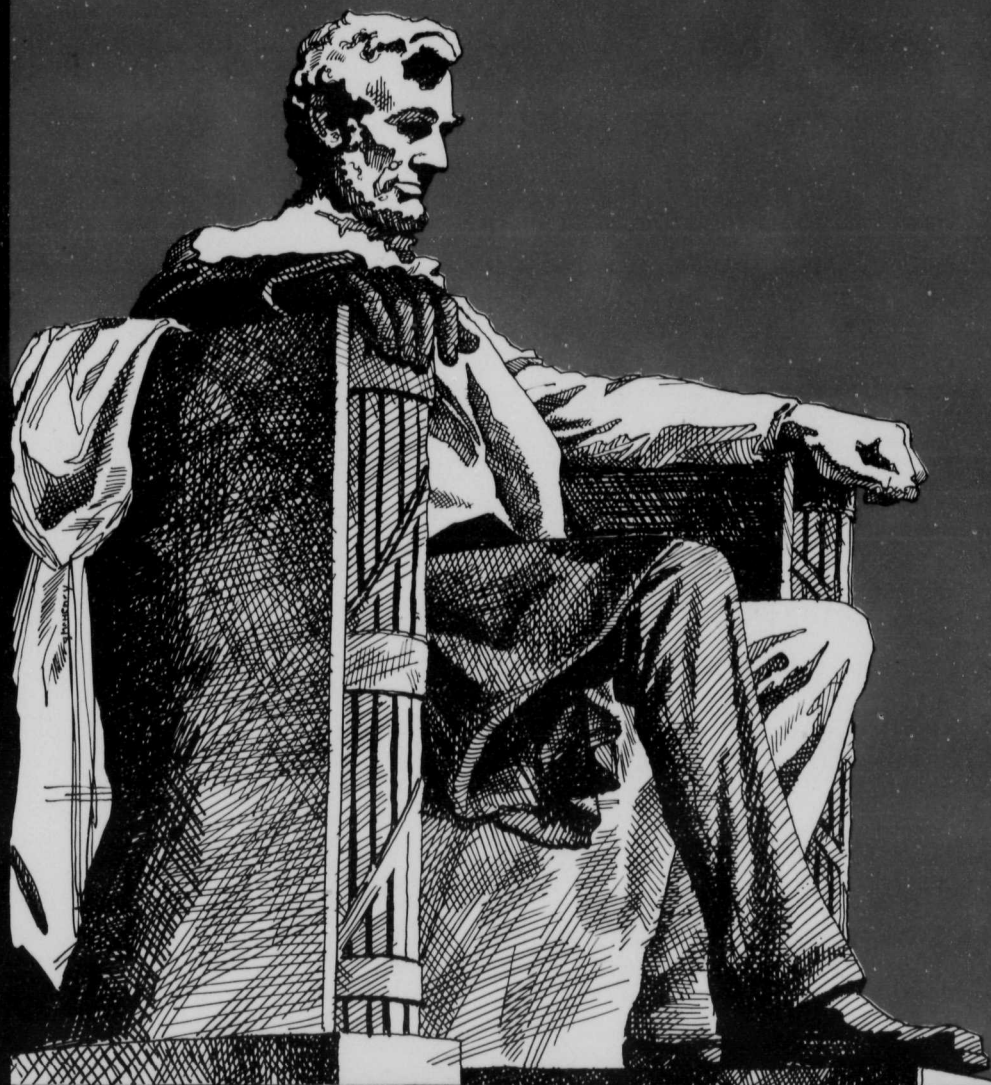
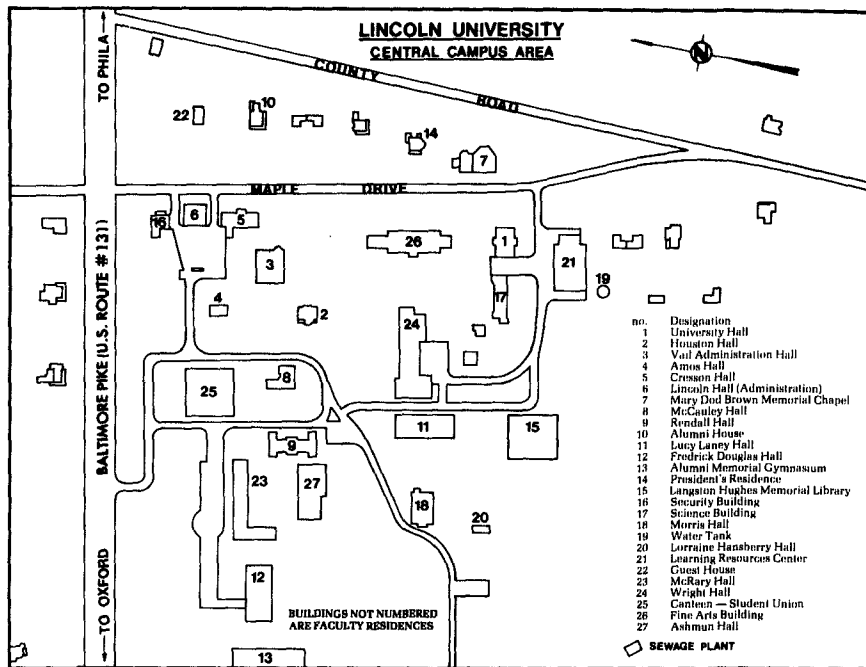


BULLETIN
1975-1977



LINCOLN UNIVERSITY



CORRESPONDENCE WITH LINCOLN UNIVERSITY

Communications should be addressed to the appropriate administrative officer.

ACADEMIC STANDING OF STUDENTS

Dean and Registrar

ADMISSIONS

The Office of Admissions

ALUMNI RELATIONS

The Director of Alumni Relations

FACULTY AND CURRICULUM

Vice President for Academic Affairs

FINANCIAL AID, STUDENT EMPLOYMENT

The Financial Aid Officer

FINANCIAL ARRANGEMENTS AND PAYMENTS OF BILLS

Comptroller

GENERAL INFORMATION

The Office of Public Information

PERSONAL AND SOCIAL LIFE OF STUDENTS

Dean of Students

PLACEMENT OF GRADUATES

Director of Placement

REQUESTS FOR TRANSCRIPTS

The Registrar

The Post Office address is Lincoln University, Pennsylvania 19352.

The Office telephone number is 932-8300 (Area Code 215).

Visitors to the campus are welcome. Those desiring accommodations should contact the Assistant Dean of Students in advance. Meals and lodging may be obtained at nominal cost.

The Offices are open Monday through Friday 8:30-12:00 and 1:00-5:00. Applicants for admission are urged to write for an appointment.

For information regarding highway routes, see inside back cover.

LINCOLN UNIVERSITY OF THE COMMONWEALTH
SYSTEM OF HIGHER EDUCATION

Lincoln University

BULLETIN 1975/1977



The Lincoln University *Bulletin* is published monthly, except twice monthly in October, December, February, April and June by Lincoln University, Lincoln University, Pennsylvania.

Entered as second class matter at Lincoln University, Pennsylvania, under Act of August 24, 1912.

ADDRESS CORRECTION REQUESTED

CALENDAR 1975-76

FIRST TERM

1975

August 26	Tuesday	Freshmen Arrive
August 27-		
September 1		Freshman Orientation
August 27	Wednesday	Faculty Conference
August 29	Friday	Freshmen Registration The Learning Resource Center
August 31	Sunday	Upperclassmen Arrive
September 1	Monday	Labor Day — Holiday
September 2	Tuesday	Registration A-M (8:30 a.m.-12:00 noon) N-Z (1:00 p.m. to completion)
September 3	Wednesday	Classes Begin 8:00 a.m.
September 5	Friday	Last Day for Late Registration
September 11	Thursday	University Convocation
September 12	Friday	Last Day for Adding Courses
October 24	Friday	Mid-Term Grades Due
November 26	Wednesday	Thanksgiving Recess Ends 8:00 a.m.
December 1	Monday	Thanksgiving Recess Ends 8:00 a.m.
December 1-5		Pre-Registration for Second Term
December 12		Last Day of Classes
December 15-19		Final Exam Period
December 19	Friday	Christmas Recess Begins 6:00 p.m.
December 22	Monday	Final Grades Due

SECOND TERM

1976

January 7	Wednesday	New Students Arrive
January 8	Thursday	Upperclassmen Arrive
January 9	Friday	Registration — 8:30 a.m.-4:30 p.m. The Learning Resource Center
January 12	Monday	Classes Begin — 8:00 a.m.
January 16	Friday	Last Day for Late Registration
January 22	Thursday	University Convocation
January 23	Friday	Last Day for Adding Courses
March 1	Monday	Mid-Semester Grades Due
March 4-8		Recess
March 25	Thursday	Honors Day
April 5-9		Pre-Registration for Third Term
April 16	Friday	Last Day of Classes
April 19-23		Final Exam Period
April 27	Tuesday	Final Grades Due
May 2	Sunday	Commencement

THIRD TERM

May 6	Thursday	New Students Arrive
May 9	Sunday	Upperclassmen Arrive
May 10	Monday	Registration 8:30 a.m.-4:30 p.m. The Learning Resource Center
May 11	Tuesday	Classes Begin 8:00 a.m.
May 14	Friday	Last Day for Late Registration
May 21	Friday	Last Day for Adding Courses
May 31	Monday	Memorial Day — Holiday
June 25	Friday	Mid-Term Grades Due
July 5	Monday	Holiday — July 4th
July 26-30		Pre-Registration for First Term
August 6	Friday	Last Day of Classes
August 9-13		Final Exam Period
August 16	Monday	Final Grades Due

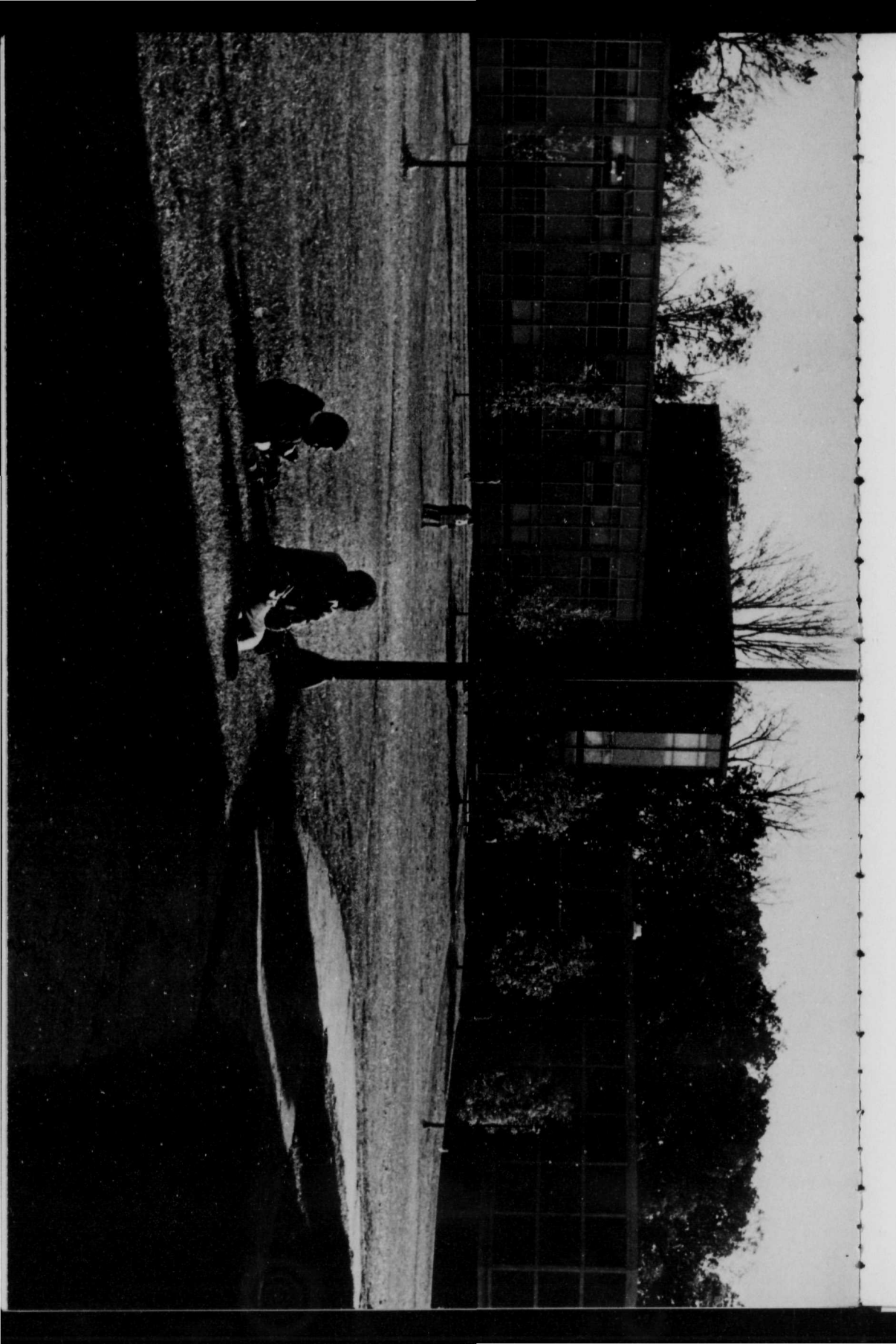
the 121st and 122nd university year

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Introduction to Lincoln University

Founded in 1854, Lincoln University is the oldest college in the United States having as its original purpose the highest education of Negro youth. Since 1866 it has provided a superior liberal arts education to students "of every clime and complexion." Few universities in this country enroll as large a percentage of students from other countries.

Lincoln University is a nonsectarian, coeducational, state related four-year college of liberal arts. Its campus, surrounded by the rolling farmlands and wooded hilltops of southern Chester County, Pennsylvania, is conveniently located on U.S. Route 131, 45 miles southwest of Philadelphia and 55 miles north of Baltimore.

Those who come to Lincoln will share in a rich heritage and a challenging future. The Lincoln student of today has a unique opportunity to equip himself, through a basic training in the liberal arts, for the professions, business, education, government, and social service. His experience will be enriched by association with students of many races and creeds coming from many parts of the world.

STUDENT PARTICIPATION

The University community encourages full participation by all campus groups in every area of its activities. Particular emphasis is placed upon student partnership in the development and institution of curricular and cocurricular programs. Students are active members of many governing and decision-making committees including: Library Building, Lectures and Recitals, Curriculum, Athletics, Health-Welfare and Discipline, Library, Religious Activities, and Publications.

Lincoln students also participate with the faculty committee on honorary degrees, and representatives from the student body are invited to attend the regular monthly meeting of the faculty. In addition, the president of the University holds regular informal discussion hours with students. Members of the administration and, of course, faculty are always available for consultation.

OBJECTIVES

It is Lincoln University's purpose to offer a thorough grounding in the liberal arts through a curriculum which, incorporating the heritage of the past, stresses the relevance of all knowledge to the problems of the present. The liberal arts, which encompass the sciences and mathematics, are the recognized preparation for the learned professions, for business and for public service, and best equip the student to play a useful role in an increasingly complex yet unitary world. From this premise and from the aims of the several divisions of study the objectives of the college are derived:

First, to cultivate an inquiring and critical mind; to direct it toward the apprehension of truth; and to arm it with those skills essential for effective oral and written communication.

Second, to acquaint the student with the cultural aspects of civilization as expressed in languages, literature, art, music, religion, and philosophy; and to cultivate an appreciation of the role they play in the enrichment of human life.

Third, through the medium of mathematics and the laboratory sciences, to enable the student to cope with the quantitative aspects of life, and to familiarize him with the nature of the physical and biological worlds and with scientific method.

Fourth, to promote understanding of contemporary societies and culture, in terms of their historical antecedents, of their interrelations, and of their economic, political, social, and psychological factors; and to inculcate the values of good citizenship and service to one's fellow man.

Fifth, to develop recreational skills and to encourage participation in all areas of life that promote the health and general welfare of the student; and to develop strength of character and convictions consistent with the ideals of free men.

Sixth, through intensive instruction in the area of the student's special competence, to qualify him for successful graduate or professional study.

Because we believe that only by freely living and learning together shall we move to greater understanding of man's personal and collective problems, Lincoln will actively seek to enroll students of diverse race, color, and national origin. The faculty and board of trustees of Lincoln University, both of which are broadly interracial, are persuaded that this is among the desirable objectives of a liberal education.

To achieve such diversity and to provide the educational values of learning to live constructively in a pluralistic society, Lincoln University will continue, as it has traditionally done with conspicuous success, to accept students with underprivileged backgrounds and to provide compensatory educational opportunities to the full limit of its resources.

ACCREDITATION

The University is approved by the College and University Council of the State of Pennsylvania, by the American Medical Association and, since December 1, 1922, as a fully accredited four-year senior college by the Middle States Association of Colleges and Secondary Schools.

HISTORY

The story of Lincoln University goes back to the early years of the nineteenth century and to the ancestors of its founder, John Miller Dickey, and his wife, Sarah Emlen Cresson. The maternal grandfather of John Miller Dickey was a Philadelphia marble merchant who made contributions to the education of Negroes in that city as early as 1794; his father was minister of the Oxford Presbyterian Church before Rev. Dickey, after serving as a missionary and preaching to the slaves in Georgia, became pastor of that same church in Oxford, Pennsylvania, in 1832. Sarah Emlen Cresson inherited a long tradition of service and philanthropy through the Society of Friends in Philadelphia.

Rev. Dickey was involved in the American Colonization Society and took an active part in 1851 in the court actions leading to the freeing of a young Negro girl who had been abducted from southern Chester County by slave-raiders from Maryland. At the same time, having been unsuccessful in his efforts to gain admission to even the most liberal of schools for a young freeman, James Amos, Rev. Dickey undertook to prepare the young man for the ministry.

In October of 1853 the Presbytery of New Castle approved the plan advanced by Rev. Dickey for the establishment of "an institution to be called Ashmun Institute, for the scientific, classical and theological education of colored youth of the male sex." On April 29, 1854, the new school received its charter from the Commonwealth of Pennsylvania.

On changing the name of the Institute to Lincoln University in 1866, John Miller Dickey proposed to teach on the university level and to enroll students of "every clime and complexion." Law, medical, pedagogical, and theological schools were planned in addition to the College of Liberal Arts. White students were encouraged to enroll; two gradu-

ated in the first baccalaureate class of six men in 1868, and the enrollment has continued to be interracial.

A great schoolmaster, Isaac N. Rendall became principal of Ashmun Institute in 1865 and president of Lincoln University in 1866. Within a decade plans for the law, medical, and pedagogical schools had to be dropped for financial reasons, but the College of Liberal Arts grew in stature and the Theological Seminary continued until 1959 to prepare many Lincoln graduates for the ministry.

Isaac N. Rendall resigned in 1905, after forty years of conducting an institution that graduated leaders as extraordinary as any American college may claim among its alumni. He was succeeded by his nephew, John Ballard Rendall, who served as president from 1905 to his death in 1924. William Hallock Johnson, professor of Greek, served as president from 1926-1936 and was succeeded by Walter Livingstone Wright, 1936-1945. Horace Mann Bond, president from 1945 to 1957, was succeeded first by Dr. A. O. Grubb, professor of romance languages, and then by Dr. Donald C. Yelton, University librarian, who served as acting presidents. In the summer of 1961 Dr. Marvin Wachman was appointed president of the University. He served for eight and one-half years and was followed by Dr. Bernard Harleston as acting president.

In July 1970, Dr. Herman R. Branson was elected the 10th president of the University and assumed office November 1.

In July, 1972, in what could, perhaps, be one of the most momentous occasions in the 118-year history of Lincoln University, Pennsylvania's Governor Milton J. Shapp signed into law a bill which gave Lincoln state-related status, placing it on the same basis for State aid as the University of Pittsburgh, Temple University and Pennsylvania State University.

Since the turn of the century the number of Lincoln alumni undertaking graduate study for the various professions — most notably, medicine, dentistry, law, and education — has increased to include more than 50% of Lincoln's graduates.

Lincoln University offers instruction in the liberal arts to all who show promise of profiting by it. In reckoning that promise, race is, of course, irrelevant.

Attainment of more than the token integration which has long existed is a corollary of this purpose and a prime goal.

The growing diversity of Lincoln students in color, national origin, and economic and cultural background makes the campus a natural setting for intergroup relations, resulting in a greater sensitivity to human relations and a better understanding of group dynamics.

The University makes every effort to maintain the confidentiality of student records and at the same time comply with the legal aspects of the openness of such records.

RESOURCES

The campus is part of a tract of 422 acres of farm and woodlands owned by the University. There are 27 main buildings on the campus and 22 faculty residences. Wright Hall, opened in 1960, provides facilities for the latest instruction in physics, chemistry and mathematics. A Student Union was completed in January 1964.

