Heyduk or Dean Rona Pietrzak.

Students majoring in liberal arts fields that are taught in secondary school may, by appropriate planning early in their undergraduate career, prepare themselves to teach in the public junior and senior high schools of Pennsylvania. By reciprocal arrangement, the Pennsylvania certificate is accepted by a number of other states. A student who wishes to teach should consult her dean, the Education Program adviser and the chair of the department concerned early in her college career so that she may make appropriate curricular plans. For further information, see the Education Program, page 155.

Bryn Mawr students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through a cross-enrollment agreement with St. Joseph's University. All AFROTC aerospace studies courses are held on the St. Joseph's campus. This program enables a Bryn Mawr student to earn a commission as an Air Force officer while concurrently satisfying her baccalaureate degree requirements.

The AFROTC program of aerospace studies at St. Joseph's University offers both two-year and four-year curricula leading to a commission as a second lieutenant in the Air Force. In the four-year curriculum, a student takes the General Military Course during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. The student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the two-year curriculum, the student attends a five-week summer training program and then enters the POC in the junior year.

The subject matter of the freshman and sophomore year is developed from a historical perspective and focuses on the scope, structure and history of military power with an emphasis on the development of air power. During the junior and senior years, the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curriculum, each student participates in a two-hour Leadership Laboratory each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The

TEACHING CERTIFICATION

ROTC RESERVE OFFICER TRAINING CORPS

Aerospace Studies at St. Joseph's University

Leadership Lab uses a student organization designed for the practice of leadership and management techniques.

The AFROTC program offers two-, two-and-a-half-, three-, and three-and-a-half-year scholarships on a competitive basis to qualified applicants. All scholarships cover tuition, lab fees, a flat-rate allowance for books and a tax-free monthly stipend. All members of the POC, regardless of scholarship status, receive the tax-free monthly stipend plus additional support for those not on scholarship.

Degree credit allowed toward the Bryn Mawr A.B. for AFROTC courses is determined on an individual basis. For further information about the AFROTC cross-enrollment program, scholarships and career opportunities, contact the Professor of Aerospace Studies, AFROTC Det. 750, St. Joseph's University, 5600 City Avenue, Philadelphia, PA 19131, (610) 660-3190. Interested students should also consult their deans.

College Resources and Facilities

LIBRARIES

**Canaday,
Carpenter,
Thomas and
Collier**

The Mariam Coffin Canaday Library is the center of Bryn Mawr's library system. Opened in 1970, it houses the focus of the College's collection in the humanities and the social sciences. The award-winning Rhys Carpenter Library, opened in 1997, is located in the M. Carey Thomas Library building and houses the collections in Archaeology, History of Art, and Growth and Structure of Cities. The Lois and Reginald Collier Science Library was dedicated in 1993 and brings together the collections for Mathematics and the sciences. The library collections of Haverford and Swarthmore Colleges, which complement and augment those of Bryn Mawr, are readily accessible to students.

**Tripod — Online
Catalog Access**

Tripod, the online public access catalog, was installed in 1991 and provides online information about all the materials in the Bryn Mawr, Haverford and Swarthmore College collections. Bryn Mawr students have borrowing privileges at Haverford and Swarthmore and have the option of requesting that material be transferred from either of the other two campuses for pickup or use at Bryn Mawr. Both a Telnet and Web version of the Tripod catalog are available, providing online information on one million-plus titles in the tri-college collection. Through the Library's home page, students may connect to Tripod as well as a growing number of research databases and other useful information about library services and resources on the Web.

Bryn Mawr libraries operate on an open-stack system, allowing students access to a campus collection composed of more than one

million volumes, including books, documents, microform and multimedia material, and a tri-college collection of one million-plus titles. A series of information sheets, pamphlets and point-of-use guides are available for ready reference, and librarians are available to assist students in accessing extensive research materials in both traditional and electronic formats.