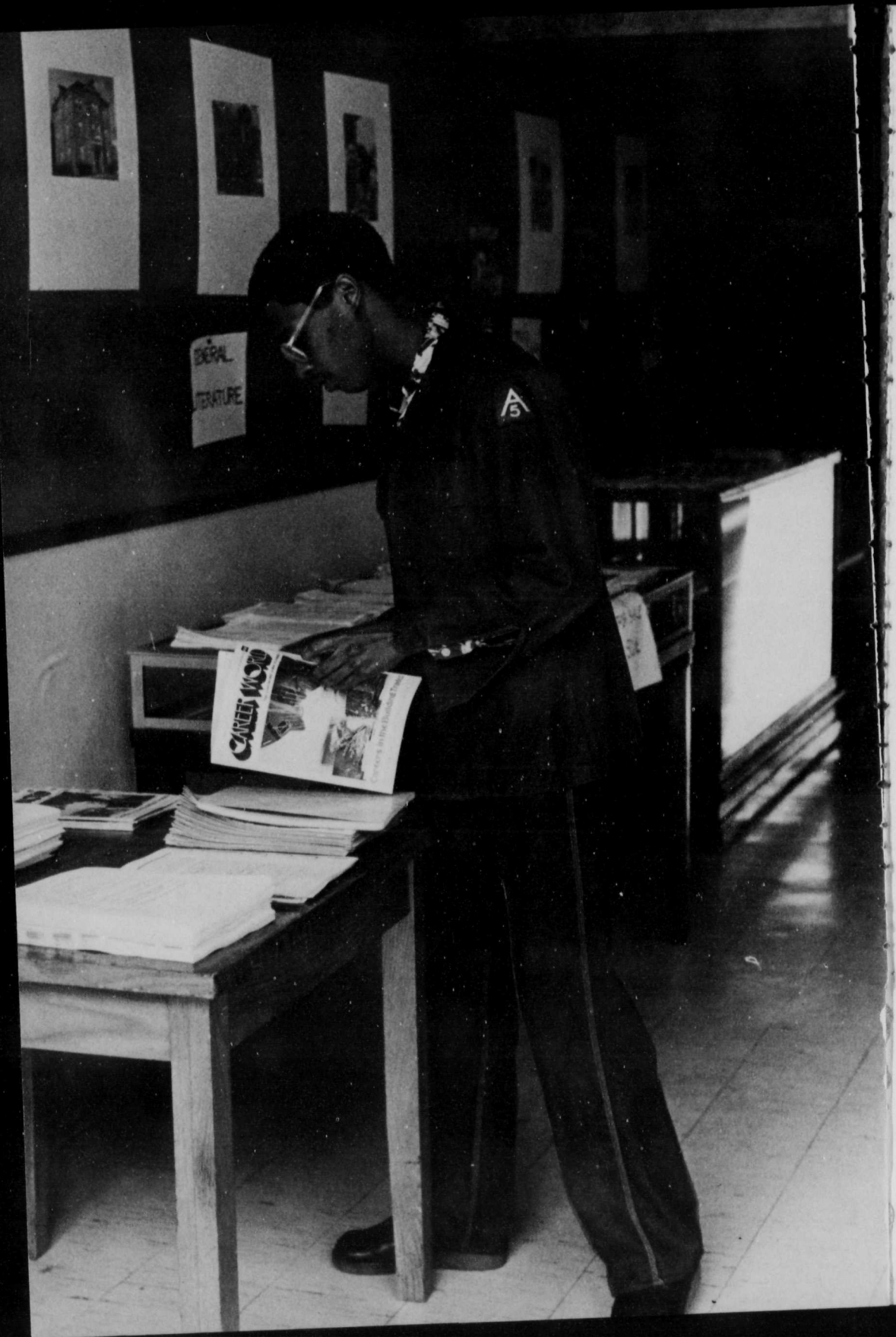
The Ware Center for Fine Arts was opened in 1966 and the Life Sciences building has been doubled in size for student and research in the life sciences.

The Langston Hughes Memorial Library, opened in 1972, houses over 125,000 volumes and is programmed for 300,000. It receives over 800 different periodicals a year and is considered to be one of the finest for a college of Lincoln's size. It also houses facilities for research and study, microfilm reading, audio-visual aids and other contemporary educational resources.

Also completed in 1972 was the Alumni Memorial Gymnasium which contains an Olympic size swimming pool, a 2400 seat capacity gymnasium in addition to classrooms, a wrestling room, dance studio and training room facilities.

A new women's dormitory, Lorraine Hansberry Hall, which houses 192 students, was opened in 1973.

The University has an endowment of more than \$2,000,000 and the buildings and grounds have a replacement value of more than \$16,000,000.



GENERAL
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A5

Admissions

The Committee on Admissions seeks to enroll those students who have demonstrated a sincere desire to further their intellectual and social development. Such development should be consistent with a quest for excellence, understanding and a sense of responsibility to themselves, their colleagues and the community.

Admission to Lincoln University is based on the strength of a student's academic record, grades received, all national standardized test results which are indicated on the transcript with particular emphasis on the College Board's Scholastic Aptitude Test, recommendations, cocurricular activities, job experience, demonstrated leadership and contribution to community, and socio-economic background. No single item of the admission credentials determines whether or not an applicant is admitted.

Applications are welcomed from prospective freshmen any time after the completion of the junior year in secondary school. Lincoln University employs the *rolling admissions* system in which there is no official deadline for applications. However, it is strongly recommended that applications be made by March 1 if admission is desired in May or August. Applications should be made by December 1 if January admission is desired.

Those who wish to apply for admission should write the Admissions Office, Lincoln University, Lincoln University, Pennsylvania 19352, for application forms. The application form should be completed by the applicant and returned to the Admissions Office. An application fee of \$10.00 must accompany each application and is not refundable. The Secondary School Transcript should be sent directly to the Admissions Office by the applicant's school.

The Secondary School Transcript and Student Description Summary form should be given to the counselor or headmaster of the applicant's secondary school to be completed and returned directly to the Admissions Office by the applicant's school.

Applicants in their senior year of secondary school whose records are complete are notified of admissions decisions shortly after the first term of their twelfth grade, if admission in September is desired. Transfer students whose records are complete are notified of admissions decisions after February 15. It is the applicant's responsibility to see that all the appropriate steps are completed in filing an application for admission.

ADMISSION BY CERTIFICATE

Each candidate for admission must have completed a minimum of fifteen acceptable units in a secondary school accredited as a standard senior high school either by the state authorities or by the regional accrediting bodies.

The fifteen units of secondary school credits offered for admission should be distributed as follows:

<i>Subjects</i>	<i>Units</i>
English	3
Mathematics: Elementary Algebra	1
Plane Geometry	1
Foreign Language in one language	2
History or Civics	1
Science	2
Academic electives	3
Other electives	2
	—
	15

It is recommended that the elective subjects include an additional unit of a foreign language, of mathematics, and of history or social science, and not more than two of the vocational subjects usually taught in secondary schools. The Committee on Admissions may, at its discretion, accept equivalent preparation.

ENTRANCE EXAMINATIONS

All candidates for admission are required to take the Scholastic Aptitude Test prepared and administered by the College Entrance Examination Board, unless excused by the Committee on Admissions.

It is recommended that the candidates take this test in November, December, January, or March if admission is desired the following September.

Information and application forms for the tests should be secured from the College Entrance Examination Board at one of the following addresses (whichever is closer to the candidate's home or school): Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 04710.

The candidate is responsible for requesting that his test scores be sent to Lincoln University — either by indicating Lincoln University on his College Board application blank or, if he failed to do this, by special request to the College Board office.

Applicants from outside United States territory must submit the results of examinations such as the Test of English as a Foreign Language, and/or the Scholastic Aptitude Tests as well as local examination results.

INTERNATIONAL STUDENTS

International students should submit official copies of secondary school records including the University of Cambridge General Certificate of Education if received, letters of recommendation from the principal of the secondary school attended and a character recommendation preferably from a teacher, pastor, or some other professional person who knew the applicant well. Applicants whose native language is not English should also take the test of English as a Foreign language and/or Scholastic Aptitude Test. Registration forms for T.O.E.F.L. and the S.A.T. can be obtained from the Educational Testing Service at the following addresses: Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California, 04710. A statement signed by the person who will be responsible for the financial obligations of the applicant to the University is also required.

ADVANCED PLACEMENT

Students who have completed college level courses in secondary schools and have taken the Advanced Placement Examination administered by the College Entrance Examination Board may have the results forwarded to Lincoln University for evaluation. The chairman of the department concerned evaluates the performance on the test and determines the credit to be allowed for the work.

Lincoln University is a participant in the College Level Examination Program (CLEP).

ADMISSION UNDER THE EARLY DECISION PLAN

The early decision plan is offered only for candidates who are sure Lincoln University is the college they will attend if admitted and whose credentials are such as to make the probability of admission high. This plan is designed primarily to reduce anxiety for

candidates as early as possible in the senior year; it has the additional advantage of reducing unnecessary multiple applications that otherwise would have to be filed, supported by the schools and considered by the colleges.

The first choice early decision plan requires a candidate to certify that Lincoln University is his first choice, and that he will accept an offer of admission if it is extended, provided it includes adequate financial aid if such is needed. This first choice plan permits the candidate to initiate other applications for admission should this seem advisable, but the candidate must agree to withdraw such applications when notified of acceptance and financial aid, if needed, by Lincoln University.

This plan must be initiated by the candidate. A candidate must submit a letter with his application requesting consideration for early decision. Lincoln University will provide for notification of action of any financial aid application at the same time the candidate is notified of action on his application for early decision. Further information is available upon request.

ADMISSION WITH ADVANCED STANDING

A student who has taken work at a college of recognized standing may be admitted with such advanced credits as his previous record may warrant, but no student who has been enrolled less than two semesters at Lincoln University will be recommended for a degree. The applicant should request the institution last attended to send to the Registrar a transcript of his academic record. On the basis of this transcript a tentative estimate can be given the candidate as to the prescribed work he must do and the length of time it will take him to earn a degree. At the end of his first semester at Lincoln, he will be given a definite classification with a statement of the exact amount of work he must complete before recommendation for the degree.

Candidates for advanced standing must also furnish a certificate of honorable dismissal from the institution previously attended, a certificate of good moral character from an authorized representative of his college, and a certificate of sound health.

ADMISSION WITH THE A.A. OR A.S. DEGREE

Lincoln University will give preference to those who hold the Associate of Arts or Associate of Science degrees from regionally accredited junior colleges over those transfers who do not. Applicants with either the A.A. or A.S. degree, who have been enrolled in a liberal arts or transfer programs, will be admitted with junior standing. Transfers from new junior colleges not yet accredited will be evaluated on the basis of their academic records. We recommend that junior college students complete their lower division program before transfer.

A wide range of scholarships, grants and loans are available to applicants with an A.A. or A.S. degree. All other transfer applicants must be enrolled at Lincoln for one semester before scholarships can be awarded, unless unusual circumstances warrant consideration. However, loans, work-study and E.O.G.'s are available pending admission. All applicants should submit a Parents Confidential Statement and a Lincoln University Application for Financial Aid by April 1. Awards are granted on an annual basis.

"PROJECT GOOD NEIGHBOR"

In an effort to render even more service to our community, Lincoln University has conceived a program entitled "Project Good Neighbor" to enroll formerly inadmissible students from our immediate vicinity. High school graduates living in proximity (30 miles) to our campus who have either received somewhat below average grades or SAT scores are being encouraged to reconsider college as a possibility through the auspices of this program.

"Good Neighbor" is coeducational and invites students with academic, commercial, or industrial arts backgrounds to apply. The SAT portions of the CEEB examination for college admission are not required but recommended. Specimens of English composition and a series of interviews are suggested prior to matriculation. It is necessary that applicants have demonstrated extraordinary motivation to succeed, in the opinions of their high school counselors and other professionals with whom they have contact.

Through a relevant and exciting curriculum developed by our staff particularly for this program, each "Neighbor" will receive, on a daily basis, instruction in homogeneously grouped classes. He will also receive counseling services and the special attention of our Student Affairs Staff.

PERSONAL INTERVIEWS*

Although interviews are not required for admission, the College welcomes interviews with prospective students. An interview on campus can be arranged Monday through Friday between the hours of 9:30 a.m. and 11:30 a.m. or 1:30 and 4:30 p.m. A request for an interview and campus tour should be addressed to the Office of Admissions in advance of the desired date. Applicants should suggest at least two alternative dates on which it would be convenient for them to visit the campus.

Experience indicates that campus visits are more meaningful to an applicant when students are on the campus.

It is recommended that whenever possible an applicant have his College Board scores and high school transcript sent to the College prior to the visit.

CLASSIFICATION OF STUDENTS

Regular Students — Regular students are those who have met the entrance requirements for candidacy and are registered for degrees.

Special (or probational or provisional) Students — An applicant may apply for admission as a special student. A special student is one who is not a candidate for a degree and normally but not necessarily carries less than three courses per semester. A special student in attendance who wishes to be considered for admission to degree candidacy should file formal application with the school's Committee on Admissions. Once admitted, he will receive credit toward the degree for appropriate courses completed while in the special student status provided that the grades earned are "C" or higher. All special students are required to qualify for degree candidacy before completing nine courses. (Students are encouraged to make application for admission to degree status after they have completed four courses, provided they have a cumulative quality point average of 2.00). Students who apply for degree candidacy with more than nine courses will be considered only by special permission of the Committee on Admissions.

RE-ADMISSION

A student previously registered in the University who was not registered on campus during the immediate preceding semester (summer session excluded) must apply for re-admission to the Director of Admissions. If he applies as a degree candidate and was previously registered as a nondegree student, or if he has attended one or more higher institutions during his absence from the University, he must have complete official transcripts sent to the Director of Admissions from each institution attended.

DEPOSIT

A \$75.00 registration deposit is required of each new resident student to reserve a place in a dormitory or other housing accommodations. A \$50.00 registration deposit is required of each DAY student. This deposit is NOT REFUNDABLE but will be credited toward the semester expenses. It is required that all new students (freshmen, transfers, re-admits, & specials) mail the deposit as soon as admission to the University is granted.

TESTING PROGRAM: NEW STUDENTS

Students entering the College for the first time will be required to take a psychological test and such other placement tests as the faculty may decide. These tests are not included to determine the admission of the student but to indicate the grade of work of which he is capable and the most efficient method of teaching him.

*All transfer students must have a personal interview.

MATRICULATION

Before attending class, each student must present him/herself in person at the Admissions Office and obtain an official matriculation card, signed by the Comptroller, and from the Registrar, a card showing the courses he is scheduled to take during the ensuing semester.

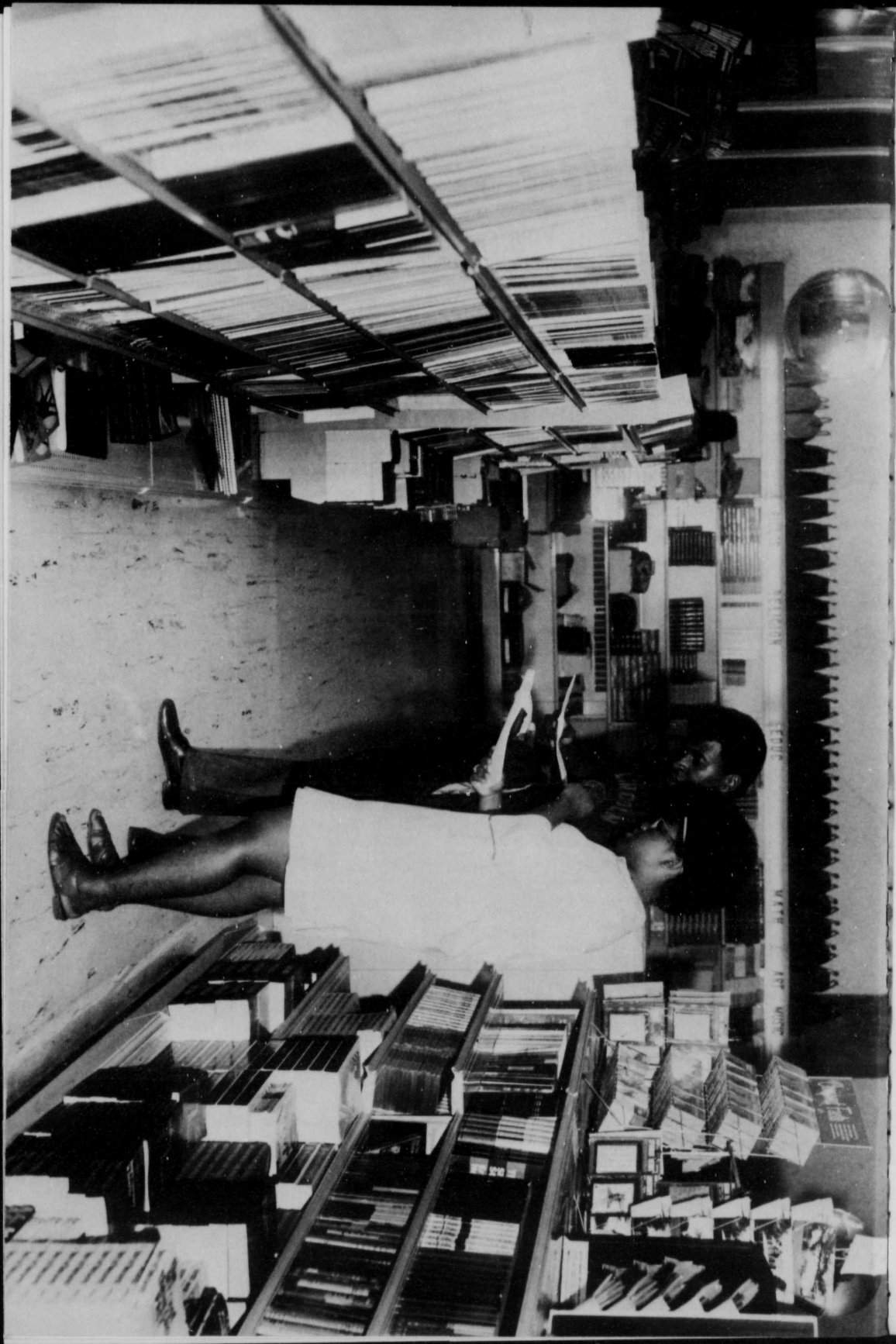
LATE REGISTRATION

Students presenting satisfactory excuse for tardy registration may pay the late registration fee of ten dollars and be admitted to the College during a period not exceeding two weeks after the opening of any semester. The student will be held accountable, however, for the assignments already covered in class.

WITHDRAWAL

An honorable discharge will be granted to any student in good academic standing and not subject to discipline, provided his financial obligations to the University have been met. A letter of notification of intention to withdraw must be submitted to the Office of the Dean of Students. A student under twenty years of age must present the written consent of his parents or guardian. The student must then secure a withdrawal card from the Dean of Students and have it signed by the Librarian, Financial Aid, Housing and Business Offices. When a student withdraws, his I.D. Card must be submitted to the Office of the Dean of Students.





Expenses

STANDARD CHARGES FOR PENNSYLVANIA RESIDENTS

	<i>1st Trimester</i>	<i>2nd Trimester</i>	<i>Total</i>
Tuition	\$ 525.00	\$ 525.00	\$1,050.00
General Fee	9.00	9.00	18.00
	<hr/>	<hr/>	<hr/>
Sub-total (applicable to both Day and Resident Students)	534.00	534.00	1,068.00
Room and Board Fee	675.00	675.00	1,350.00
	<hr/>	<hr/>	<hr/>
Total (applicable to Resident Students only)	\$1,209.00	\$1,209.00	\$2,418.00

Charges for the Summer Trimester are the same as the 2nd Trimester

STANDARD CHARGES FOR NON-PENNSYLVANIA RESIDENTS

	<i>1st Trimester</i>	<i>2nd Trimester</i>	<i>Total</i>
Tuition	\$ 775.00	\$ 775.00	\$1,550.00
General Fee	109.00	109.00	218.00
	<hr/>	<hr/>	<hr/>
Sub-total (applicable to both Day and Resident Students)	884.00	884.00	1,768.00
Room and Board Fee	675.00	675.00	1,350.00
	<hr/>	<hr/>	<hr/>
Total (applicable to Resident Students only)	\$1,559.00	\$1,559.00	\$3,118.00

Charges for the Summer Trimester are the same as the 2nd Trimester

The University reserves the right to change the charges for room and board at the end of any month in order to meet the actual cost of these services.

MISCELLANEOUS FEES

Miscellaneous fees, payable in addition to standard charges, are assessed according to classification, course of study, or other particular circumstances of the student.

Orientation and Placement Tests\$12.00	Physical Education.....\$5.00 to 15.00
Matriculation.....12.00	Late Registration..... up to 25.00
Practice Teaching.....25.00	Late Payment (each monthly occurrence) 3.00
Graduation Fee15.00	Music Fee45.00
Graduate Record Examination7.50	Music Practice Fee (Non-Majors)6.00
Laboratory3.00 to 10.00	Sickness and Accident Insurance31.50

Part—time students and full-time students taking more than 4½ courses per term are charged for tuition at the following rates per semester hour.

	<i>Pennsylvania Residence</i>	<i>Non-Pennsylvania Resident</i>
Semester Hour Charge	\$32.00	\$47.00

NON-PENNSYLVANIA STUDENTS

All students who are not domiciled in Pennsylvania are required to pay the tuition listed above for non-Pennsylvanians.

Whenever it shall appear from any information presented as part of the application for admission that the applicant is not domiciled in Pennsylvania, the Director of Admissions, when admission is granted to that applicant, assumes that the one admitted is a Pennsylvanian.

It is important that each applicant for admission and each enrolled student knows his residence status for tuition payment and understands the guidelines governing residence status.

The guidelines for the determination of the resident status of students are as follows:

- I. A student is classified as a Pennsylvania resident if his legal residence, or domicile, is in that State.
- II. Determination of Pennsylvania Domicile.
 - A. The domicile of an unemancipated minor (a person under eighteen years of age) shall be that of his natural or adopting parent, or other person having his legal custody.
 - B. Pennsylvania domicile shall be considered to be established upon the completion of twelve months continuous residence within the Commonwealth at the time of registration as a student provided that:
 1. Such twelve months residence is not for the purpose of attendance as a student at any institution of learning in Pennsylvania.
 2. There is no intent on the part of the person to return to another state or country.
 3. The person is a citizen of the United States, or has indicated by formal action his intent to become a citizen, or has been admitted on an immigration visa.
 - C. A married woman's domicile should be determined in accordance with B. For the purposes of applying those regulations, a married woman's residence is *prima facie* the same as her husband's. If convincing evidence is presented, then it may be established that a married woman is a Pennsylvania domiciliary in spite of the fact that her husband cannot meet the requirements of B.
- III. Reclassification
 - A. If a student shall be admitted and classified as a non-Pennsylvania resident, he may petition the Vice President for Student Affairs for reclassification to resident status.
 - B. The petitioner shall present proof of his bona fide domicile (or of his parent, if he be a minor) within the Commonwealth of Pennsylvania.

C. Any student classified as domiciled in Pennsylvania who changes his domicile while in attendance at Lincoln University shall so notify the institution, and shall be subject to reclassification effective at the beginning of the first semester following the date of change of domicile.

IV. Classification of Special Categories

A student who is an employee of the United States government or a member of the armed forces of the United States shall be classified as having Pennsylvania domicile if he was domiciled in Pennsylvania directly prior to his entry into government service and if he has maintained a Pennsylvania address as his legal residence continuously since such entry.

Regulations Governing Payment of College Bills

Arrangements for paying the bill for tuition, fees, room and board, either through cash-in-full or The Tuition Plan, Inc., are to be completed as follows:

- a. For first trimester, by August 1st.
- b. For second trimester by December 10th.
- c. For summer trimester, by April 24th.

Remittances for school expenses should be in the form of money order, certified check, or cash, and made payable to Lincoln University. Personal checks are not acceptable. All payments should be addressed to the office of the Comptroller.

As an associate of The Tuition Plan, Inc. of New York, the University is able to extend to students and their parents or guardians the opportunity of paying college expenses in installments during the school year. Details will be furnished upon request.

No student is eligible to attend classes or engage in any University activity until all financial arrangements have been completed in accord with these regulations or approved pursuant to them.

Students are expected to take an active interest in management of the day to day details of their school finances even though their parents are, in most instances, responsible for settlement of school bills. The University is able to render more prompt and satisfactory services by dealing with students who share in the concern for a most effective use of funds being invested in their educational future.

Veterans registered under government authorizations must make payments in accordance with the above University regulations since the University receives no funds from the government for tuition and fees.

REFUNDS FOR TUITION

Tuition *only* is refundable upon withdrawal of a student, for other than disciplinary reasons, according to the following schedule of attendance and rates:

Between one and two weeks	80%
Between two and three weeks	60%
Between three and four weeks	40%
Between four and five weeks	20%
Over five weeks	0%

REFUNDS FOR BOARD

A proportionate refund or reduction of the charge for board will be made upon withdrawal or absence for a period of six weeks or more, provided that notice of withdrawal has been given to the Office for Student Affairs and the Business Office.

No reduction of charge is permissible except as stated above.



Financial Aid

A broad range of financial aid is available to those students who qualify for admission and demonstrate financial need. Financial assistance is provided through a combination of scholarships, grants-in-aid, loans and work opportunities. The financial aid program is administered by the Financial Aid Officer under the direction of the Financial Aid Committee. The selection of the type of funds is used to meet the student's need is the responsibility of the Financial Aid Committee.

The services of the College Scholarship Service (CSS) are used to assist in the determination of financial need. The parents of each applicant seeking financial assistance are required to submit a copy of the Parents Confidential Statement (PCS) to the College Scholarship Service, P. O. Box 176, Princeton, New Jersey 08540; P. O. Box 881, Evanston, Illinois 60204; or P. O. Box 1025, Berkeley, California 94701, designating Lincoln University as one of the recipients of the information. Forms may be obtained from the Guidance Office of the secondary school, or the College Scholarship Service at one of the above addresses.

Candidates for admission should submit a Parents Confidential Statement and the Lincoln University Application for Financial Aid by March 15.

Financial aid is awarded on an annual basis and is renewable from year to year as long as the student remains in good standing and meets the renewal requirements. A student is in good standing if he is making normal progress toward a degree and has a satisfactory college record.

Candidates for renewal must also submit a new Parents Confidential Statement and a student application by March 15.

SCHOLARSHIPS

Scholarships ranging in amounts from \$100 to \$1,500 per year are available from University funds, along with a variety of funds provided by alumni, corporations, and foundations, depending upon the need and academic qualifications of the student. Preference is given to those with excellent records in accredited high schools, high College Entrance Examination Board test scores and to needy students who give evidence of high motivation and potential leadership.

BASIC EDUCATIONAL OPPORTUNITY GRANT (BEOG)

All students who begin their post high school education after April 1, 1973 and who are attending Lincoln on a full-time basis are expected to apply to the BEOG Program. BEOG awards are based on a Federal formula (applied to all students throughout the country, which measures the ability of you and your family to meet your educational expenses.

Applications for the determination of Basic Grant Eligibility may be obtained from high schools, public libraries, and through Lincoln's Financial Aid Office. Application forms should be completed carefully and submitted in accordance with the instructions which accompany it. Your eligibility will then be determined and you will be notified of this determination within four weeks. All notifications should be promptly sent to Lincoln, so that Lincoln can calculate and include the awarded amount in your aid package.

PENNSYLVANIA SCHOLARSHIPS

The College grants Senatorial Scholarships amounting to \$350 per year, applicable toward tuition, to qualified candidates who are legal residents of Pennsylvania and are nominated by members of the Senate of Pennsylvania. It is the student's responsibility to contact his State Senator and request to be nominated for a Senatorial Scholarship.

Lincoln students who are residents of Pennsylvania are eligible for a Pennsylvania Higher Education Assistance Agency (PHEAA) scholarship. These scholarships are awarded on the basis of need, (It is the student's responsibility to apply for this grant.) Detailed information concerning this program is available in most secondary school guidance offices.

All Pennsylvania applicants must apply for a Senatorial Scholarship and a PHEAA scholarship, if they apply for Lincoln University financial assistance.

NATIONAL DIRECT STUDENT LOANS

This is a program of borrowing in which the student has an obligation to repay his loan. Loan ceiling are \$5,000 aggregate for undergraduate students if he qualifies academically and in terms of need. Borrowers who become full-time teachers in elementary or secondary schools which is in a school district of a local education agency which has been designated as a school with a high enrollment of students from low-income service or handicapped children are eligible for loan cancellations.

GUARANTEED LOANS

Under a system of guarantees established by the federal government and various state governments, students may borrow up to \$2,500 per year from participating loan agencies to be repaid after the student ceases or completes his course of study. Applications for these loans must be secured from the student's local bank. Details concerning these programs are available through secondary school guidance officers or the University's Financial Aid Officer.

UNITED STUDENT AID FUNDS, INC.

Under this program a qualified student may borrow up to \$5,000 during his undergraduate enrollment. After the loan is approved it is negotiated at the student's hometown member bank.

STUDENT EMPLOYMENT

Many employment opportunities are available through the University's Work Aid Program and a Work-Study Program financed in part by the federal government. Students with a satisfactory academic average are eligible for a wide variety of part-time jobs in various departments throughout the campus.

Earnings of a student assigned work to help defray his expenses may be paid in cash or credited to his account monthly upon satisfactory completion of his assigned task. Earnings must be applied to a student's account if it is in arrears.

VETERANS AND WAR ORPHANS INFORMATION

All students who plan to attend Lincoln under the provisions of a veteran's educational program are urged to apply to the appropriate agency for necessary authorization well in advance of their registration date. The Certificate of Education and Training should be submitted to the Registrar's Office at the time of registration. Veterans enrolling under P.L. 550 or 358 or a veteran's child enrolling under P.L. 634 should be prepared to pay all

expenses in accordance with the University regulations inasmuch as payments are made directly to the veteran by the Veterans Administration. Recipients of such payments are advised to anticipate a delay of approximately two months before receiving the first payment from the sponsoring agency.

For more information concerning any new programs which may be developed, the applicant should contact the Financial Aid Office.





Prizes and Awards

The following prizes and awards are offered annually for proficiency in the area indicated.

THE HUMANITIES

THE CLASS OF 1899 PRIZE is given to the student majoring in English who has a high average in English and who submits the best essay on some topic.

THE C. MORRIS CAIN PRIZE is given annually to that student in the college who has maintained general excellence in English Bible studies.

THE EDWARD S. SILVERA AWARD FOR CREATIVE WRITING, established in 1964 by John D. Silvera in memory of his brother, is granted annually to the student who has, in the opinion of a faculty committee, published poetry of an excellent quality in *The Lincolnian*.

WILLIAM EICHELBERGER AWARD FOR CREATIVE WRITING is given to the student who has written the best prose piece published in *The Lincolnian*.

THE HARRISON H. CAIN PRIZE (awarded in memory of his mother, Elizabeth Cain, and his brother, William C. Cain) to a member of the junior class who best exemplifies the ideals and characteristics of Lincoln University in both his academic and extracurricular activities especially in the field of religion and/or music.

THE WILLIAM B. SUTHERN MEMORIAL AWARD is given to a graduating senior for proficiency in music and outstanding scholarship.

THE CLASS OF 1900 PRIZE is awarded to that student who, in the judgment of the faculty, has acquitted himself most creditably in intercollegiate debates.

THE ELIZABETH H. TRAIN MEMORIAL PRIZES IN ORATORY (given in 1919 by the Rev. William F. Finney, D.D., in memory of Elizabeth H. Train) are awarded to the best and to the next best speaker in a public oratorical contest for sophomores.

THE WALTER FALES MEMORIAL PRIZE IN PHILOSOPHY is given in memory of Walter Fales, professor of philosophy, 1946-1953, to the student whose work in philosophy is of the highest quality.

THE ALICE FRANCOISE NGO MANDENG MEMORIAL PRIZE IN PHILOSOPHY is awarded annually to a student whose work in philosophy merits lasting honor.

THE WILLIAM E. QUEENAN, SR., MEMORIAL AWARD — A plaque and monetary annual award for work in the theater. The recommendation for the recipient of the award shall be made to the Committee on Prizes and Awards through the faculty member in charge of drama.

THE CLARENCE MATTISON MEMORIAL SCHOLARSHIP — (endowed by the family, friends and classmates of the late Clarence Mattison of the Class of 1966). Awarded

annually to the Junior or Senior student who in the judgment of the Art Department and the Music Department has demonstrated outstanding creative ability and talent in these fields.

ELIZABETH SCHWARTZ MEMORIAL AWARD is granted annually, on recommendation from the fine arts department, to the student who has best demonstrated creative talent and initiative in any aspects of the fine arts.

DONALD BENJAMIN BARTON, CLASS SEMINARY 1919, PRIZE — for outstanding work in the philosophy of religion.

THE WILLIAMS S. RAVENELL MEMORIAL PRIZE, endowed in 1973 by the family of the late William S. Ravenell is awarded annually for academic excellence in the fields of religion or philosophy.

SAVITCH MEMORIAL PRIZE — (in memory of Mr. and Mrs. T. M. Savitch) an award to the student who does the most for community service on an inter-cultural, inter-religious and inter-community basis.

NATURAL SCIENCE

THE BRADLEY GOLD MEDAL is awarded to that member of the senior class who has maintained the highest average standing in selected branches of physical science.

ROSA BRADLEY READ MEMORIAL PRIZE IN CHEMISTRY is awarded to the senior showing the highest proficiency in chemistry.

THE NORMAN EDWARD GASKINS MEMORIAL PRIZE IN ORGANIC CHEMISTRY (endowed in 1955 in memory of Professor Norman E. Gaskins, '34, teacher of organic chemistry, 1937-1955) is awarded annually to that student attaining the highest average in organic chemistry.

THE S. LEROY MORRIS MEMORIAL PRIZE IN BIOLOGY (endowed in 1937 by Mrs. Amaza Morris Lockett, Atlantic City, N.J., in memory of her father, S. Leroy Morris, M.D., of the class of 1892) is given to that member of the senior class who has maintained the highest average in the courses in biology.

THE WILLIAM S. QUINLAND, JR., MEMORIAL PRIZE IN BIOLOGY (given by William S. Quinland, M.D., Nashville, Tennessee, in memory of his son, William S. Quinland, Jr.) is awarded to the pre-medical student of the graduating class who possesses initiative and marked proficiency in biology and who stands second in honors in this subject.

THE RICHARD M. WHEELER MEMORIAL PRIZE (given in his memory by his wife and children) is awarded to the student whose work in pre-engineering is of the highest quality.

THE JOSEPH LEROY WILLIAMS MEMORIAL PRIZE (endowed by Mrs. Carrie W. Williams in memory of her husband, Joseph Leroy Williams, Lincoln University, '29) is awarded annually to that student in the senior class who has been accepted in a medical school and who has the highest average in chemistry and biology courses.

JESSIE B. PLUMMER MEMORIAL MEDAL, in memorial to Jessie B. Plummer, Class of 1937, was established in 1969 by the Greater Boston Chapter of the Lincoln University Alumni Association and is awarded to that member of the senior class who has earned the highest average in chemistry.

JOHN M. TUTT AWARD IN MATHEMATICS is awarded to that student who has the highest academic standing in the field of mathematics.

THE LaVERTE T. WARREN MEDAL FUND — an endowed fund, the income from which is awarded for a medal and scholarship to the student in the Senior Class with the highest average in Natural Science.

PETER HALL MEMORIAL PRIZE — (established in memory of Prof. Peter Hall, a former member of the instructional staff of the Biology Dept.) Awarded to the Biology student of the graduating class who possesses initiative and marked proficiency in biology and who stands second in honors in this subject.

SOCIAL SCIENCE

THE ROBERT M. LABAREE ESSAY PRIZE IN THE SOCIAL SCIENCES, awarded biennially to a member of the junior or senior class, is the income from \$200 contributed by Dr. Leonard W. Labaree, nephew of the late Professor Robert M. Labaree.

THE HISTORY DEPARTMENT PRIZE is awarded annually to that member of the graduating class whose work in history has shown the most consistent merit during his time as a Lincoln University student.

THE LAURENCE FOSTER SOCIOLOGY PRIZES — given to two graduating Seniors majoring in Sociology who have achieved the highest grade point averages, whose cumulative average equals to, or higher, than 3.50.

PRIZES FOR SCHOLARSHIP STANDING

THE CLASS OF 1915 PRIZE is awarded, on the recommendation of the Faculty Committee on Athletics, to that student of the graduating class of the odd years who has best combined athletic distinction and scholarship standing.

THE CLASS OF 1916 PRIZE is awarded, on the recommendation of the Faculty Committee on Athletics, to that student of the graduating class of the even years who has best combined athletic distinction and scholarship standing.

THE WALTER F. JERRICK PRIZE is awarded to that student in the graduating class who shows the most improvement in scholarship during his four years at Lincoln University.

THE E. K. MARROW MEMORIAL PRIZE (established by Gloria G. Marrow, in memory of her brother, Edmond Kirk Marrow) is awarded annually to the graduate from the state of New Jersey with the highest average.

THE FRAZIER S. TAYLOR MEMORIAL PRIZE (contributed by the father and uncle of the late Frazier S. Taylor) is awarded to that member of the junior class who best combines scholarship and athletic ability.

J. THOMAS STANFORD PRIZE IN MATHEMATICS — awarded to the freshman who shows the most promise in the field of Mathematics.

THE FRANK A. DeCOSTA '31 MEMORIAL AWARD, endowed by the Class of '31, awarded to that member of the Senior Class who best combines athletics, scholarship and leadership.

THE SILAS F. TAYLOR MEMORIAL PRIZE is given to the member of the graduating class with the highest average who has attended Lincoln University for six or more semesters.

GENERAL PRIZES

THE SCOTT PAPER COMPANY FOUNDATION AWARD FOR LEADERSHIP — to be granted to an outstanding student in the Junior and Senior Class with the characteristics and abilities regarded as requisites for leadership in commerce and industry.

THE AMY L. JOHNSON AWARD is granted to that student of the college who has shown the most improvement in personality and scholarship during the last three full years of residence.

THE WILLIAM H. MADELLA PRIZE (endowed by Miss F. Louise Madella, Washington, D.C., in memory of her father, William H. Madella, M.D., of the Class of 1876) is given to the graduating student who has made the most general progress and has demonstrated high character, conduct, and scholarship during his career at Lincoln University.

THE KWAME NKRUMAH MEMORIAL AWARD — to be given annually to the Afro-American, Afro-Caribbean or African student who best exemplifies leadership, school spirit and class and university participation.

THE RABBI WEITZ AWARD is granted to the student who does most for interfaith, interracial and intergroup cooperation on a world level.

THE RICHARD T. LOCKETT MEMORIAL PRIZE (endowed by Mrs. Amaza M. Lockett in memory of her husband, Richard T. Lockett, Lincoln University, '18) is

awarded annually to that member of the senior class who during his or her enrollment in the University has made a significant contribution to the campus and the local community.

NATIONAL LADIES AUXILIARY PRIZE awarded annually to a deserving student who is a member of the senior class.

INSTITUTE FOR COMMUNITY AFFAIRS SCHOLARSHIP AWARD — to the senior student who has shown maturity, responsibility, and excellence in the practical application of social work principles.

GENERAL ALUMNI ASSOCIATION AWARD is awarded to a student in the junior class who is outstanding in scholarship, leadership, character and service to Lincoln University.



General Information

COCURRICULAR AND STUDENT ACTIVITIES

The program of Lincoln University includes formally organized and informal student activities. Many such activities are centered in the Student Union under the direction of the Director of Student Activities. General student opinion is expressed through the Student Government Association and this organization sponsors many of the activities on the campus. From the variety of activities, the student is free to participate in those which appeal to his or her own interest.

The Lectures and Recitals Committee brings to the campus a variety of distinguished musical productions and lecturers. Each year the various student and university organizations sponsor a varied program of events with a wide range of appeal.

Students work with the Lectures and Recitals Committee in choosing programs and the various student organizations are also free to bring speakers of interest to the campus. Programs are arranged for the entire student population as well as for special interest groups. Large attendance programs are held in the University's Mary Dod Brown Memorial Chapel. Special interest meetings and events are held in any one of several lecture halls available in Wright Hall, the Student Union, and the fine arts building.

Included in the program of the Student Union is a series of foreign and American films.

THE UNIVERSITY CHORALE of 50-70 singers provides the music for the Sunday religious services. There is a stipend for participation in this group. The University Chorale prepares: (1) a Christmas program, (2) a spring concert, (3) music for all University convocations, (4) a repertory for the major tour which will take place in the late spring. One hour credit towards graduation is awarded each student who successfully completes the season.

MUSIC EDUCATORS NATIONAL CONFERENCE STUDENT CHAPTER NO. 646. Sponsored by the Music Department, this organization is open to all interested music students. It aims to acquaint members with current activities and development in the field of music education. Both campus and off-campus meetings are held at which programs augment instructional activity. The organization sponsors an annual High School Choral Festival and a weekly chorus for children of Lincoln University village. Membership in the organization provides membership in the Music Educators National Conference.

THE VARSITY CLUB, composed of students who have won their "L" in any sport, fosters student morale and encourages good sportsmanship.

THE LINCOLN CHAPTER OF THE ALPHA KAPPA ALPHA HONORARY FRATERNITY IN PHILOSOPHY sponsors discussions of philosophical topics.

THE ALPHA CHAPTER OF THE BETA KAPPA CHI HONORARY SCIENTIFIC SOCIETY elects to membership those students who have met the requirements of the society by completing the equivalent of 64 semester hours of college work, 17 semester hours of which shall be in one of the sciences recognized by this society, with a grade of at least B (3.00). The aims of the society are to encourage and advance scientific education through original investigation, the dissemination of scientific knowledge and the stimulation of high scholarship in pure and applied science.

THE PHI KAPPA EPSILON HONOR SOCIETY has for its purposes the encouragement of high scholarship, the acquisition of knowledge and the ability to undertake accurate research.

The society elects to membership upperclassmen who have a cumulative average of 3.33 (B+) and above for a minimum of three semesters exclusive of their freshman year. The student must submit a research paper or the results of a research project to his major professor and receive the approval of the major professor prior to election. Transfer students must be in residence at Lincoln two semesters before being considered for election.

THE LINCOLN UNIVERSITY PLAYERS generally present two formal productions and at least one informal or workshop performance each year, cooperate in the productions on campus of the Lincoln Community Players, and sponsor other dramatic events on campus. Membership is open to all students who have taken active part in the performance or production of at least two plays. The season generally includes the exchange of productions with dramatic groups in neighboring colleges.

THE THURGOOD MARSHALL LAW SOCIETY was founded on October 2, 1967, the day on which Mr. Justice Marshall took his seat on the Supreme Court of the United States. It sponsors lectures and discussions of law as a profession.

THE TOLSON SOCIETY, named in honor of the late distinguished poet Melvin Tolson who graduated from the University in 1923, sponsors a variety of activities of literary and humanistic concern, among which is a regular discussion program.