Bryn Mawr has an extraordinarily rich collection of rare books and manuscripts to support the research interests of students. The Goodhart/Gordan Collection of late Medieval and Renaissance texts includes one of the country's largest groups of books printed in the 15th century, as well as manuscript volumes and 16th-century printed books. Other strengths of the 45,000-volume book collection include accounts of European encounters with Asia, Africa and Latin America from the 16th to the 20th centuries; histories of London and Paris; and books by and about women from the 17th century to the present. Complementary to the rare books are collections of original letters, diaries and other unpublished documents. Bryn Mawr has important literary collections from the late 19th and 20th centuries, including papers of Christina Rossetti, Marianne Moore and the *New Yorker* editor Katherine Sergeant White. Other strengths are papers relating to the women's rights movement and the experiences of women, primarily Bryn Mawr graduates, working overseas in the late 19th and early 20th centuries. The College Archives contains the historical records of Bryn Mawr, including letters of students and faculty members, and an extensive photographic collection that documents the campus and student life.

Bryn Mawr is a member of the Pennsylvania Area Library Network/Union Library Catalog of Pennsylvania (PALINET/ULC), whose 590 members include the libraries of the University of Pennsylvania, Temple University, Villanova University, the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the College of Physicians of Philadelphia and the Rosenbach Museum. Through PALINET, Bryn Mawr participates in the OCLC database of more than 36 million titles cataloged by libraries throughout the world. Bryn Mawr also belongs to the Pennsylvania Academic Library Consortium, Inc. (PALCI), a statewide consortium of college and university libraries. Materials not owned by Bryn Mawr, Haverford or Swarthmore are available without charge through interlibrary loan.

More than one million volumes

Special Collections

PALINET/ULC — a 590-member network of libraries

Additional information about Bryn Mawr's libraries and their services may be accessed on the Web through the library home page at <http://www.brynmawr.edu/Library/>.

LABORATORIES

Teaching and research in the sciences and mathematics take place in laboratories and classrooms at four locations on campus. Work in biology, chemistry, geology, mathematics and physics is carried out in the Marion Edwards Park Science Center, which also houses the Lois and Reginald Collier Science Library. Work in computer science is conducted in Park Science Center and the computing center in Eugenia Chase Guild Hall; work in psychology is conducted in Dalton Hall, which houses the Psychology Library, and in West House.

Science and Computing Centers

In the sciences, laboratory work is emphasized at all levels of the curriculum. The science departments have excellent facilities for laboratory teaching; in addition, they are particularly well equipped for research because they serve the educational needs of students working toward M.A. and Ph.D. degrees as well as students working toward the A.B. degree. As a consequence, advanced undergraduates are provided with opportunities to carry out research with sophisticated modern equipment, and they are able to do so with the intellectual companionship of graduate students as well as faculty members.

Laboratory Instruments

Among the major laboratory instruments available at the College are a transmission electron microscope, a Zeiss universal microscope with Nomarski optics, an amino acid analyzer, a 300-MHz nuclear magnetic resonance (NMR) spectrometer, additional pulsed NMR equipment for studies of solids, a mass spectrometer, X-ray diffractometer, a wide variety of lasers, several mobile robots, a Leitz total station for surveying, field and laboratory equipment for environmental geochemical research, including a clean bench, heating and freezing stages for microscopes, a cathode luminescence stage and instruments for various kinds of spectroscopy, including infrared, Raman, visible, ultraviolet, fluorescence, atomic absorption and DC plasma atomic emission. In addition, custom-designed equipment for special research projects is fabricated by expert instrument makers in the Instrument Shop in Park Science Center, and professional glassblowing services are available as needed.

Laboratory Computer Facilities

Computer facilities in the sciences include laboratories with high-performance computing equipment, including SGI, SUN, LINUX and UNIX workstations. Teaching and research laboratories and classrooms have additional extensive computer

resources for data analysis and instruction, including state-of-the-art video-projection systems.

Bryn Mawr houses several important resources that serve as vital research tools for undergraduate and graduate students.

The ethnographic and archaeological collections housed in the Anthropology Department are two of many collections managed by the College's Collection staff. Other Collection objects are housed in Thomas (see Archaeological Collections and Fine Arts Collections below). As a whole, the College Collection is comprised of Applied and Decorative Arts, Archaeology, Ethnography, Fine Art and Photography collections. The College Collection is accessible to Bryn Mawr students and serves as research resources. Collection objects are also used as teaching tools in the classroom and are exhibited in small displays in Dalton and Carpenter Library.

The Ethnographic and Archaeological Collections housed in the Anthropology Department are comprised of objects from around the world and were systematically organized by the department's founder, Frederica de Laguna. The largest portions of these collections originate from North America, South America and Africa. The William S. Vaux Collection, a gift of the Academy of Natural Sciences of Philadelphia, consists of archaeology from North, Central and South America, and Old World Europe, and ethnographic objects made by Native Americans. Other important collections include: the Mace and Helen Katz Neufeld '53 Collection of African and Oceanic Art; the Twyeffort-Hollenback Collection of Southwest Pottery and Native American Ethnography; the George and Anna Hawks Vaux '35, M.A. '41 Collection of Native American Basketry from the Southwest, California and the Pacific Northwest; and the Ward and Mariam Coffin Canaday '06 Collection of Pre-Columbian Ceramics and Textiles from Peru. These main collections have been augmented by important gifts from faculty members, alumnae and friends of the College, such as Frederica de Laguna '27, Margaret Feurer Plass '17, Conway Zirkle and Helen E. Kingsbury '20, M.A. '21, and Milton Nahm. The collections are also supplemented by departmental holdings of osteological specimens, casts of fossil hominids and a small but growing collection of ethnomusical recordings representing the music of native peoples in all parts of the world.

The Department of Anthropology also houses the Laboratory of Pre-Industrial Technology, which provides a variety of resources and instrumentation for the study of traditional technologies in the

SPECIAL RESEARCH RESOURCES

Anthropological Collections

Laboratory of Pre-Industrial Technology

ancient and modern worlds. The anthropology laboratories are used by undergraduate and graduate students in other disciplines.

Archaeological Collections

The Ella Riegel Memorial Study Collection of Classical Archaeology, housed on the third floor of the M. Carey Thomas Library, West Wing, is an excellent study collection of Greek and Roman minor arts, especially vases, a selection of preclassical antiquities, and objects from Egypt and the ancient Near East. It was formed from private donations, such as the Densmore Curtis Collection presented by Clarissa Dryden, the Elisabeth Washburn King Collection of classical Greek coins, and the Aline Abaecherli Boyce Collection of Roman Republican silver coins. The late Professor Hetty Goldman gave the Ella Riegel Memorial Study Collection an extensive series of pottery samples from the excavation at Tarsus in Cilicia. The objects in the collection are used in teaching and for research projects by undergraduate and graduate students.

Fine Arts Collections

The Fine Arts Collections, based in Thomas Library, include important holdings of prints, drawings, photographs, paintings and sculpture. Among the highlights are a core collection of master European prints; the Van Pelt Collection of European and American prints from the 16th to the 20th centuries; the Scott Memorial Study Collection of Works by Contemporary Women Artists; collections of Japanese woodblock prints; Chinese paintings and calligraphy; the Michaelis Collection of early photography; and collections of the works of women photographers.

Geological Collections

Because laboratory work in geology is based on observations in the field, the department conducts field trips in most of its courses and also has additional trips of general interest. To aid in the study of observations and samples brought back from the field, the department has excellent petrographic and analytical facilities, extensive reference and working mineral collections, including the George Vaux Jr. Collection and the Theodore D. Rand Collection of approximately 10,000 specimens each, and a fine fossil collection. As a repository for the U.S. Geological Survey, the map library contains 40,000 topographical maps.

Social Science Statistical Laboratory

The Department of Sociology helps maintain the Social Science Statistical Laboratory, which consists of computers and printers staffed by undergraduate user consultants. A library of data files is available for student and faculty research and instructional use. Data library resources include election and census studies, political and attitudinal polling data, historical materials on the city of Philadelphia, national and cross-national economic statistics, ethnographic data files for cross-cultural study, and a collection of

materials relevant to the study of women. Access to other data is available through the College's membership in the Inter-University Consortium for Political and Social Research.

The Rhys Carpenter Library houses the Visual Resources Center, which supports instruction by providing access to visual media and by facilitating the use of digital tools. The Center's main role is serving coursework principally in History of Art, Classical and Near Eastern Archaeology, and the Growth and Structure of Cities Program through a collection of 240,000 slides as well as study prints and digitized images.

**Visual
Resources
Center**

Goodhart Hall, which houses the Office of the Arts, is the College's main performance space for theater and dance. The theater has a proscenium stage with options for thrust and studio theater formats. There are also nontraditional spaces on campus for productions of an intimate and/or experimental nature. The College has two dance studios, one over Pembroke Arch, which also serves as a smaller performance space, and the other in Bern Schwartz Gymnasium.