STUDENT PUBLICATIONS include *The Lincolnian*, published twelve times a year as an activity of the class in journalism, and *The Lion*, the senior yearbook.

CHAPTERS of the following intercollegiate fraternities and sororities sponsor social and cultural events on campus: Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, Phi Beta Sigma, Alpha Kappa Alpha, and Delta Sigma Theta.

A CHAPTER of Alpha Phi Omega national service fraternity was installed on the Lincoln campus in May 1967.

FACILITIES for cocurricular and student activities include the Student Union, the chapel and little theater, the auditorium, the Ladies Auxiliary Guest House, Ware Center, the gymnasium, and grounds. Included are four handball courts; soccer, football and intramural football fields; a baseball diamond and softball field; seven tennis courts.

Game rooms and music listening booths as well as meeting rooms, lounges, bookstore, and snack bar are contained in the Student Union.

MUSIC IN THE COLLEGE

College students not majoring in music may take work in applied music with credit and are invited to participate in the various musical organizations. For fees in applied music, see page 16.

For the college non music majors there are: (1) The University Chorale and the University Instrumental Ensemble, (2) concerts and recitals presented by the department of music, (3) lessons in applied music — piano, voice, organ and instruments.

RELIGIOUS INSTITUTIONS AND OPPORTUNITIES

The Chaplain of the University is charged with the conduct of public worship and, in consultation with the Committee on Religious Activities, with the maintenance and quickening of the religious life of the University. The Chaplain is available to all students for consultation. He also serves as the coordinator of religious activities of the University.

There are clubs for various denominational groups on campus.

THE JOHN MILLER DICKEY SERVICE SOCIETY is composed of college students who plan to enter the ministry. It meets once a month for the discussion of religious and social topics.

THE ATHLETIC AND PHYSICAL EDUCATION PROGRAM

INTERCOLLEGIATE ATHLETICS

The importance of physical education and physical fitness is recognized in the effort made to provide a varied program designed to meet the needs and to reflect the interest of the students. All full-time students are required to take at least three hours a week of physical education during each of the first two years of enrollment unless excused by the University Physician.

The objective of the program of intercollegiate athletics is the development of health, sportsmanship, group loyalty, and wholesome living among the greatest possible number of students.

All varsity sports conducted by the University are considered major sports. Any regular student, presently enrolled and carrying a minimum of three full courses of academic work, may participate in varsity sports. To compete in two varsity sports simultaneously, a student must have permission from the Dean and the University Physician.

Participants in intercollegiate athletics are expected to meet the same standards of academic performance, need, and leadership qualities that are required of other students to qualify for financial assistance. Lincoln University belongs to the following conferences: N.C.A.A., E.C.A.C., N.A.I.A., IC4A, and the Delaware Valley Conference. The varsity intercollegiate sports program includes soccer, cross country, basketball, wrestling, baseball, tennis, and track. The women's program includes volleyball, and basketball.

INTRAMURAL SPORTS

About one-half of those enrolled at Lincoln choose to be involved in an intramural sports program which affords opportunity to all students for active participation in organized physical activities. The program provides recreational opportunities for students and faculty in a variety of activities including swimming, karate, archery, touch football, table tennis, badminton, volleyball, track, softball and basketball. League play and tournaments organized on both team and individual basis are held in most of the activities.

It is hoped that every student will participate in an intramural activity and that, through participation, he will develop a wholesome attitude toward physical activity as a leisure time pursuit.

HEALTH SERVICE

Lincoln University Health Service is under the direction and supervision of a resident physician. An infirmary on campus, where students may receive care for minor ailments from the doctor or nurses, is open twenty-four hours a day. Cases requiring hospitalization are cared for at the Community Memorial Hospital, 2.2 miles from the campus. The University also maintains an ambulance on campus equipped and available for any emergency.

The Health and Medical Fee, which is part of the General Fee, is paid by all students. It is designed to cover the cost of ordinary medical attention, simple prescriptions, and a

maximum of ten days hospitalization (limited to room and board) in a school year upon recommendation of the University Physician. The University does not assume responsibility for providing medical care for extended periods and for more than ordinary attention. The student is referred to his personal physician for extended care and treatment. The student must bear the cost of this care and treatment as well as the cost of any medicines, special procedures, and operations.

In addition to the basic health service provided by the University, there is an Accident and Sickness Insurance Plan available to all full-time students. (This insurance is mandatory for all full-time students unless waived by the students' parents.) The period of coverage for this insurance is year-round from date of registration through August 31, regardless of where the student is living.

Before final admission, each student is required to have a comprehensive medical examination. It is the responsibility of the student to have the Health History Record, supplied by the Office of Admissions, filled in and signed, preferably by his family physician.

INTERNATIONAL PROGRAMS

Lincoln University has had an international orientation since its inception in 1854 as Ashmun Institute. The Reverend John Miller Dickey and other leaders in the American Colonization Society had as their original purpose in founding the Institute the training of young missionaries for service in Africa. Three members of the first graduating class of 1859 went so to serve in Liberia.

Lincoln University was also one of the first, if not the first, institution of higher education in this country to welcome students from Africa. Among the many distinguished African alumni of Lincoln University are heads of state, foreign ministers and diplomats, clergymen, educators, doctors, lawyers, financiers and industrialists who, in serving the newly emerging nations of Africa, have given Lincoln a unique reputation on that continent.

That tradition continues to be a characteristic feature of Lincoln University. Its library contains a notable collection of American Negro and African literature, periodicals and documents of research value, and four significant collections of African art and artifacts. Its curriculum and special programs also reflect that orientation.

The African Center, the first institution of its kind in the country, provided special educational opportunities for refugee students from areas of Africa which still have colonial or territorial status. Students from Angola, Bechuanaland, Mozambique, Republic of South Africa, Rhodesia, Somalia, South West Africa, Sudan, Swaziland, Tanzania, Zambia, Basutoland, Spanish Guinea and Ruanda were represented in this program.

Early in 1963, Lincoln University became the first institution of its size to be assigned a Peace Corps unit. Since then men and women have been trained for service in several African and Caribbean countries.

During recent summers Lincoln University conducted a variety of programs for the African Center students, for foreign students enrolled or about to be enrolled in other colleges and universities, and for students commuting from nearby communities.

The African Language and Area Studies Program sponsors a variety of courses and special projects in African studies. The services of this program are available to students from other colleges in the area and provide unique opportunities to prepare for graduate training or vocational opportunities related to Africa.

The international and interracial character and tradition of the University offer students interested in human relations, civil liberties, political science and international affairs an unusual opportunity for developing the sensitivity which gives more than academic value to a curriculum rich in African studies, political and social science, and the humanities.

SPECIAL PROGRAMS AND SERVICES

Lincoln University cooperates with and serves other area institutions through exchange of students or exchange of faculty. These programs have provided extramural as well as intramural enrichment in the subject matter fields of African history, politics, ethnology, Negro or Black history, literature, and fine arts. Cooperating colleges include Haverford College and Franklin and Marshall College.

FRESHMEN STUDIES PROGRAM

CURRICULUM

Upon entering Lincoln University, each freshman will take certain tests to determine his reading, writing, and mathematical abilities and will be assigned to courses accordingly. All students will enroll in Humanities 101 or English 100, if testing warrants it; Mathematics 103, unless he tests out; and a laboratory science, Biology 101 or Physical Science 101, depending on the student's interest. He will be free to pursue one elective; a language or a social science course.

English 100 will be a competency-based course having as its overall objective the improvement and development of basic communication skills and the reinforcement of study skills to prepare students to do freshman level work. More specifically English 100 will aim to improve basic reading, writing, speaking and listening skills, to provide Standard English forms as alternatives for non-standard English forms by exploring the structure of English and how it works and explaining the historical, regional, and social variations of English and their implications, and to improve selected study skills. It is hoped that the student will also develop respect for both his own dialect and Standard English as organized systems of communication and a more acute consciousness and enjoyment of the English language, expand his vocabulary and use it to explore new ideas and ways of expressing them, find pleasure in reading, and gain confidence in his ability to express himself orally and in writing.

FACULTY PARTICIPATION

In order to ensure the success of the Program, the most effective teaching methods, innovative and traditional, will be encouraged. English 100 hopes to achieve its objectives as a result of the total range of activities and procedures planned; group activity — large and small, individualized instruction, learning games, dramatizations, trips, films, oral reports, panel discussions, demonstrations, voice recordings, compositions, and individual creative projects.

COOPERATIVE EDUCATION

Cooperative Education is a program which incorporates academic work with on-the-job training to provide a more meaningful and valuable total experience for the college student.

The program provides the placement of students in career-oriented jobs with industry, business and government that will facilitate academic motivation, integration of theory and practice, skills in human relations and the orientation to the world of work.

Employment is arranged on an alternating trimester basis at the discretion and joint agreement between the student, employer and University.

The students earnings contribute to financing their own education, leading to self-dependence and independence and contributing to their self-esteem and confidence.

INSTITUTE FOR COMMUNITY AFFAIRS

The Institute for Community Affairs was organized in 1967, supported by a grant from Title I of the Higher Education Act of 1965.

The aim of the institute is to bring Lincoln University closer to the local communities which surround it. It serves as an instrument for continuing education, especially in majority-minority relationships, as an avenue for community service, as an innovator and stimulator of community action, and provides the community with University sources for research, consultation, and help in community endeavors.

PLACEMENT CENTER

The Placement Center, located on the 4th floor of Lincoln Hall, assists students with career and graduate school planning, provides summer employment opportunities for students, and invites to campus a number of representatives from industry and professional and graduate schools for job interviews with seniors.

Graduates of the University are also encouraged to make use of this service provided by the Center.

LINCOLN-DREXEL PROGRAM

This is a cooperative program between Lincoln University and Drexel University which provides an opportunity for students at Lincoln to pursue a career in engineering.

In the Lincoln/Drexel program the student completes three years at Lincoln University and then transfers to Drexel University for an additional three years. The Drexel program has the advantage that a student spends part of this time working in industry. This is done through two six-month cooperative periods spaced over the three years at Drexel. During the cooperative period students will work as an engineering assistant in a major corporation, a municipal, state, or federal agency, or a private engineering consulting firm.

Upon completing the program a student receives an engineering degree from Drexel and a B.A. degree from Lincoln. The student will have obtained the technical training of the engineering school, with the addition of valuable work experience, and the much broader education of a liberal arts college.

The General Electric Foundation has awarded a grant to Drexel University to strengthen Drexel's cooperative program in engineering with Lincoln University. The grant's program has four basic components:

1. An eight-week summer program at Drexel in which twelve high school graduates entering the pre-engineering program at Lincoln in the fall do intensive work in mathematics and in reading and writing skills.
2. An opportunity for sophomore students in the pre-engineering program while still at Lincoln to take courses, engage in laboratory research, and other activities at Drexel.
3. Coaching and guidance for students who have transferred to Drexel after completing the three-year, pre-engineering program at Lincoln.
4. Scholarship aid for students in the pre-engineering program at Lincoln to be awarded on the basis of financial need and potential ability for a career in engineering.

T.I.M.E.

T.I.M.E. (Talent Improvement and Motivation Experience) is a program designed to improve the chances for academic success among our educationally and economically disadvantaged students. Tutorial services are available in reading, writing, and mathematics. This intensive program, made possible by a grant under the Pennsylvania Higher Education Equal Opportunity Act-101, provides both professional and peer-group counseling and student and faculty tutorials.

SPECIAL SERVICES FOR ENRICHING EDUCATIONAL DEVELOPMENT

(SPEED)

The SPEED Program is a supportive services program, designed to help make the undergraduate experience more meaningful and successful for approximately 200 freshmen and sophomore students.

The counseling component of the SPEED Program provides counseling of an academic and personal nature for participating students. Through the use of professional counselors, the program attempts to facilitate the academic and social adjustment to college life.

The tutorial facet of the program provides individual academic assistance—on a short term or continuous basis—upon request. The main thrust of the tutorial program is to enhance the academic development and success of program students, with the assistance of the faculty and peer tutors.

Also the SPEED Program offers vocational and career counseling to individual students, and serves as an advocate for students needing assistance to pursue a program of graduate or professional education.

BUILDINGS

THE LANGSTON HUGHES MEMORIAL LIBRARY, named after the late distinguished alumnus, Langston Hughes, houses an open shelf collection of almost 120,000 volumes (including bound periodicals) which will eventually be expanded to more than 250,000 volumes. There is a special collection of Negro and Africal literature representing all aspects of the Black experience. The library also houses a part of the Susan Reynolds Underhill Collection, and selections from other collections of African art and artifacts. It was constructed with funds contributed by the Longwood Foundation, members of the alumni, with friends.

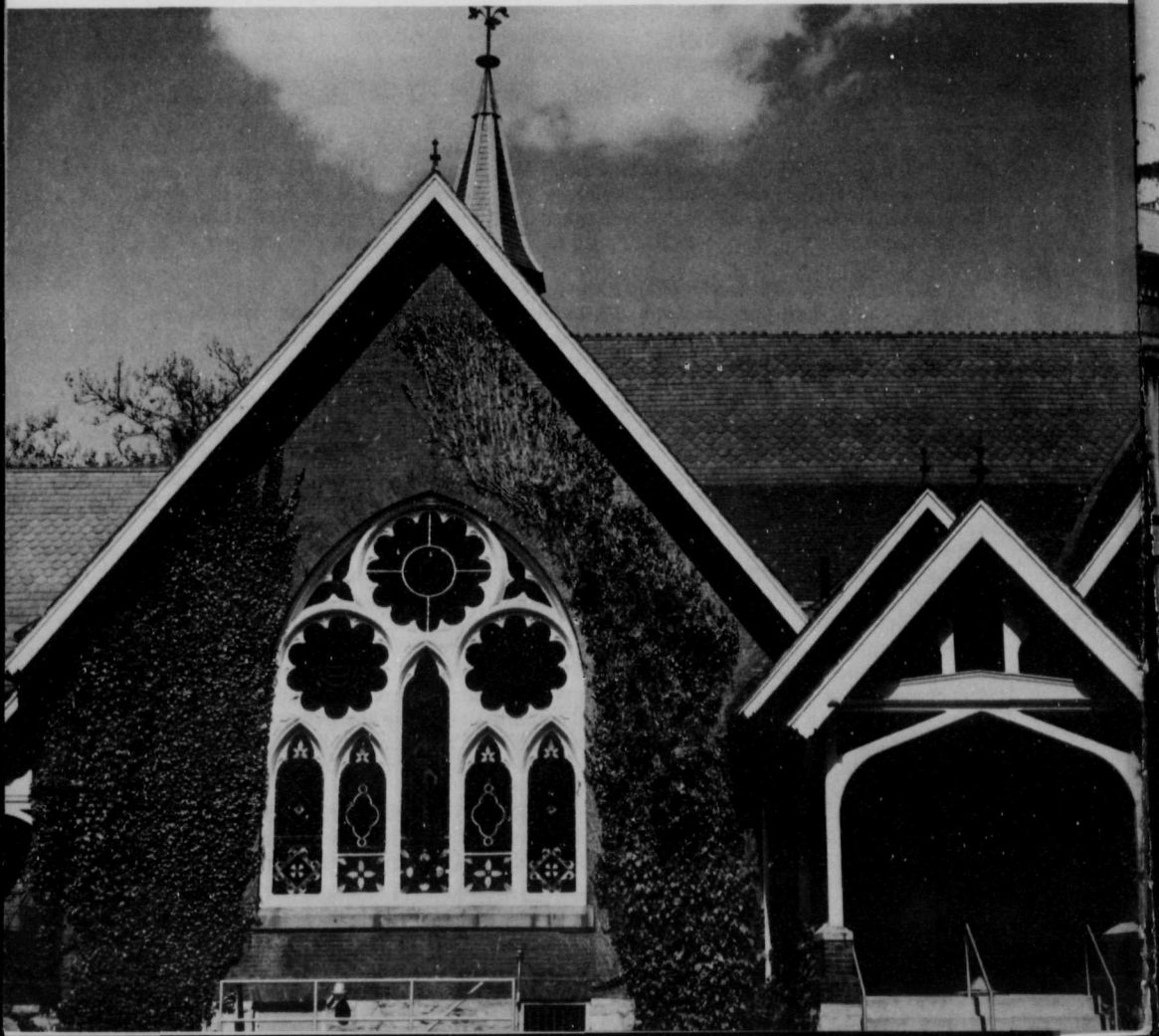
Completed in the fall semester of 1972, the fully air-conditioned building contains a microform room, a multi-purpose room, a listening area, reading lounges, smoking studies, individual and group study rooms, and typing rooms. A special feature is the after-hours study with a separate entrance from the outside, providing a study space for students during the hours the library is closed.

It is the policy of the library to try to supply, either by purchase or through inter-library loan, the books needed by students or members of the faculty for their individual research.

VAIL MEMORIAL HALL, constructed in 1899 and doubled in 1954 by the construction of a wing, served as the University Library until 1972. It was renovated in 1973 to serve as the administrative center for the offices of the President, Vice Presidents, Business Office and other offices.

WARE FINE ARTS CENTER includes a modern language laboratory; a library of recordings, tapes and films; a small auditorium with a projection room and large screen television, high-fidelity radio, and phonograph equipment for the study of the fine arts and cinema; a practice room for choral and instrumental music; seminar and class rooms, including special facilities for public speaking and debate; a little theater designed for easy conversion to each of the three main types of theatrical production (arena, open and proscenium arch); a studio of the fine arts, a combination lobby and gallery for art exhibits, fourteen small practice and listening rooms, offices for faculty members. It is named in memory of Clara and John H. Ware, Jr., friends of the University, and was constructed with funds provided by the General State Authority.

HAROLD F. GRIM HALL FOR THE LIFE SCIENCES, erected in 1925 with funds contributed by the Alumni Association and other friends including the General Education Board and Mr. Pierre S. duPont, was doubled in size and completely modernized in 1968





with a grant from the Longwood Foundation and is equipped for study and research in the life sciences including anthropology, biology, geology, and psychology. The building also houses a modern computer center. It is named for Dr. Harold Fetter Grim who served successfully for fifty years as Dean of the University and Professor of Biology.

UNIVERSITY HALL is a three-story brick structure built in 1891 and recently reconditioned for lecture and recitation purposes and offices for faculty members.

WRIGHT HALL, built in 1960, is named in memory of Walter Livingstone Wright, who served successively from 1893 to 1945 as professor of mathematics, vice president, and president. It is equipped with modern facilities for teaching and for research in the physical sciences and mathematics.

THE MARY DOD BROWN MEMORIAL CHAPEL, gift of the late Mrs. Susan Dod Brown of Princeton, N.J., is a Gothic structure of dark red brick built in 1892 and containing an audience room for 400 persons, a Little Theater with a seating capacity of 200, and other facilities.

THE LEARNING CENTER made available by the Federal Works Agency, as part of the Veterans' Educational Facilities program, was completed in 1947.

THE ALUMNI MEMORIAL GYMNASIUM, completed in 1972, houses a 2400 seat capacity gymnasium, an Olympic size swimming pool, classrooms, a wrestling room, dance studio and training room facilities. It was constructed with funds provided by the General State Authority.

THE STUDENT UNION was completed in January of 1964. It serves as a center for all cocurricular activities and includes the main dining hall for all students, a dining room for smaller groups, a snack bar, the bookstore and student post office, lounges, game rooms, and meeting places for student activities. It was constructed with funds provided by the General State Authority.

LINCOLN HALL, built in 1866 and completely remodeled in 1961-1962, houses the administrative offices including the offices of the vice president for student affairs, deans of students, the registrar, admissions, financial aid and other offices.

LADIES AUXILIARY GUEST HOUSE was built and furnished in 1954 with funds raised by the Ladies Auxiliary of Lincoln University to provide accommodations for overnight guests and for group activities.

DORMITORIES

The University buildings used as dormitories accommodate about 1050 students. Each room is provided with the essential articles of furniture such as desks, chairs, tables, and beds. Repairs are made by the University but extraordinary damage is corrected at the expense of those who occupy the rooms.

Each student must bring with him three pillowcases, four sheets for single beds, and sufficient blankets and towels, all marked with the full name of the student. Coin machines for washing and drying clothes are installed in six of the dormitories; commercial laundry facilities are available in nearby Oxford.

Students who reside in the dormitories take their meals in the dining hall.

ALUMNI HOUSE, formerly used as a residence for the president of the University, now provides housing facilities for 18 students.

AMOS HALL was constructed in 1902 and served as the University student center. It was renovated in 1965 and now serves as a dormitory housing 25 students.

CRESSON HALL was built in 1870 with funds secured from the Freedman's Bureau through the efforts of General O. O. Howard, then a trustee of Lincoln University. It was reconditioned and refurbished in 1961 and 1966.

HOUSTON HALL was erected in 1881 as a gift of the late H. H. Houston of Philadelphia.

RENDALL HALL, erected in 1931, was named in honor of two former presidents of the University, Isaac N. Rendall and his nephew, John B. Rendall, and built with funds provided by the General Education Board, the Julius Rosenwald Fund, Miss Carolina Hazard, Mr. Pierre S. duPont, Mr. J. Frederick Talcott, and other generous friends.

McCAULEY HALL is a three-story brick building erected in 1904 as a gift from the late Dr. Thomas McCauley and Mrs. Mary D. McCauley. It served as the University dining hall until the Student Union was completed in 1964. It now houses 40 students.

MORRIS HALL was built in 1935 with funds contributed by Miss Susan Gorges, members of the alumni, and the General Education Board. It served as a physical education building and social building prior to conversion in 1972 to a dormitory. It accommodates 30 women.

McRARY HALL was built in 1956 with funds provided by the Estate of Dr. Robert B. McRary and the Department of Housing and Urban Development. It accommodates 126 students.

ASHMUN HALL was built in 1966 with funds provided by The General State Authority. It accommodates 110 students.

LUCY LANEY HALL was built in 1967 with funds provided by The General State Authority. It accommodates 135 women.

FREDERICK DOUGLASS HALL was built in 1968 with funds provided by The General State Authority. It accommodates 129 men.

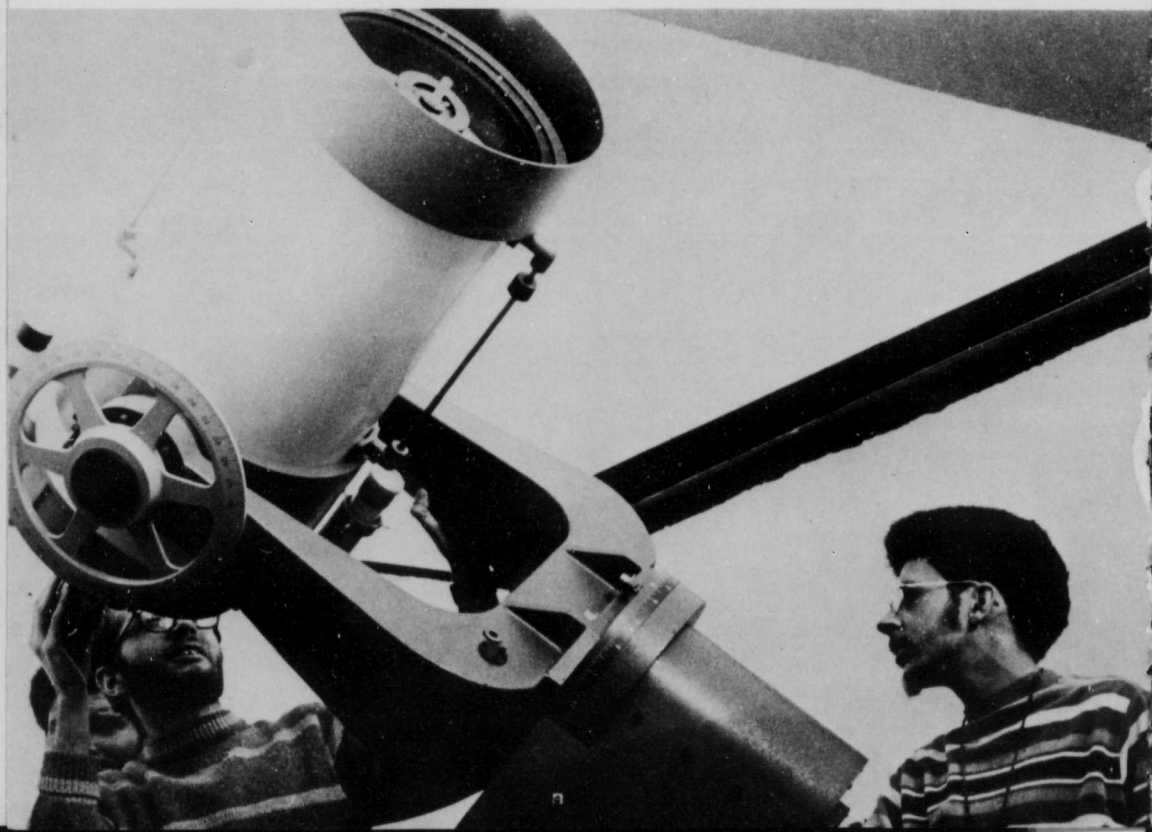
LORRAINE HANSBERRY HALL, was constructed with funds provided by The General State Authority. It accommodates 192 women.

FACULTY HOMES AND SERVICES FACILITIES

Twenty-one buildings on campus are used as residences for faculty, administrators, and other members of the University staff.

A new central heating and auxiliary maintenance shop was completed in the spring of 1963 and a storage building in 1965.





University Regulations

ACADEMIC REGULATIONS

ELECTION OF COURSES

Lincoln seeks to maintain its traditional role in preparing students for service to society at home and abroad by requiring courses in each of the broad fields of human knowledge, by providing an extensive program of cocurricular and student activities, and by requiring the study in depth of a single field of concentration. This philosophy is reflected in the requirements for graduation outlined on page 43.

All students should therefore consult their faculty adviser before making a final choice of courses. Freshmen are assigned faculty advisers by the Dean and Registrar when they enroll based upon their vocational intent as expressed in their application for admission. In the event a student's vocational interest changes, the student is assigned another adviser in keeping with this changed interest.

In general, sophomores keep the same adviser they had as freshmen.

The responsibility of advising students on courses to pursue or to drop is that of the chairman of the major department but the student may be assigned to another member in the department by the chairman.

The normal load as a full-time student each semester is 4 courses plus physical education. The minimum load to be registered as a full-time student is three courses. Students are not permitted to carry over four and one-half courses without the consent of their adviser and the approval of the Dean and Registrar. Extra tuition charges are levied for those who enroll with permission in more than four and one-half courses.

Juniors and seniors may enroll in five courses, one of which may be graded on a Pass-Fail basis. The student must indicate at the time of registration his or her desire to enroll on a Pass-Fail basis in this one course.

Students must consult with their faculty advisers before dropping a course or changing courses. All such changes must be made in the office of the Registrar.

Students shall be permitted to change courses each semester without penalty within ten days after classes are in session.

Students shall be permitted to drop courses without penalty of failure at any time up to the final examination period by notification of the Registrar, the student's adviser and the instructor. If a student cannot change to another course after having dropped one, he shall be allowed to audit the course that he drops.

In all such cases of dropping courses, the signature of the faculty adviser and the signature of the instructor must be affixed to the drop-add form obtained by the student from the Office of the Registrar.

Students who drop below full time status in any given semester will be considered part-time and must apply for re-admission the following semester.

Such students may be readmitted on probation after one semester providing that they have the written consent of their physician.

Part-time Students: Students who enroll in fewer than three courses or drop courses and carry fewer than three courses for credit in any one semester are considered part-time students, and are subject to loss of financial aid the next semester.

Students transferring to Lincoln University must satisfy its requirements for graduation. At least four courses in the major field must be taken at Lincoln University; the requirement of a laboratory science and its prerequisites and the foreign language requirement must be satisfied. No exceptions will be granted to these regulations save by vote of the faculty upon recommendation of the Committee on Academic Standing.

REQUIREMENTS FOR MAJOR STUDIES

1. The specific major requirements of a department will be found preceding the list of that department's courses in the catalog.

2. Students must confer with the chairman of the department in which they plan to major not later than their fourth semester in college.

3. Applications to major must be made in writing by the student on cards provided by the Registrar and filed in the Registrar's office before the student registers for his fifth semester. Transfer students with the equivalent of four semesters of college work must declare their major at the time of entrance.

4. For partial fulfillment of graduation requirements a major will consist of a maximum of twelve courses with a minimum cumulative average of 2.00 (C) or better in the field or in an interdisciplinary major.

5. At the discretion of the department, a maximum of two courses may be taken in related fields and credited toward the major.

6. Once accepted as a departmental major, a student may remain as a major in that department so long as he continues in college and providing he has a cumulative average of 2.00 (C) or better in his major field. Student candidates may be rejected by a department for scholastic reasons only.

7. In addition to satisfactorily meeting the course requirements for a major and maintaining the average required, a student must satisfy minimal departmental achievement requirements for passing the area and major field tests of the Undergraduate Record Examination Program.

8. A student may change his departmental major with the consent of his adviser and the Dean and Registrar.

9. Each student has the responsibility for filing credentials as a major, as well as having the course selections approved and initialed each semester by the department chairman or his representative.

10. The department chairman or his representative may merely advise students regarding elective courses. The elective privilege of a student must not be abridged.

HONORS PROGRAM

An honors program, directed by the department in which the student specializes, has been in effect since September 1961. The Curriculum Committee or the honors council will appoint an advisory committee for each student participating in the program.

Students selected for the program must have shown exceptional ability by establishing a 3.00 (B) average or better for a minimum of three semesters at Lincoln. They must maintain a 3.00 (B) average or better and, upon completion of their work, submit in writing to the Curriculum Committee or Council a summary of the work pursued and take an oral examination given by the Council. Upon satisfactory completion of the written summary

and oral examination, the student will be recommended to the department for graduation **with distinction** in his major field. This citation, if approved by the department, will be noted at commencement.

EXAMINATIONS

Three series of stated examinations are held each year; the first semester examination in December, the second in April, and final examination in August. Those absent during these examination periods may, with the permission of the instructor and Dean and Registrar, take special examinations to be given as soon as possible after the stated examination period.

A student may not absent himself from a term examination without a written permit from the Dean and Registrar. Upon presentation of such a permit a student is allowed to take the examination at a later date without fee. If he fails to take it then, he must either repeat the course or lose credit. A student who absents himself without procuring a permit will be given a failing grade.

Mid-semester examinations are also held each term to give both the student and the teacher an indication of progress achieved during the first half of each semester. The parents of students with unsatisfactory standing at the end of these testing periods are notified by the Dean and Registrar.

Other examinations are given as planned by the instructor.

COMPREHENSIVE EXAMINATIONS

All prospective graduating seniors are required to participate in the Undergraduate Record Examination Program for Counseling and Evaluation, such participation consisting of taking the area, aptitude and major field tests where available in this program.

GRADES AND ACADEMIC STANDING

Lincoln began a new grading system in 1967 as follows:

A+	(4.30)	B+	(3.30)	C+	(2.30)	D+	(1.30)
A	(4.00)	B	(3.00)	C	(2.00)	D	(1.00)
A-	(3.70)	B-	(2.70)	C-	(1.70)	F	(0)

Where the A+ (4.30) represents the highest possible grade (outstanding), D (1.00) is the lowest possible passing grade, and F (0) is failure. For comparison with the old Lincoln system A (4.00) is equivalent to 1.0 (old system); B (3.00) to 2.0; C (2.00) to 3.0; D (1.00) to 4.0; and F (0) to 5.0.

Courses offered by the various departments are weighted as follows: 4 for a full course, 3 for a three quarter course, 2 for a half course and 1 for a quarter course.

The general standing and rank of a student, academically, is determined by multiplying the numerical grade received in each course by the weight attached to the course and dividing the sums of such products by the total weight. The total number of courses completed will be the sum of the course weights divided by four.

Instructors are expected to turn in all grades at the end of each semester to the department chairman within 48 hours of the final examination in the case of seniors and within 72 hours for all other students.

Instructors shall not record Incomplete grades unless there is verification of illness, death in the family, or some unusual circumstance. In all such cases the instructors must report the reason for the Incomplete grade and the time in which the work is to be completed to the chairman of the department and to the Dean and Registrar. Verification of illness and other extenuating circumstances must be in writing and are the responsibility of the student.

Instructors who report Incomplete grades, to assist the faculty adviser and the student, must include a grade in parenthesis which reflects the quality of work completed by the student, thusly: I (D).

Incomplete grades automatically become F one month after the close of the term in which recorded, and the Registrar is authorized to record this change on the permanent record of the student.

In the assigning of grades to students involved in intercollegiate, cooperative or exchange programs, semester-away from campus or year-abroad programs, the grade recorded in the Registrar's office and counted in the student's cumulative average shall be the grade assigned by the participating member of the Lincoln University faculty. If the Lincoln University faculty member does not participate in assessing or assigning the course grade, the grade of the adjunct instructor shall be recorded as a transfer grade but not counted in the student's cumulative average.

Students who enroll in fewer than three courses or drop courses and carry fewer than three courses for credit in any one semester are considered part-time students. Full-time students who become part-time students are not eligible the following semester for senatorial scholarships or financial aid and are subject to the requirements for reporting attendance to Selective Service in keeping with SS 109.

A student is considered in good standing providing he is carrying at least three courses for credit each semester, and has satisfactorily met his financial obligations to the University as certified by the Comptroller.

DEAN'S LIST

Students with term averages of 3.33 (B+) and above will be honored by having their names placed on the semester Dean's List providing they are carrying a normal load of four courses.

Students with term averages of 3.00 (B) to 3.32 will be listed as Honorable Mention — Dean's List. Part-time students and full-time students who become part-time are not eligible.

CLASSIFICATION OF STUDENTS

The freshmen and sophomores constitute the lower classes; the juniors and seniors the upper. At the end of the sophomore year the record of all students will be carefully examined. Those who have an average of 1.70 (C-) and who show promise of future development will be advanced to the upper classes.

Students are classified as follows:

Freshmen: those who have completed less than 8 semester courses.

Sophomores: those who have completed from 8 to 16 semester courses.

Juniors: those who have completed from 16 to 24 semester courses.

Seniors: those who have completed more than 24 semester courses.

Unclassified: students who have transferred from other colleges, but whose transfer credits have not yet been evaluated; and students who are pursuing studies at the University, but are not candidates for a degree.

Part-time: Students who carry fewer than three courses.

REGULATIONS FOR THE CONTROL OF ABSENCES

Lincoln University uses the class method of teaching which assumes that each student has something to contribute to, and something to gain from, attending classes. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore:

1. Students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.
2. It is not sufficient for a student merely to pass the examinations which are conducted in a course.
3. Irregular attendance may affect the student's grade, in view of the continuing relationship that exists between classroom participation and total course performance.
4. Each faculty member of the University involved in classroom instruction shall assess his or her requirements regarding class attendance and shall inform students of these regulations also the Dean and Registrar and the Vice President for Academic Affairs, at the beginning of each semester. A second notice of these regulations shall be given not later than three weeks after the beginning of each semester.

Students on the Dean's List shall be exempt from the above regulation.

PROBATION

In its efforts to maintain high academic standards the University reluctantly resorts to assigning probationary status to students who are unwilling or unable to maintain acceptable standards.

Freshmen making an average of less than 1.60 the first semester are automatically (without the necessity of notification) placed on probation for their next semester. Second-semester freshmen, sophomores, juniors and seniors earning an average of less than 1.70 for any semester are automatically on probation for the next semester. If a student after five semesters has not made normal progress (that is, completed sixteen full courses with a cumulative average of 1.70 or better), he will be placed on probation during the next semester. Normal progress after six semesters is the completion of at least nineteen full courses and after seven semesters twenty-two full courses.

A student on probation must make a grade average of 1.70 or better; if he does not, he will not be permitted to return the following semester. The Dean and Registrar will notify the student of his being dropped from the University for failure to remove himself from probation.

A student who is on probation is not permitted to enroll in more than three and one-fourth ($3\frac{1}{4}$) courses or permitted to drop the number of courses below three (3) per semester. Transfer students admitted on probation must likewise carry three courses per semester and are not permitted either to drop courses or to carry more than three courses a semester until they have removed their probationary status.

Only those students whose cumulative average is 1.70 (C) or better will be considered for graduation. If a student fails to earn the 1.70 cumulative average required by the end of his eighth semester, he shall be permitted not more than two additional semesters to attain that average.

Except for first semester freshmen, students who fail as many as three courses in any semester will be automatically suspended from the University. Re-admission after academic suspension shall be considered only upon written application by the student to the Committee on Academic Standing after submission of an official transcript from another accredited institution showing the completion of four full courses with grades of C or better.

WITHDRAWAL OF STUDENTS FROM THE UNIVERSITY

A CLARIFYING STATEMENT

1. Students who wish to withdraw officially from the college must have the forms on file in the Office of the Vice-President for Student Affairs properly signed.
2. Students who have officially withdrawn forfeit the use of the facilities of the institution, e.g., classrooms, laboratories, dining hall, dormitories, library, gymnasium, student union during this period of withdrawal.
3. Students who are making use of college facilities and attending classes but who are academically or financially ineligible to do so are in violation of university regulations and are subject to disciplinary action.

REQUIREMENTS FOR GRADUATION

- I. Completion of 32 academic courses with a minimum grade average of 1.70 (C—). Upon the satisfactory completion of 32 academic courses, the student will be recommended by the faculty to the Board of Trustees for the degree of Bachelor of Arts.
 - A. Required (DISTRIBUTIONAL) Courses
 1. *Humanities*: Four terms of a prescribed course in the humanities conceived as interdisciplinary in nature.

2. *Social Science*: Three terms in three separate disciplines in the social science division. An interdisciplinary course may serve as one option in meeting this requirement.
 3. *Foreign Language*: Satisfactory completion of the second-year level of college work in a language other than English, as evidenced either by completing second-year courses or by satisfactorily passing a proficiency examination approved by the appropriate language department.
 4. *Natural Sciences*: A minimum of three full courses in the Division of Natural Science and Mathematics. Two of the three full courses must be in laboratory science, the third must be in mathematics.
 5. *Physical Education*: Four terms of physical education.
- B. Major Field: A major field of study in which 8 to 10 courses have been completed with a grade average of C or better.
- C. Electives: The completion of 9 to 13 elective courses.
- II. The satisfactory completion of a proficiency examination in English.
- III. Participation in the Undergraduate Examination Program for Counselling and Evaluation.

Diplomas are issued only at the spring commencement. A student may complete the requirements at the end of any trimester or in summer school.

Students who have attained a cumulative average of 3.70 (A—) and above for their last four terms at Lincoln University shall graduate *summa cum laude*, *magna cum laude* 3.35 to 3.69, and those with a cumulative average of 3.00 (B) to 3.34 for their last four terms at Lincoln University shall graduate *cum laude*.

The Committee on Academic Standing, in cooperation with the Registrar and faculty adviser, shall have the power to determine course requirements for graduation for those students who have not made normal progress, each case to be considered on its own merits.

Students in the graduating class are required to attend the baccalaureate and commencement exercises in acceptable attire as determined by the Committee on Baccalaureate and Commencement. A student who fails to appear at baccalaureate and commencement exercises is assessed a fine unless the student is ill, presents an approved statement in writing, or is in the Armed Forces.

GENERAL REGULATIONS

Each student who is admitted to Lincoln University enters into a mutual agreement with the University. For this reason each student should thoroughly understand the fundamental concepts which guide the relationship between the student and the University.

As a part of this mutual agreement, the University assumes the responsibility for providing instructors, classrooms, library facilities, living units, and other resources for a program of higher education. The students, on the other hand, having accepted the privilege of admission to Lincoln University, assume the responsibility for making use of these resources for their intended purpose.

To be a student at Lincoln University is a privilege. As such, any student who enrolls in the University should be aware that the University reserves the right after due process to dismiss him if he does not abide by the rules and regulations of the University and the laws of the state of Pennsylvania and the nation. Penalties for violations of regulations may vary from a fine or reprimand to expulsion. Penalties are determined by the appropriate administrative officer or the appropriate committee on student discipline.

Each student, therefore, must assume the responsibility for always behaving in such a way as to reflect creditably upon the University. No student possesses the right to interfere with the achievement of the scholastic goals of his fellow students. To deal lightly with this responsibility is to risk the loss of membership with this University.

In seeking the truth, in learning to think objectively, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. All instances of dishonest work, whether in the form of cheating or plagiarism (as defined in a statement prepared by the

English Department), will be reported to, and recorded by, the Dean of the College. Students guilty of repeated offenses shall be liable to suspension from the college by action of the Committee on Academic Standing.

On this campus, certain standards exist for the advancement of the University community. The standard of conduct for students at Lincoln University includes the following:

GUIDE TO UNIVERSITY REGULATIONS

1. *Use of Drugs*

Students are expected not to use or have in their possession any drug which is illegal according to federal or state law. Students who, after due process, are found guilty of violation of this regulation are subject to suspension or expulsion. (Students involved in such action are also liable to civil action.)

2. *Alcoholic Beverages*

The possession or use of alcoholic beverages on University property is prohibited by state law to persons under 21.

- a. The University does not prohibit the lawful keeping and the consuming of alcoholic beverages by its adult students (over 21 years of age) when this is done moderately. In no way should this be interpreted to mean that the University encourages the use of alcoholic beverages. Furthermore, the University deplores their abuse and considers intoxication, disorder, or bad manners arising from the use of alcoholic beverages to be particularly serious offenses which will subject the student to University disciplinary action.
- b. The use of alcoholic beverages is forbidden by the University at all academic functions, in classrooms, in the Library, in laboratories, and in the Chapel and at all cocurricular and athletic events.
- c. The University prohibits students and student organizations of the University from furnishing alcoholic beverages to a minor and from soliciting from a minor funds to be used directly or indirectly for the procurement of alcoholic beverages.
- d. The use of any University facilities in conflict with the above state regulations must be cleared through the Office of the Vice President for Student Affairs.

3. *Gambling*

Gambling is prohibited by state law. Any form of gambling is prohibited on University property. Violators will be subject to disciplinary action (and are liable to civil action).

4. *Firearms*

Firearms and explosives are not allowed on University property and may not be stored in automobiles or elsewhere on the campus of the University. Violators are subject to expulsion.

5. *Fires and Fire Equipment*

- a. Any person committing arson is subject to expulsion.
- b. Ringing "false" fire alarms and misuse of fire equipment are prohibited by state fire laws. Students violating these laws will be subject to expulsion.

6. *Theft*

Students who are found guilty of stealing or illegally possessing either University property or property belonging to other students will be required to return the property or its equivalent value and shall be subject to expulsion. Students making use of property belonging to another person without that person's permission will be subject to suspension. (Students involved in such actions are also liable to civil action.)