**FACILITIES FOR
THE ARTS**

**Theater and
Dance**

While the M. Carey Thomas Library Great Hall provides a large space for concerts and readings, the Goodhart Music Room is used for ensemble rehearsals and intimate chamber music recitals. Students may reserve time in the five practice rooms in Goodhart, all of which are furnished with grand pianos.

Music

Arnecliffe Studio houses the program in painting and printmaking, and there is an additional drawing studio in Rockefeller Hall. The Gallery, located in the lower level of the Mariam Coffin Canaday Library, provides an intimate space for shows and exhibits.

**Art Galleries
and Studios**

Creative writing classes, workshops and readings take place in English House and the M. Carey Thomas Library Great Hall.

**Creative
Writing**

The Marie Salant Neuberger Centennial Campus Center, a transformation of the historic gymnasium building on Merion Green, opened in 1985. As the center for non-academic life, the facility houses a caf , lounge areas, meeting rooms, the College post office and the bookshop. The offices of Career Development, Conferences and Events and Student Life are also located here. Students, faculty and staff use the campus center for informal meetings and discussion groups as well as for campus-wide social events and activities.

**MARIE SALANT
NEUBERGER
CENTENNIAL
CAMPUS
CENTER**

**EUGENIA
CHASE GUILD
COMPUTING
CENTER**

Eugenia Chase Guild Hall is the hub of Bryn Mawr's distributed computing network. Students have access to a high-speed Internet connection in all residence halls, public computing laboratories and networked classrooms. The campus network provides access to online courses and course materials, e-mail, shared software and Tripod, the online library catalog system shared by Bryn Mawr, Haverford and Swarthmore Colleges. Bryn Mawr students receive their own e-mail and Web accounts upon arrival.

Help Desk

Guild Hall houses the professional computing staff, a Help Desk for students, multimedia development stations and the largest public computing laboratory on campus with 12 Apple Macintosh (Mac) G4s and 46 Windows XP computers. Professional staff are available to students, faculty and staff for consultation and assistance with their computer work. The student Help Desk is staffed 114 hours per week by students. Students at the Help Desk provide assistance to students in the public laboratories and phone support to students in their residence halls. These student ops are trained to troubleshoot software, hardware and networking problems and to help students, faculty and staff use computer technology efficiently. They are also trained in multimedia courseware development, and they assist faculty with their multimedia projects. The New Media Lab in Guild Hall is equipped with advanced software for digitizing and editing text, images, audio and video for the creation of interactive presentations and courseware.

**Campus
Computing
Laboratories**

Computing laboratories on campus are equipped as follows.

Canaday: eight Windows XP PCs.

Carpenter: five Mac G4s and five Windows XP PCs.

Collier: five Mac G4s and 10 Windows XP PCs.

Graduate School of Social Work and Social Research: eight Windows XP PCs.

Language Learning Center: 10 Mac G4s and nine Windows XP PCs.

**BERN
SCHWARTZ
GYMNASIUM**

Bern Schwartz Gymnasium is the center of the College's Athletics and Physical Education Program. This 50,000-square-foot facility houses an eight-lane swimming pool; a state-of-the-art wood floor for basketball, badminton and volleyball; and a fitness center that includes aerobic equipment, weight-training machines and a dance floor. This facility is augmented by two playing fields, a practice field and seven tennis courts.

The Language Learning Center (LLC) provides the audio, video and computing services necessary to support the acquisition of foreign languages and cultures. The LLC contains 23 workstations equipped with cassette tape recorders, multi-standard VCRs, DVD players and videodisc players; 20 computers, both PC and Mac; and monitors for viewing satellite news from around the world. Students and faculty have access to more than 2,400 audio cassettes and approximately 1,000 foreign language videos, DVDs, videodiscs and CD ROMs. The LLC supports e-mail, word processing and Internet access in the languages taught at the College and has a variety of language-learning programs to assist in foreign-language learning. Multimedia development stations are available for faculty and supervised student use. A projection unit enables the lab to be used for demonstration purposes or class use.

**LANGUAGE
LEARNING
CENTER**