7. *Reproduction of Materials*

Students are not permitted to reproduce, copy, tamper with or alter in any way or form, any writing, record, document or identification form used or maintained by Lincoln University. Students who make or cause to be made "false reports" in official statements shall be subject to suspension or expulsion.

8. *Defacing of Property*

Permanent defacing of any property on the Lincoln University campus is not permitted. Violators will be subject to disciplinary action.

9. *Smoking*

Smoking is prohibited in all areas as posted, according to the fire insurance code.

10. *Health*

The University may require students, at stated times, to take inoculations, vaccinations, examinations, etc. for the protection of health. Failure to comply may result in disciplinary action.

11. *Disorderly Assemblages or Conduct*

a. Students shall not create disturbances involving physical or mental harm to themselves, to other persons and their possession, or damage to University property. Students shall not assemble in such a manner as to forcibly prevent the free movement of other persons about the campus, or prevent the normal operation of the University.

b. Students who provoke or participate in fights are subject to suspension or expulsion.

12. *Soliciting*

Students are not permitted to sell goods or serve as a salesman in the residence halls or any place on the campus without informing the Office of the Dean of Students prior to sale of goods or service.

13. *Social Events*

All social events should be cleared through the Office of the Director of Student Activities.

14. *Special Regulations*

There are special regulations governing parking, dormitories, Greek letter organizations, and student clubs. Details are printed in the student handbook.

15. *Residence Requirements*

All students are required to live and board on campus with the following exceptions:

a. Students living at home with their parents or legal guardian within a 25 mile radius of the campus.

b. Students 21 years of age or older who have permission from the Vice President for Student Affairs.

c. Married students who have established their own family household.

d. If there is no space available in the residence halls, students who are granted permission to live off campus will be required to move on campus when dormitory spaces become available.

16. *Residence Halls During Vacation Periods*

Residence halls will be closed during vacation periods. Special arrangements must be made by the student with the Office of the Vice President for Student Affairs for University accommodations during such periods. Request for this type of accommodation must be made at least two weeks prior to the vacation period.

17. *Keys*

The unauthorized possession of keys to any university property is forbidden. Violators will be subject to disciplinary action.

18. *Weapons*

Switch blades, hunting knives, machetes, bayonets or related type blades or swords are not allowed on University property, and they may not be stored in automobiles or elsewhere on the campus of this University. Violators are subject to expulsion.

19. *Student Organizations*

All student organizations must be approved by the Faculty and must be officially authorized to carry on programs, recruit members, or to use the name and facilities of the University. The formation or continued existence of a student organization is dependent upon the observance by its members of University regulations and upon making a positive contribution to the objectives of the University.

20. *Personal Property*

The University cannot be responsible for the personal property of students and is not responsible for accidents or injuries in connection with unauthorized activities.

21. *Suspension*

The University reserves the right to dismiss or suspend at any time, students whose academic standing, or social behavior is not acceptable, or whose conduct it regards as undesirable. The fees due or already paid to the University will be neither refunded nor remitted in whole or part.

22. *Fines*

The University reserves the right to impose fines upon students who are in violation of university regulations regarding residence halls, electrical appliances, etc.

ADDENDA

The University is not responsible or liable for thefts or damages which occur on the University campus or in individual rooms. Students are encouraged to take advantage of the theft and damage insurance policy which can be obtained through the Office of the Dean of Students.

23. *Definition of University Discipline*

The definitions for the various types of University of discipline are as follows:

Censure: An official written reprimand for violation of specified regulations. Any further misconduct will result in the evaluation of his status by the Health, Welfare and Discipline Committee.

Probation: Indicates to the student that his behavior has not met certain standards expected of students at Lincoln. The student is excluded from participation in privileges or extracurricular activities as set forth in the notice of probation for a specified period of time. A student on probation is not eligible for financial aid (except University loans) and cannot represent the University as an official delegate, representative, athlete or as a holder of offices, or as a holder of offices or Committee chairmanship on University groups of any kind. Involvement in further misconduct subjects the student to further discipline in the form of suspension, dismissal or expulsion.

Suspension: Exclusion from classes, and exclusion from other privileges or activities or from the campus for any specified period of time. At the end of the period the student may apply for consideration for readmission through the Office of the Dean of Students. The student may be subject to probationary status upon his return.

Interim Suspension: Exclusion from classes and other privileges or activities as set forth in the notice of interim suspension, pending final determination of an alleged violation.

Interim Action: Pending final determination of cases by the Health, Welfare and Discipline Committee, the Dean of Students may impose interim suspension upon a student or suspension of registration of a student organization when circumstances warrant such action. The Vice President for Student Affairs will inform the student or organization in writing of the reason for the interim action.

Expulsion: Permanent termination of student status without possibility of readmission to the University.

Permission to Withdraw: May be requested by the student and may be allowed by the Vice President for Student Affairs or the Juridical Review Committee for a student

whose behavior appears incompatible with continuance at the University, and when personal problems and needs appear to make this particular action appropriate.

24. *Juridical Review Committee*

I. *Purpose*

- A. The Juridical Committee will be concerned with the disciplinary actions pertaining to students and advisory resolutions concerning student life and conduct.

II. *Membership*

- A. The Juridical Committee will be composed of four students and three faculty members: no administrators will serve as voting members of the Committee.
1. The student members of the Committee will be appointed by the President of the Student Government Association.
 2. The faculty members of the Committee will be elected by the faculty.
- B. The Chairman of the Committee, who will vote only in the case of a tie, will be elected by the members of the Committee.

III. *Qualifications of Committee Membership*

- A. Any full time student of the University may be a member of the Committee.
- B. A student on disciplinary probation at the time of appointment is not eligible to serve on the Committee. A student who is placed on disciplinary probation, or who receives disciplinary action — while serving on the Committee — may not maintain his position.
- C. Personal involvement in any case involving the possibility of disciplinary sanction, will require the temporary disqualification of any members of the Committee so involved.

IV. *Jurisdiction*

- A. The campus judicial system permits members of the community to register any complaints against individuals or groups with the Vice President for Student Affairs. Complaints may come from students, faculty, administrators, support staff, or any interested individuals. If the complaint warrants adjudication, the Vice President for Student Affairs will summon the accused and discuss with him the disciplinary procedures and options that may be available. The accused may elect to accept an informal disciplinary arrangement with the Vice President for Student Affairs or may request a hearing before the Juridical Review Committee.
- B. Judicial Process Flow Chart

Member of Community
Brings Complaint
to V.P. for Student Affairs

V.P. for Student Affairs has
Conference with Student Charged

Informal Arrangement
with
V.P. for Student Affairs
Student Accepts Decision

Hearing Before University
Juridical Review Committee

Appeal on Grounds of
Passion or Prejudice to
President of University

V. *Procedures*

- A. Any student who elects to appear before the Juridical Review Committee is bound by its verdict unless he wishes to appeal.
- B. If a student wishes to present a case to the University Juridical Review Committee, he must obtain a petition for a hearing from the office of the Vice President for Student Affairs and return the completed petition to the same office.
 - 1. All petitions will be forwarded to the Juridical Review Committee.
 - 2. All petitions must be answered as to whether or not the Juridical Committee will hear the case. The petition will be returned to the student within a reasonable time so indicating the disposition of the Committee.
 - 3. If the petition is rejected, the reasons for the rejection must be clearly stated by the Juridical Review Committee.
- C. The Committee must hear the case within one school week after the acceptance of the petition unless there are extenuating circumstances making this impossible.
- D. There must always be a quorum present at all meetings, with no significant minority.
- E. The Committee will prepare its own procedure for the hearings which will be conducted by the Chairman.
- F. All decisions of punishment to the student shall be waived pending the findings of the Committee, *except* in extraordinary circumstances as determined by the Vice President for Student Affairs.
- G. If a student has been given adequate notice of a hearing and neither he nor his authorized representative appear for the hearing and does not — in the opinion of the Committee — give adequate reasons, the Committee may treat his case in the manner it believes just.
- H. A hearing will be closed to the public upon the request of the student or the Committee.
 - I. In cases that require penalties, the University Juridical Review Committee will decide what sanctions are necessary, recommend same to the President and — if approved — have the power to impose them through the office of the Vice President for Student Affairs.
 - J. Any Committee member may remove himself from a case if he feels there is — or may be — a conflict of interest.
- K. A transcript of all hearings should be made and maintained.

VI. *Hearing*

- A. The Juridical Review Committee will observe all of the recognized tenets of "due process."
 - 1. The student must receive written notice of the charges levied against him, the supporting evidence against him, and of the time, place and date of the hearing.
 - 2. Notice must be delivered to the student at a time sufficiently in advance of the hearing to allow the student adequate time to prepare his defense.
 - 3. The student charged with an offense will be allowed to present his own witnesses, and may be represented with an advisor — counsel — of his own choice during the disciplinary hearing.
- B. While a case is being adjudicated, under usual circumstances, the student will be allowed to remain on campus and continue attending classes.

VII. *Appeal Process*

- A. A student may appeal the decision of the informal disciplinary arrangement of the Vice President of Student Affairs to the University Juridical Review Committee, or the decision of the University Juridical Review Committee, to the President of the University.
- B. An appeal petition — which may be obtained in the office of the Vice President for Student Affairs — must be filed within 72 hours after the petitioner receives written notice of the decision of the Vice President for Student Affairs or the University Juridical Review Committee.
- C. Within one week after receiving the appeal petition — and the appropriate information from the University Juridical Review Committee — the President of the University will notify, in writing, the petitioner of the validity of his appeal request, and, where necessary, grant the petitioner a personal hearing.
- D. While an appeal is being processed or studied, the student has a right to remain on campus until the final determination of his case — unless his/her continued presence on the campus constitutes a real threat to the health, safety and welfare of the student, the University, or the Lincoln University community.

VIII. *Removal Procedures*

- A. Any member of the Committee may be removed from the Committee for reasons of nonfulfillment of duties essential to the Committee, or for behavior which is not becoming to a member. A full hearing must be held with all parties concerned being present. All voting members of the Committee must be present.
 - 1. Recommendations for removal of a student should be addressed to the President of the Student Government Association; recommendations for removal of a faculty member should be addressed to the Chairman of the Judicial Committee of the Faculty.

Lincoln University makes every effort to maintain the confidentiality of student records and at the same time comply with the legal aspects of the openness of such records.

Programs of Study

The program is arranged so that each student enrolls in four courses during each of the trimesters.

The program is designed to give flexibility in the selection of courses in the area of general education and students are advised to make these selections carefully and with the help of their adviser.

The recommended schedule of courses for the Freshmen Studies Program and the Sophomore year appear below.

Freshman Year

English 100 and/or Humanities 101-102
Mathematics 103
Biology 101-102 or Physical Science 101-102
Physical Education 101-102
Elective

Sophomore Year

Humanities 201-202
Foreign Language
Social Science
Physical Education 201-202
Elective

For juniors and seniors the course selections will be largely determined by the department in which they have been accepted as majors. The student, however, is responsible for meeting the requirements for graduation as listed on page 43.

I. PREPARATION FOR ENGINEERING

Lincoln University has entered into agreements with Drexel University, Lafayette College, and Pennsylvania State University to enable students to earn both a bachelor's degree from Lincoln University and an engineering degree from the cooperating institution at the end of five or six years. This greatly reduces the disadvantages of overspecialization inherent in a four-year engineering education and provides both a liberal and a professional education at minimum cost.

In the case of Lafayette College or Pennsylvania State University, the plan provides for three years of study at Lincoln University where liberal arts subjects and pre-engineering courses in mathematics, science and related subjects are taken. The last two years are spent at Lafayette College or Pennsylvania State University where the engineering requirements are completed.

The agreement with Drexel University provides for three years of study at Lincoln University and three years at Drexel, under a cooperative engineering plan whereby the student spends six quarters in school and five quarters working in industry.

The General Electric Foundation has awarded a grant to Drexel University to strengthen Drexel's cooperative program in engineering with Lincoln University. The grant's program has three basic components:

1. An eight-week summer program at Drexel in which twelve high school graduates entering the pre-engineering program at Lincoln in the fall do intensive work in mathematics and in reading and writing skills.
2. Coaching and guidance for students who have transferred to Drexel after completing the three year, pre-engineering program at Lincoln.
3. Scholarship aid for students in the pre-engineering program at Lincoln to be awarded on the basis of financial need and potential ability for a career in engineering.

Under these agreements an engineering degree may be earned in administrative engineering, aerospace engineering, agricultural engineering, chemical engineering, civil engineering, electrical engineering, industrial engineering, mechanical engineering or metallurgical engineering.

II. PREPARATION FOR INTERNATIONAL SERVICE

Lincoln University has entered into an agreement with the School of International Service of the American University under which a student may, after the successful completion of three years of study at Lincoln and with the recommendation of the University, be admitted to a two-year program at American University. Successful completion of the five-year program leads to an A.B. degree from Lincoln and a Master of International Service degree from American University with a concentration in one of the following fields:

1. International Relations (International Relations, International Law and Organization, International Communication, U.S. and Comparative Foreign Policy, Regional International Systems, International Economic Policy, and International Business);
2. Foreign Areas and Cross-National Studies (Regional International Systems, Diplomatic History, History, Cultural Area Analysis, Comparative Government and Politics, Comparative Economic Systems and Soviet-Type Economies, Economic Development Policy, History of Religion, and Literature);
3. Policy Analysis (U.S. and Comparative Foreign Policy, Comparative Government and Politics, American Government and Political Behavior, Government and Public Policy, Governmental Management, Organizational Theory and Behavior, and Economic Development Policy).

At the American University, no course or courses may be counted as credits toward both an undergraduate and a graduate degree, except as may be provided in a formally prescribed combined undergraduate/graduate degree program. This exception, however (or this exception in combination with the transfer in of other graduate credits), shall not operate to reduce the minimum number of hours required to be taken in residence at graduate degree status for any graduate degree, as provided in The American University minimum standards for graduate study.

A student admitted to a combined Bachelor's/Master's program may not be denied entry into that Master's program if that student meets the American University and teaching unit minimum standards for admission to the Master's program involved.

The following is a recommended schedule for the five-year program of study;

First year: Humanities 101-102, Foreign Language, Laboratory Science, Mathematics, Physical Education.

Second year: Humanities 201-202, Foreign Language, Social Science, Elective, and Physical Education.

Third year: General Psychology, 3 to 5 courses in major field: Economics, History, Political Science, and Sociology/Anthropology.

Fourth and Fifth Year at American University: 2 or 3 courses in major field in fourth year. Fifth year will be planned by the student in cooperation with his major adviser at American University. Depending upon the program selected, 4 or 5 courses of work toward major must be completed at Lincoln.

If a student should discontinue the program before completing his fifth year, his petition for an A.B. degree from Lincoln will be given individual consideration if he has completed the normal requirements for graduation.

III. PREPARATION FOR THE STUDY OF LAW

The Pre-Law Handbook of the Association of American Law Schools states that law schools seek in their entering students "accomplishments in understanding, the capacity to think for themselves and the ability to express their thoughts with clarity and force," and they assume that their students have had "that minimum exposure to the deposit of learning and spirit of enquiry we call a liberal education." They do not recommend any law major, or special major for pre-law students, warning that "so-called 'law' courses in undergraduate instruction should be avoided." The reason why no specific major can be recommended is that the quality of these majors would vary from institution to institution, and in some cases an individual might get a very good pre-law preparation from a given professor or professors not teaching in the recommended field. For a genuine liberal education, the teacher can be more important than the subject matter. "The free and spirited consideration of philosophical questions is almost the classic model for legal training. It is significant that most law teachers prefer the 'Socratic' method of instruction." The student must seek advice about teachers as well as about courses.

The report continues, "Of ethics many would be inclined to say that that's what law is all about." In addition to Ethics and other philosophy, the report suggests some training in the Physical Sciences, to promote "fact consciousness", and something in "computer technology, that is becoming each day more important to the understanding and solution of legal and social problems." History is of especial importance, if it is "the history not only of western society but the history of man . . . This suggests also the importance of academic work in international affairs, which may be thought of as a part of history or political science . . ." "The law student will occasionally encounter concepts that are intelligible only in terms of their historical roots . . . Particular historical studies concerning the nature of feudal society or the history of Liberalism better prepare the law freshman to grasp these specific points." Accounting is deemed important. In the social sciences, Sociology, Economics and Psychology are mentioned are relevant to information gathering for specific problems, but emphasis is placed on exposure to the methodology of the social sciences, including statistics. Stress is also put upon Logic, if this is not merely formal logic, but includes also induction, examination of fallacies and analysis of language. Pre-Law students should develop the love for speaking and writing which can only come from practice, and which is not to be confused with mere verbalism. This love may well be developed in the study of English literature. Latin is considered of no special value to the pre-law student. Emphasis is placed on the mastery of English.

IV. PREPARATION FOR THE STUDY OF MEDICINE

The Council on Medical Education of the American Medical Association sets forth the following as minimum requirements for admission to a Class A medical school:

Required Subjects	Credits	Lincoln University Equivalent Courses
Chemistry.....	12	Chemistry..... 101-102, 203-204
Physics.....	8	Physics..... 103-104
Biology.....	8	Biology..... 101-102 or 103-104
English Composition.....	6	Humanities ..101-102, 201-202 or equivalent
English Literature.....	6	French, German, or Spanish 101-102, 201-202
Foreign Language.....	6	
Electives.....	20	

Recommended Subjects

Biology.....	201-202, 301-302
Psychology and logic.....	201 and 103
Algebra, trigonometry, calculus.....	
103-104, 114, 121, 122, 221, 222	
Chemistry.....	201-202, 301-302

LINCOLN-HAHNEMANN SIX YEAR BA-MD PROGRAM

Lincoln University and Hahnemann Medical College and Hospital are cosponsors of a program designed to give Lincoln students an opportunity to earn both a Bachelor of Arts Degree and a Medical Doctor (MD) Degree after only 6 years of college study.

Students must send separate applications to Lincoln and to Hahnemann. On both applications he/she should indicate that he/she would like to be considered for the "Lincoln-Hahnemann Six Year BA/MD Program." He/she can obtain applications by sending letters to both institutions:

Director of Admissions
Lincoln University
Lincoln University, Pa. 19352

Director of Admissions
The Hahnemann Medical College
230 North Broad Street
Philadelphia, Pa. 19102

Students spend approximately two years at Lincoln and four years at Hahnemann, starting with a summer program at the medical college. The program seeks to integrate undergraduate and medical education; students get an early orientation to medical school and return to Lincoln for six-week term electives during the latter years of their medical education. The curriculum is outlined as follows:

SIX-YEAR LINCOLN-HAHNEMANN PROGRAM HAHNEMANN MEDICAL COLLEGE

First Summer Term (Hahnemann)

1. Introduction to Medical Care I
(Sociological, Psychological and Physiological)
2. Child Health Advocate
3. Basic Science Research
4. Tutorial (Preparatory)

FIRST ACADEMIC YEAR (Lincoln)

First Trimester

1. General Biology
2. General Chemistry
3. Calculus
4. Humanities I
5. Physical Education

Second Trimester

(Same as First Trimester)

Third Trimester (summer)

1. General Sociology
2. Economics
3. Elective Social Science
4. Elective

SECOND ACADEMIC YEAR (Lincoln)

First Trimester

1. General Physics
2. Organic Chemistry
3. Humanities II
4. Foreign Language
5. Physical Education

Second Trimester

(Same as First Trimester)

Third Summer (Hahnemann)

1. Child Care Advocate
2. Physician Role Model
3. Clinical Research
and Experiences
4. Electives

THIRD ACADEMIC YEAR (Hahnemann)

Curriculum coincides with standard Hahnemann Freshman medical roster.
Fourth Summer Term — Optional (as above).

FOURTH YEAR (Hahnemann)

Coincides with sophomore medical curriculum, including a six-week academic year elective at Lincoln.

FIFTH YEAR

Coincides with junior medical curriculum

SIXTH YEAR

Coincides with senior year medical curriculum, including a six-week academic year elective at Lincoln.

V. PREPARATION FOR SOCIAL WELFARE CAREERS

Students interested in preparing for positions in the field of social welfare may choose to concentrate in social work with specialties in: child welfare, family welfare, the aged, corrections, or community organization. The Lincoln approach is that students in the field of social welfare should be equipped with theoretical as well as practical knowledge that prepares them for entrance into the social work profession. Practice in the field of social welfare is an opportunity to exercise social vision and discipline through the critical use of methods and techniques, which are part of the helping process.

The program for those in the social welfare concentration includes chosen electives, appropriate to each specialty. A minimum of two terms of field placement in an approved agency is required, as well as other beginning field experiences associated with particular courses.

VI. PREPARATION FOR TEACHING

The courses in education given at Lincoln are intended to qualify the student to receive the Provisional College Certificate issued by the Department of Public Instruction, Commonwealth of Pennsylvania. This is the initial certificate issued in Pennsylvania. It enables the holder to teach in any public high school of the Commonwealth. The applicant must be a graduate of a college or university which has approved programs. Lincoln has program approval in ten subject areas. The applicant must have a major in a subject field and he must complete six courses in education. He must take the two courses in student teaching.

No student is admitted to practice teaching in the Senior year unless he has a minimum average of 2.00 at the end of his Junior year and he has taken all the required courses in education and in his major. A student who wishes to qualify for certification must consult the chairman of the education department not later than the beginning of his Sophomore year. This consultation is imperative because requirements vary in the different subject areas.

It is also possible for the student to qualify for high school teaching in other states by adapting his electives in education to include the subjects required. For details of these requirements consult the department of education.

VII. PREPARATION FOR THE STUDY OF THEOLOGY

The completion of a standard college course and the acquirement of the corresponding degree is required by most theological schools. Majors in English, philosophy, or history are regarded as desirable.

VIII. PREPARATION FOR CAREERS IN MANAGEMENT AND ECONOMICS

The Department of Economics and Business Administration offers degree programs for those students wishing to major in either business administration or economics. The Business Administration Program prepares the student for a career in business, government and elsewhere in the non-profit sector or for graduate study primarily in business administration (master of business administration, M.B.A.), law and other related fields. The program is designed to give the student a solid understanding of the basic management tools and concepts through a set of required core courses while at the same time offering the student the flexibility to tailor the program to individual needs and interests through the careful choice of electives. At a time when minority graduates are in high demand, Lincoln is providing its graduates with the ability to assume their rightful role in business and government and take part in making managerial decisions in today's complex social and economic setting.

The Economics Program involves the study of economic institutions and systems, and the effect upon them of social change and new economic policies. This is achieved by a

series of required core courses and electives. Majors are prepared for graduate study in economics, business administration, law and other related fields, or for careers in teaching, government, research, business and labor relations. Career opportunities for minorities in the economics profession are excellent. Today only about 50 to 60 American-born blacks hold Ph.D. degrees in economics. Minorities are needed in the economics profession since their input could assist greatly in removing the inequities in the economic system, and resolving the plight of our nation's poor and disadvantaged. The Department offers an outstanding economics curriculum. There are seventeen advanced economics electives, including two courses in which credit is granted for field work off campus.

Both Department programs give the student the opportunity for independent research under faculty supervision. In pursuing their research and regular classroom work, students will find the Lincoln Library system a valuable asset. Library resources include a large collection of the major business and economics periodicals and are supplemented by a cooperative inter-library loan program with nearby colleges and universities.

Lincoln has instituted a Cooperative Education Program which allows students to develop their career interests through full-time employment one term per year while still pursuing their academic coursework in the other two terms. The Placement Office has an excellent recruiting program for permanent employment for graduates. Nearly two hundred major corporations and governmental agencies sent employment representatives to Lincoln last year, with the largest number seeking majors in Business Administration and Economics. Today, Economics and Business Administration is one of the most frequently chosen academic majors at Lincoln University. Several courses in the Department have been developed which are of special interest to the minority student and are open to majors in other departments.

The Department participates with other governmental, corporate, and educational institutions in developing its program. The Department, in conjunction with the Agency for International Development, has a program in which an interested junior economics major can be sent to an African nation to assist in their economic development. The Department has been able to establish valuable ties with the Delaware Valley business community through the Cluster Program. Many corporations, together with Temple University, have enriched the Lincoln student's experience in the Department through the provision of guest lecturers, equipment, summer jobs, Coop internships, and assistance in developing the Department's course program. The Department has collaborated with a major Philadelphia bank in developing a banking course of particular interest to minority students. The Department regularly offers visiting professorships to outstanding individuals at other colleges, in government and in industry, who are able to bring their expertise to Lincoln and widen the scope of the Department's program.

The Department of Economics and Business Administration has been the recipient of several grants from such prestigious institutions as the National Science Foundation, the American Bankers Association, and the General Electric Foundation. Grant funds are being used for a Departmental library acquisition program, the establishment of a Quantitative Methods Lab, and many other useful Departmental improvements.

Applications from transfer students from other four-year schools or junior and community colleges are encouraged. Transfer students are given credit for work completed elsewhere under existing Departmental and University procedures.

The Department sponsors a campus chapter of the Society for the Advancement of Management. Other Departmental extracurricular activities are conducted by the Economics and Business Club.

Students interested in secondary education can major in Economics and qualify as social science teachers. However, a curriculum certification in Business Education is not offered.

Outlined below are typical four-year programs for a Business Administration major and for an Economics major.

FRESHMAN (Common to both Econ. and Bus. Adm. majors)

First Semester
Humanities I
Modern Language
Laboratory Science
College Algebra
Physical Education

Second Semester
Humanities II
Modern Language
Laboratory Science
Finite Mathematics
Physical Education

SOPHOMORE (Bus. Adm. Major)

First Semester
Humanities III
Modern Language
Elementary Accounting I
Principles of Economics — MACRO
Physical Education

Second Semester
Humanities IV
Modern Language
Elementary Accounting II
Principles of Economics — MICRO
Physical Education

SOPHOMORE (Econ. Major)

First Semester
Humanities III
Modern Language
Principles of Economics — MACRO
Quantitative Methods I
Physical Education

Second Semester
Humanities IV
Modern Language
Principles of Economics — MICRO
Quantitative Methods II
Physical Education

JUNIOR (Bus. Adm. Major)

First Semester
1st Social Science Elective
Intro. to Computer Systems
Quantitative Methods I
Advanced Business Elective

Second Semester
2nd Social Science Elective
Principles of Management
Quantitative Methods II
Advanced Business Elective

JUNIOR (Econ. Major)

First Semester
1st Social Science Elective
Price Theory
Intro. to Computer Systems
Advanced Economics Elective

Second Semester
2nd Social Science Elective
Income Theory
Advanced Economics Elective
Advanced Economics Elective

SENIOR (Bus. Adm. Major)

First Semester
Advanced Business Elective
3 Other Electives

Second Semester
Senior Seminar
2 Other Electives

SENIOR (Econ. Major)

First Semester
Advanced Economics Elective
3 Other Electives

Second Semester
Senior Seminar
2 Other Electives

NOTE: A major in Economics or Business Administration is required to take at least twelve Departmental courses. A more detailed explanation of Departmental requirements is given under "Courses of Instruction". Department majors are required to take only two courses in other Social Science disciplines to satisfy University requirements since Principles of Economics-Macro, taken by all Department majors, satisfies one of the three courses required in the Social Science elective sequence.

IX. GENERAL SCIENCE

This major is intended to serve two possible purposes: preparation for teaching science or mathematics in secondary school, and preparation for careers in fields such as technical sales, production or administration.

Students interested in teaching should note that the general science major contains sufficient courses in science or mathematics to qualify the student to teach science or mathematics in several states. Students should consult the department of education to determine the specific requirements of the state in which he or she plans to teach.

Students planning to enter technical sales, production or administration would take science requirements plus selective electives in economics or business.

The general science major with concentration in biology, with a year of organic chemistry or a concentration in chemistry, meets the admission requirements of most schools of medicine, dentistry, and veterinary medicine.

Students are required to have a major and minor in sciences. The fields are biology, chemistry, mathematics, and physics. Six courses are required in one major field and must be selected from the courses required of majors. This means a student will complete three years of the program for majors in one of the natural sciences or mathematics. In a second natural science or mathematics, he will complete two years of the program for majors in that field. Only the elementary courses are required in the other two fields. College algebra and trigonometry may serve as the elementary course, only for those students not wishing to use mathematics as a major or minor in meeting the above requirements.

A student must have a cumulative average of 2.00 (C) or better for all courses included in this major.

X. Health and Physical Education

The curriculum in health and physical education is planned to prepare teachers of health and physical education in public schools. Satisfactory completion of this curriculum will qualify students for teaching in the secondary schools of most states. The curriculum may be modified to include courses required by the state in which the student plans to teach.

Opportunities for practical experience in the required physical education basic instruction program will be given all majors. Every physical education major student is expected to participate in the total athletic program including training room, intramural and intercollegiate activities. Participation in some phase of the athletic program is considered essential to the student's professional preparation. In addition, each major student must pass a standard swimming test to satisfy the major requirement.

Physical education majors are also required to have a community service experience.

Students planning to major in physical education should enroll in the Department when they first enter the University. Physical education majors must begin taking activity courses in their freshman year.

The following program of studies is suggested:

FRESHMAN

1st Semester	Course	2nd Semester	
Humanities	1	Humanities	1
Language	1	Language	1
Biology	1	Biology	1
Soc. Science	1	Per. & Comm. Health	1
Activity	¼	Activity	¼
	4¼		4¼

SOPHOMORE

Humanities	1	Humanities	1
Language	1	Language	1
Intro. to Educ.	1	Educ. Psy.	1
Anatomy-Physiology	1	Elective	1
Activity	¼	Activity	¼
Activity	¼		4¼
	4¼		

JUNIOR

Social Science	1	Health Ser. & Instruction	1
Methods of Teaching	1	Care & Prevention	1
Principles & Philos.	1	Kinesiology	1
Phy. of Exercise	1	Activity	¼
Activity	¼	Activity	¼
	4¼	Elective	1
			4¼

SENIOR

Tests & Measurements	1	Social Science	1
Adm. H. & P.E.	1	Elective	1
Practice Teaching	1	Practice Teaching	1
	3		3

TOTAL COURSES . . . 32

XI. MUSIC AND MUSIC EDUCATION

MUSIC EDUCATION MAJORS

The courses offered in music education are designed for the preparation of qualified teachers of music in public schools. Each student choosing this curriculum will select an applied music major in voice, piano, organ, or orchestra instrument. Students must declare a curriculum emphasis in either (1) vocal music, (2) instrumental music, or (3) a combination of these areas.

Entrance Requirements

Prospective music majors must first meet the general requirements for entrance.

Prior music study is expected. **Potential music majors must be auditioned in person or via taped performance.** All students must present a proficiency in some area of applied music. In order to determine the current state of proficiency, a second audition will be held during Orientation Period. Appointments for auditions may be made through the music department office, Room 122, Ware Center.

Students must bring their own choice of music. Preferably music presented for audition should be sung and played from memory. A student with some significant deficiencies should plan (1) to make up such work in the summer and/or (2) should plan to work beyond the normal four-year period.

Music education majors presenting areas of applied music other than piano and voice for entrance must audition in piano and voice, since both of these areas are required of all music majors.

Students not completing this requirement in any area of applied music will be held in this category until the requirements are completed. This remedial work will be done without credit.

Before the end of the sophomore year, departmental approval must be secured in order to continue in the major. Forms for this approval may be obtained from the department office.

General Departmental Regulations

1. a. No student in the music department may perform publicly on or off campus without the permission of the instructor involved and the chairman of the department. Permission to perform must be secured on forms obtained from the department office.
1. b. Music majors as well as other students in the department of music will be expected to participate in public performance according to the level of attained proficiency.
1. c. Every piano or organ major must do a required amount of accompanying in public or at lessons.
2. Every music major must be a member of an ensemble.
3. Music majors must attend all concerts presented on the campus.
4. Missed lessons must be made-up. Absences from scheduled lessons will result in a failing grade for the semester.
5. The music department will not recognize a grade less than C in required courses.

Note on Applied Music

Students of voice must select piano as a minor unless exempted by examination. Every student earning a degree in this course must be able to perform acceptably either as a singer or on at least one instrument of the orchestra, or the piano or organ.

For the major applied subject, these requirements can be met only through the medium of private instruction. In the secondary applied music subject, the requirement can be met in class lessons.

Training in the studio is supplemented by experience in performance at frequent student recitals held throughout the junior and senior years.

This latter is the practical section of the departmental comprehensive. The departmental comprehensive is a requirement for graduation.

See Department of Music brochure for additional information.

THE DEPARTMENT OF MUSIC

Music Education

FRESHMAN		FRESHMAN	
First Semester		Second Semester	
Subject	Course	Subject	Course
1. Humanities	1	1. Humanities	1
2. General Science	1	2. General Science	1
3. Language	1	3. Language	1
4. Theory I Mus 105	¾	4. Theory II Mus. 106	¾
5. *Major Applied	¼	5. *Major Applied	¼
6. Minor Applied	¼	6. Minor Applied	¼
7. *Phys. Ed.	¼	7. *Phys. Ed.	¼
Total		Total	
4½		4½	
SOPHOMORE		SOPHOMORE	
First Semester		Second Semester	
1. Humanities (Option Black Music)	1	1. Humanities (Option Black Music)	1
2. Language	1	2. Language	1
3. Intro. to Ed.	1	3. Intro. to Ed.	1
4. Theory III Mus. 201	¾	4. Theory IV Mus. 202	¾
5. Mus. Lit. I Mus. 203	½	5. Mus. Lit. II Mus. 204	¾
6. *Major Applied	¼	6. *Major Applied	¼
7. Minor Applied	¼	7. Minor Applied	¼
8. *Phys. Ed.	¼	8. *Phys. Ed.	¼
Total		Total	
5		5	
JUNIOR		JUNIOR	
First Semester		First Semester	
1. Science/Soc. Sc.	1	1. Science/Soc. Sc.	1
2. Tests and Measure.	1	2. Elem. Meth. Mus. Ed. 405	1
3. Theory V Mus. 305 (Counterpoint)	¾	3. Theor. VI Form & Anal.	¾
4. Mus. Lit. III Mus. 303	½	4. Mus. Lit. IV Mus. 304	¾
5. *Major Applied	¼	5. *Major Applied	¼
6. Minor Applied	¼	6. Minor Applied	¼
7. Mus. Ed. 415 Strings	¼	7. Mus. Ed. 425	¼
Total		Total	
4		4	
SENIOR		SENIOR	
First Semester		First Semester	
1. Social Science	1	1. Social Science	1
2. Conducting Mus. 307	¾	2. Conducting Mus. 308	¾
3. Meth. Mus. Ed. 406	¾	3. Electives	¾
4. *Major Applied	¼	4. *Major Applied	¼
5. **Minor Applied	¼	5. **Minor Applied	¼
6. Mus. Ed. 435 Reeds	¼	6. Mus. Ed. 445 Percus.	¼
7. Electives	¼	7. Student Practice Teaching	¼
Total		Total	
3¾		2½	

*N.B. Phys. Ed. Music students are advised to spread the four semester sequence in Phys. Ed. among the semesters with lighter academic loads.

*Applied music — piano, voice, organ, orchestral instruments, private instruction.

**Students who have received the level of competency required by the department will be permitted to substitute 2 lessons weekly in their applied music major.

DEPARTMENT OF ENGLISH
Programs of Study for Majors

A. Suggested Program for English Education Major.

The student who plans to teach must arrange his schedule so that he completes his requirements before practice teaching.

FRESHMAN YEAR

1st Semester
Humanities 101
Foreign Language
Laboratory Science
Math 103
Physical Education

2nd Semester
Humanities 102
Foreign Language
Laboratory Science
Soc. Science
Physical Education

SOPHOMORE YEAR

1st Semester
Humanities Option
Survey of English Literature/American
Literature
Public Speaking
Intro. to Education
(Foreign Language)
Physical Education

2nd Semester
Humanities Option
Survey of English Literature/American
Literature
Intro. to Linguistics
Educational Psychology
(Foreign Language)
Physical Education

JUNIOR YEAR

1st Semester
Tests and Measurements
Adv. Comp./Black Lit.
Shakespeare/American Novel
Romantic Lit./Mod. Poetry
American Lit./English Lit.
(Foreign Language)

2nd Semester
Methods in Sec. Ed.
Journalism/Black Lit.
Shakespeare/American Novel
Victorian Lit./Mod. Fiction
American Lit./English Lit.
(Foreign Language)

SENIOR YEAR

1st Semester
17th Cent. Lit./Modern Drama
British Novel/Dramatic Lit.
Social Science
Seminar in Eng. Lit.
(Foreign Language)

2nd Semester
18th Cent. Lit./Studies in Dramatic Lit.
British Novel/Dramatic Lit.
(Practice Teaching)
Seminar in Eng. Lit.
(Foreign Language)

B. Suggested Program for Liberal Arts English Major

FRESHMAN YEAR

1st Semester
Humanities 101
Foreign Language
Laboratory Science
Math. 103

2nd Semester
Humanities 102
Foreign Language
Laboratory Science
Social Science

Physical Education

SOPHOMORE YEAR

1st Semester
Humanities Option
Survey of English Lit.
*History of England/U.S.
*Theatre
(Foreign Language)

2nd Semester
Humanities Option
Survey of English Lit.
Introduction to Linguistic
*History of England/U.S.
(Foreign Language)

*Elective recommended by the English Department.

Physical Education

JUNIOR YEAR

1st Semester
*History of U.S./England
Adv. Comp./Black Lit.
Shakespeare/American Novel
Romantic Lit./Mod. Poetry
(Foreign Language)

2nd Semester
*History of U.S./England
Journalism/Black Lit.
Shakespeare/American Novel
Victorian Lit./Mod. Fiction
(Foreign Language)
*Religion in Am. Culture

SENIOR YEAR

1st Semester
17th Cent. Lit./Mod. Drama
British Novel/Dramatic Lit.
Social Science
*Popular Culture
(Foreign Language)

2nd Semester
18th Cent. Lit./Studies in Dramatic Lit.
British Novel/Dramatic Lit.
*Lit. in Translation
(Foreign Language)

*Elective recommended by the English Department

DEPARTMENT OF LANGUAGES AND LINGUISTICS

Programs of Study for Majors

A. Modern Language Education Major Curriculum

First Semester	Second Semester
FRESHMAN	
Humanities 101	Humanities 102
Math 103	Hist. 102: Mod. European
Elective Lab. Science	Elective Lab. Science
Language 101 or 201	Language 102 or 202
Physical Education	Physical Education
SOPHOMORE	
Humanities: Option	Humanities: Option
Ed 201: Intro. to Education	Ed. 202: Educational
Hist 101: Modern European	Psychology
Language 201 or 301	Language 202 or 302
Physical Education	Elective
	Physical Education
JUNIOR	
Lang. 301 or elective	Mod. Lang. 302 or elective
Language 303	Mod. Lang. 306
Mod. Lang. 305 or Linguistics 384	Elective
Elective	Lang. 407 — Survey of Literature
SENIOR	
Language 408: Survey of Lit.	
Ed. 301: Tests & Measurements	
Elective (language)	
Elective	401: Practice Teaching

B. Modern Language Liberal Arts Major Curriculum

First Semester	Second Semester
FRESHMAN	
Humanities 101	Humanities 102
Math 103	Hist. 102: Mod. European
Elective Lab. Science	Elective Lab. Science
Language 101 or 201	Language 102 or 202
Physical Education	Physical Education
SOPHOMORE	
Humanities: Option	Humanities: Option
History 101: Mod. European	Language 202 or 302
Language 201 or 301	Elective (Social Science)
Elective (Social Science)	Elective
Physical Education	Physical Education
JUNIOR	
Lang. 301 or elective (lang.)	Lang. 302 or elective (language)
Language 303	Language 304
Mod. Lang. 305 or Linguistics 384	Elective
Elective	Language 407
SENIOR	
Language 408	Elective
Elective (language)	Elective (language)
Elective	Elective
Elective	Elective

Courses of Instruction

All courses are equivalent unless otherwise designated. Courses normally meet four times per week or the equivalent thereof. In general, all courses carry four semester hours credit as under the old system.

Courses in the 100 series are intended primarily for freshmen, in the 200 series for sophomores, in the 300 series for juniors, and in the 400 series for seniors. Although considerable latitude will be granted students in the upper classes who wish courses in the 300 or the 400 groups, *students may not elect courses above or below their college level without special permission*. The curriculum is divided into the lower level (freshman and sophomore courses) and the upper level (junior and senior offerings).

Courses designated by one number are semester courses, *odd* numbers are employed for courses given in the first semester, and *even* numbers for courses given the second semester.

Year courses are designated by an odd number and an even number separated by a hyphen.

Courses are distributed into three major divisions as follows:

- I. The Humanities
 - English
 - Languages and Linguistics
 - Music
 - Fine Arts
 - Philosophy
 - Religion

- II. The Natural Sciences and Mathematics
 - Biology
 - Chemistry
 - Physics and Astronomy
 - Mathematics
 - Pre-Engineering Courses

- III. The Social Sciences
 - History
 - Political Science
 - Sociology/Anthropology and Human Services

Black Studies
Education
Psychology
Economics and Business
Physical Education

For regulations concerning electives and major studies see pages 39-40.

DIVISION I. THE HUMANITIES

The division of the humanities comprises the courses in English, languages and linguistics, music, art, philosophy, and religion. Certain courses in black studies also relate to the humanities.

The objectives of the humanities division at Lincoln University are:

1. To acquaint the student with the cultural heritage of western civilization as it has expressed itself in literature, the arts, religion, and philosophy; and, in the degree compatible with the aim, to make him aware of the relation of western civilization to the other world civilizations.

2. To instill, through the ordered scrutiny of significant products of the human intellect and imagination, an awareness of the dignity and of the potentialities of man.

3. To sensitize the student in his dealings with the world of nature and with fellow human beings.

4. To equip the students for a mature and critical ordering of human values.

5. To develop the arts of communication, with special and constant emphasis upon precision and coherence of thought and expression.

ENGLISH LANGUAGE AND LITERATURE

Professors: Trotman (C.J.), Battaglia, Bellone, Butler, Ferry, Farrell (H.A.), Farrell (M.), Green, Groff, Hawes, Rivero (G.), Russo, (M.), Savage, Sawyer

Mission: The mission of the English Department is to offer instruction in language and literature that will develop communication skills and an awareness of the value of literature. To carry out this purpose the department has the following goals:

Service:

1. To teach basic communication skills

2. To foster an appreciation of literary culture

3. To teach research-paper methods
4. To help students engage in the reading process

Discipline

1. To prepare students to do advanced work within the discipline

2. To provide students with a background in English that may lead to the pursuit of careers other than those related to literary scholarship.

3. To develop an appreciation for literature as a human value

Requirements for a Liberal Arts English Major: written approval by the department to major in English and completion of 11 semester courses in English, in addition to Humanities 101-102 and 201-202. The department requires 1 semester in linguistics and 4 semesters in the surveys of English and American literature.

Requirements for an English-Education Major: written approval by the department to major in English-Education and completion of 10 semester courses in English which must include Public Speaking and Linguistics for Penna. teacher certification.

Each course is a full course unless otherwise indicated. Although listed, some courses may not be offered if there is insufficient enrollment.

100 —

English 100 is a competency-based course which has as its overall objective the improvement and development of basic communication skills and the reinforcement of study skills in order that students will be prepared to do freshman-level university work. Students are assigned to this course on the basis of their performance on tests given during freshman orientation.

101-102 Humanities.

Humanities 101-102 is a composition course with strong emphasis on reading and oral expression, using literature, art

and music as the media through which skills are developed and an appreciation of cultures is fostered.

203. Public Speaking.

Fundamentals of speech organization, diction, voice and gesture are emphasized in the course. Special attention is given to composition and delivery in various speech situations.

Not a requirement for the Liberal Arts English Major.

207-208. World Literature.

A broad cultural background is sought through a study of the literature and a consideration of the ideas expressed by the great men of letters from ancient Greece through the renaissance (during the first semester) and from the renaissance to the twentieth century (second semester). A study in greater depth will be made during the first semester of works selected from such authors as Homer, Confucius, the Greek tragedians, Plato, Lucretius, Virgil, Dante, Chaucer, Cervantes, and Shakespeare. During the second semester added emphasis will be placed on such authors as Milton, Swift, Voltaire, Goethe, Wordsworth, Melville, Flaubert, Dostoevsky, Ibsen, Mann and Joyce.

A Humanities Option. The second semester offered at the discretion of the department.

211-212. English Literature.

In an endeavor to provide a strong subject matter foundation in the literature of the English-speaking world, the survey course in the history of English literature covers, during the first semester, the beginnings of English literature and traces the development of the literature through the eighteenth century. The second semester begins with the romantic movement and continues to the present time.

The course should be taken in the sophomore year by all students who plan to major in English.

213. Beginnings of Western Literature.

A study of classical archetypes in western literature including selected myths, Homeric epics, Athenian drama, etc. that have had a continuing influence on western literature. The historical and cultural context of the literature will be considered as well as contemporary reworkings of the ideas and forms.

214. Approaches to Literature.

An introduction to literature and literary perspectives which focuses upon the major genres of poetry, fiction and drama.

A Humanities option. Offered the second semester at the discretion of the department.

301-302. American Literature.

The survey course in the history of American literature covers, during the first semester, writings from the Colonial period to the American Renaissance of 1829-60, with special emphasis on such authors as Edwards, Woolman, Irving, Cooper, Poe, Emerson, Hawthorne, and Melville. An approach to literature as an expression of the life and times of successive periods of history is continued during the second semester in a study of the rise of realism and naturalism between 1860 and the present. Special attention is given to such authors as Whitman, Twain, Howells, James, Crane, Frost, Eliot, Lewis, Faulkner, and Hemingway.

304. Chaucer and the Medieval Scene.

The course is focused principally on Chaucer's *Canterbury Tales* and *Troilus and Criseyde*. Background information on medieval thought and literary conventions is provided. *Sir Gawain and the Green Knight* and sections of *Piers Plowman* are read in translation.

Offered in 1975-76 and in alternate years.

305. Seventeenth Century Literature.

A study of the conflicting ideas and stylistic movements of the seventeenth century as they are reflected in the poetry and prose. Special attention is given to the poetry of Donne and to Milton's *Paradise Lost*.

Offered in 1975-76 and in alternate years.

306. Eighteenth Century Literature.

Beginning with the poetry of Dryden, a study is made of the authors of the Augustan Age. Defoe, Swift, Pope, Johnson, and Goldsmith are emphasized, and consideration is given to Restoration Drama.

Offered in 1975-76 and in alternate years.

307. Romantic Literature.

With primary emphasis on the readings of the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, the course attempts to illuminate the revolution in poetic taste and aesthetic attitudes in the early nineteenth century. The work of the major poets is amplified by readings in significant literary criticism of the period.

Offered in 1976-77 and in alternate years.

308. Victorian Literature.

The essential modernity of Victorian literature is explored through a study of the themes and verse techniques of Tennyson, Arnold, Meredith, Hopkins, Hardy, and the pre-Raphaelites. Key prose writers such as Carlyle, Mill, Arnold, Newman and Ruskin are read for insight into the major preoccupations and conflicts of the age.

Offered in 1976-77 and in alternate years.

309. Journalism.

This laboratory course in the development of journalistic techniques stresses the news story, the feature story, interviews, editorials, and columns along with copy-reading and proofreading. Students must work on the staff of *The Lincolnian*, the school paper.

The course is repeated the second semester.

311. Advanced Composition.

An analytical study of prose style is combined with exercises in writing the four forms of discourse to develop clarity, precision, and originality in composition.

The course is repeated the second semester.

312. Creative Writing.

The course is intended for the student who gives evidence of a creative bent in writing and who can profit from instruction by a published writer.

Given on Demand.

315-316. Dramatic Literature.

An intensive study is made during the first semester of the golden ages of the theater including Greek and Latin drama; the Spanish drama of Cervantes, Lope de

Vega, and Calderon; the development of dramatic expression in England from the early religious and folk plays through the Tudor and Jacobean periods; and the baroque theater of France. During the second semester a study is made of the emergence of realism, naturalism, symbolism, expressionism, and the theater of the absurd in representative plays of the modern theater from Ibsen and Strindberg through Beckett and Duerrenmatt.

319-320. Black Literature.

The purpose of this course, which will trace the development of writing by Black authors from Jupiter Hammon and Phyllis Wheatley to James Baldwin and Ernest Gaines, is to increase the knowledge of and the appreciation for the special and particularized experience of being Black in America, as that experience is reflected in works both by and about Blacks. The principal emphasis will be on literature by Black authors.

384. Introduction to Linguistics

A study of current linguistic theory; a survey of the principal language families of the world, ancient and contemporary.

Offered each semester.

401. Shakespeare: Literary Apprenticeship and Development.

Shakespeare's development as an artist is studied against the background of Elizabethan life, literature, and theater. Representative works of drama and poetry will be studied closely to suggest Shakespeare's emergence as the foremost dramatist of his time. General chronology of Shakespeare's work will be observed, but emphasis will be placed upon the thematic relationships and the mastery of dramatic technique.

Offered in 1975-76 and in alternate years.

402. Shakespeare: The Mature Years.

An intensive study of the major tragedies as well as examples of the problem plays and the late comedies. Shakespeare's concept of tragedy will be compared to ancient and modern theories.

Offered in 1975-76 and in alternate years.

403. The British Novel: Defoe to Scott.

A study of the emergence of the novel as a literary genre in the eighteenth century with special attention given to the significant tendencies in the narrative fiction of the period: the sentimental novel, the heroic novel, the picaresque novel, the novel of manners, the Gothic romance, and the romantic historical novel.

Offered in 1975-76 and in alternate years.

404. The British Novel: Dickens to Conrad.

A study of the novel as the dominant literary form in the latter half of the nineteenth century and in the early years of the twentieth century. Significant thematic patterns as well as innovations in literary form and technique will be studied closely in the work of representative novelists. Continental influences, especially French and Russian, upon the British novel will be considered.

Offered in 1975-76 and in alternate years.

405. Modern Poetry.

A study of poetry in English from the late nineteenth century to the present. Techniques of versification, form and movement will be emphasized; special attention is given to poetic experimentation, including symbolism and imagism, and to such major figures as Dickinson, Pound, Eliot, Yeats, and Frost.

Offered in 1976-77 and in alternate years.

406. Modern Fiction.

A study of the technique, forms and movements of continental, British, and American narrative fiction, from the late nineteenth century to the present. Special attention will be given to significant novels by Flaubert, Dostoevsky, Tolstoy, Lawrence, Joyce, Hemingway, Faulkner, and Mann.

Offered in 1976-77 and in alternate years.

407. Modern Drama.

Early and late plays by Ibsen, Strindberg, and Shaw will be read as background for an intensive study of major playwrights Pirandello to Pinter, conspicuous on the international scene since World War I. Structuring elements will be such

experimental trends in playwrighting as expressionism, impressionism, epic theater, theater of the absurd, and Black theater.

Offered in 1975-76 and in alternate years.

408. Studies in Dramatic Literature.

An in-depth study of the works of a significant playwright or of a well-defined movement, form, or period dramatic literature. The materials of this course will vary from year to year.

Offered in 1975-76 and in alternate years.

409-410. The American Novel.

In two semesters this course traces the history of the novel in America through its chief practitioners. First expressions, the romantic period, regionalism, realism, the lost generation and the Harlem Renaissance, the social novel of the thirties, and contemporary trends are focal points. Among the writers studied are Cooper, Hawthorne, Melville, Clemens, Crane, Howells, James, Dreiser, Hemingway, Faulkner, Fitzgerald, Wright, Mailer, and Baldwin.

Offered in 1976-77 and in alternate years.

411. Seminar in English Literature.

Designed in permit instructors in English literature to offer in-depth treatment of various authors, topics, or literary views. Since there may be prerequisites for some seminars, no student should sign up for 411 before consulting the chairman of the department of English.

Given on demand.

412. Seminar in American Literature.

Designed to permit instructors in American literature to offer in-depth treatment of various authors, topics, or literary views. Since there may be prerequisites for some seminars, no student should sign up for 412 before consulting the chairman of the department of English.

Given on demand.

DEPARTMENT OF LANGUAGES AND LINGUISTICS

Program of Study for Minors

The Department of Languages and Linguistics offers a minor in French, Spanish and German. Requirements for a minor are as follows:

French Minor

French 301-302

Two (2) upper division French courses on the 300-400 level

Spanish Minor

Spanish 301-302

Two (2) upper division Spanish courses on the 300-400 level.

German Minor

Two (2) semesters of German 409 (Special Topics) comprising one (1) semester in each of the following areas of study:

(a) Reading in literature

(b) Conversation and composition

and successful completion of a comprehensive examination to be administered at the conclusion of the course of study.

Literature in English Translation courses are Humanities Options and may not be used in fulfillment of the major or minor.

LANGUAGES AND LINGUISTICS

Messrs. Rodgers, S. G. Stevens, Hoffer, Miss Orsag, Mrs. Gunn, Mrs. Gelber, Miss Brock

The Department aims to prepare the student for the study of any language and, more significantly, to become more articulate in his/her own language. Attention is directed (a) to the structure of language in general and the position of the classical languages in the Indo-European language family and (b) to readings, lectures, and reports on the cultures and literatures of the languages under study. Languages other than the modern European languages also fall within the purview of the department, such as African languages and self-study languages.

GENERAL objectives of *Department of Languages and Linguistics* are the following:

1. To develop the ability to understand, speak, read and write the target language with reasonable facility.

2. To increase awareness of the structure

of language through the study of the target language.

3. To acquire an enlightened insight into the nature of language as communication, and into language as a product of a national culture.

4. To understand and appreciate the history, philosophy, geography, economy, as well as the art, music and literature of the peoples who speak the target language.

5. To develop a relative view of culture and civilization by studying the influences of the target culture on the Western world, and by noting the adaptations which the target culture has undergone in its contacts with other civilizations.

6. To develop the ability to discern the uniqueness of the culture of the United States, as well as the common features which it shares with other cultures.

7. To develop a desirable attitude towards a wide range of interests in foreign peoples both at home and abroad.

8. To develop an increased awareness of the problems and concerns of the Third World through knowledge of a language used by those peoples.

9. To prepare students for careers in foreign languages, and to provide widened career opportunities through the knowledge of foreign languages.

10. To develop an awareness of civic responsibility and provide the possibility for greater involvement in civic activities through knowledge of foreign language and culture.

Language Placement Exams and Requirements

In order to place students properly in the sequence of courses, the Department requires a placement exam of all students who have had previous study of a language which they plan to continue at Lincoln. Students desiring to satisfy the language requirement by testing above the 202 level are also invited to take the exams.

The placement exam score indicates at what point a student should begin his language study at Lincoln. The student is to take all courses in the sequence from that point up to the completion of 202. 101 is a prerequisite for 102, 102 is prerequisite for 201, and 201 is a prerequisite for 202. Prerequisites may be satisfied either by appropriate placement exam scores or by

course work. In no case will students be permitted to skip prerequisites. Example: Going directly from 102 to 202 without taking 201 (the prerequisite for 202) is possible only if the student achieves a placement exam score that indicates that he should be placed in 202.

The Placement Exam is given twice a year during the first week of each semester.

The University requires satisfactory completion of the second-year level of college work in a language other than English, as evidence either by completing second-year courses or by satisfactorily passing a proficiency exam approved by the Department of Languages and Linguistics.

LATIN

Majors in classics will take eight courses beyond the elementary year. History 201-202 (Ancient Civilization) must be taken by majors. Students preparing to teach or enter upon graduate study in classics must take the 400 level seminar courses.

Each course is a full course unless otherwise indicated.

101-102. Elementary Latin.

The mastery of forms, vocabulary, and syntax; principles of language study; Latin derivatives in English. Early in the second semester students will translate selections from Caesar.

201-202. Intermediate Latin.

In the first semester a rapid review of the grammar will be followed by selected readings in prose, poetry, and inscriptional material from the entire range of Latin literature. The second semester will be devoted to Virgil.

Prerequisite: 101-102 or the equivalent.

301-302. Medieval Latin and Horace.

In the first semester the range of reading selections will be from late classical writers through patristic literature to the Latin poetry of John Milton. The second semester will be devoted to Horace.

Given on demand.

304. Latin Literature in English Translation.

A history of Latin literature in translation, with readings from the major Latin writers.

Given on demand.

401-402. Plautus and Terence.

Given on demand.

403-404. Advanced Latin.

Readings in Latin authors to meet the interests and needs of majors.

Given on demand.

405-406. Seminar.

For majors.

GREEK

Majors in classics will take eight courses beyond the elementary year. History 201-202 (Ancient Civilization) must be taken by majors. Students preparing to teach or enter upon graduate study in classics must take the 400 level seminar courses.

Each course is a full course unless otherwise indicated.

101-102. Elementary Greek.

The mastery of forms, vocabulary, and syntax; principles of language study; Greek derivatives in English. Early in the second semester students will translate selections from the New Testament and from Xenophon.

201-202. Intermediate Greek.

In the first semester a rapid review of Attic grammar will be followed by selected readings from Xenophon, Herodotus, Plato, and the lyric poets. The second semester will be devoted to Homer.

Prerequisite: Greek 101-102 or the equivalent

301-302. Greek Drama.

Plays by Aeschylus, Sophocles, Euripides, and Aristophanes will be read.

Given on demand

303. Greek Literature in Translation.

A history of Greek literature in translation, with readings from the major Greek writers.

Given on demand

401-402. Advanced Greek.

Readings in Greek authors to meet the interests and needs of majors.

Given on demand

405-406. Seminar.

For majors

HEBREW

101-102. Elementary Hebrew.

An introduction to the essentials of the Hebrew language, leading to the reading of the Old Testament.

201-202. Intermediate Hebrew.

SWAHILI

101-102. Swahili.

First year Swahili. Basic oral-aural comprehension. Five hours per week, combination of class hours and language laboratory.

201-202. Intermediate Swahili.

Advanced Swahili. Preparation for oral examinations of U.S. State Department level of 2+. Five hours per week combination of class hours and language laboratory.

Prerequisite: Swahili 101-102.

301-302. Advanced Swahili.

Advanced comprehension and fluency. Reading of contemporary materials from East Africa.

Prerequisite: Swahili 201-202.

LINGUISTICS

384. Introduction to Linguistics.

A study of current linguistic theory; a survey of the principal language families of the world, ancient and contemporary.

Each semester

251. Independent Language Study.

FRENCH LANGUAGE AND LITERATURE

Requirements for a major in French: seven courses above the intermediate level. Majors who plan to seek certification for teaching in the Commonwealth of Pennsylvania are required to take the following courses:

French 301-302, 303, 305 or Linguistics 384, 306 Modern Language, French 407-408. Education 201, 202, 301, 401-402. Liberal Arts majors take French 301-302, 303, 304, 305, or Linguistics 384, and French 407-408.

101. Elementary French.

The course consists of five class meetings per week. In addition, students are required to do independent practice in the Language Lab at their own convenience. The course offers the foundations of French using the audio-lingual approach.

Prerequisites: None.

102. Elementary French.

The course is the sequel to French 101. The course continues the audio-lingual approach, with increased importance to reading French texts.

Prerequisite: French 101 or placement by examination.

201. Intermediate French.

The course consists of four class meetings per week. It offers a rapid review of basic French grammar and includes a series of laboratory exercises. Its main objective, however, is the development of skill in reading, writing, speaking, and understanding French with relative facility. The student is required to devote a minimum of 1 hour per week of laboratory practice in the language lab on a library basis.

Prerequisite: French 102 or placement by examination.

202. Intermediate French.

The course is a sequel to French 201.

Prerequisite: French 201 or placement by examination.

301. Advanced French: Composition and Conversation

The aim of the course is to develop the student's ability to express himself easily and correctly in speaking and in writing. Difficult elements of grammar, syntax and composition with extensive oral and written work.

Prerequisite: French 202 or placement by examination.

302. Advanced French: Composition and Conversation.

The course is a sequel to French 301.

Prerequisite: French 301 and/or approval of the instructor.

303. Civilization and Culture of France.

The course consists of three meetings per week. It presents a panoramic view of French civilization and culture from the medieval period up to the twentieth century. The course will be conducted in collaboration with the departments of art, history, music, philosophy and political science.

Prerequisite: French 202.

304. French Civilization and Culture in the Third World and the Americas.

The course is the sequel to French 303. It will study the influence of France in the

former French colonies in North and Sub-Saharan Africa, South-East Asia, Canada, Louisiana and the Caribbean. The course will be conducted in collaboration with the departments of history and political science.

Prerequisite: French 202.

305. French Phonology.

The course consists of three meetings per week. It will include the systematic study of the sound structure of modern French. Exercises in analysis and transcription will be done.

Prerequisite: French 302.

322. French Literature in English Translation.

This course is specifically designed to meet the Sophomore Humanities requirement. Essentially, it will be a study of French masterpieces that are available in English translation; it will also include the translations of French works by Black writers from Africa and the Caribbean. The course will span different centuries and different genres. Special emphasis will be given to the writing of interpretive essays on the works studied in the course.

401. French Poetry. (Directed Study)

The course will be organized on a flexible basis. In consultation with a French instructor of his or her choice, the student will be guided in the readings on French poetry. An extended essay in French will be required.

Prerequisite: French 302.

402. The Novel in France.

The course will be organized on a flexible basis. In consultation with a French instructor of his or her choice, the student will be guided in the readings on the French novel. An extended essay in French will be required.

Prerequisite: French 302.

403. French Drama. (Directed Study)

The course will be organized on a flexible basis. In consultation with a French instructor of his or her choice, the student will be guided in the readings on French drama. An extended essay in French will be required.

Prerequisite: French 302.

405. African and Antillean Poetry and drama of French Expression.

The course consists of two class meetings per week. It will include a

comprehensive study of the black writers from Africa and the Caribbean who use the French language; it will also study the literary and political movements which conditioned the emergence of this literature. The course will be open to students not majoring in French. Readings will be in French and in English where translations are available; lectures and discussions will be in English. French majors will be required to write their papers in French.

Prerequisite: French 202.

406. African and Antillean Prose of French Expression.

The course consists of two class meetings per week. It will include a study of selected novels and essays of black writers from Africa and the Caribbean who use the French language. The course will be open to students not majoring in French. Readings will be in French and in English where translations are available; lectures and discussions will be in English. French majors will be required to write their papers in French.

Prerequisite: French 202.

407. Survey of French Literature.

The course consists of two class meetings per week. It will include a study of French literature from the Middle Ages through the eighteenth century.

Prerequisite: French 302.

408. Survey of French Literature.

The course consists of two class meetings per week. It will include a study of French literature of the nineteenth and twentieth centuries.

Prerequisite: French 407.

409. Special Topics.

Students concentrate on an area or problem of individual interest. Students will consult with the instructor in charge in order to choose an area.

GERMAN LANGUAGE AND LITERATURE

Each course is a full course unless otherwise indicated.

101. Elementary German.

The course consists of five class meetings per week. In addition, students are required to do independent practice in the Language Lab at their own convenience. The course offers the foundations of Ger-

man using the modified audio-lingual method.

Prerequisite: None

102. Elementary German.

The course is the sequel to German 101.

Prerequisite: German 101 or placement by examination.

201. Intermediate German.

The course consists of four class meetings per week. It offers a review of German grammar, and includes a series of Language Laboratory exercises. Great emphasis is given to the reading of materials in German. A minimum of 1 hour per week of practice in the lab on a library basis is required.

Prerequisite: German 102 or placement by examination

202. Intermediate German.

The course is the sequel to German 201.

Prerequisite: German 201 or placement by examination

321. German Literature in English Translation.

This course is a Humanities Sophomore option offered in the fall semester and will include significant works by major German authors from Goethe to the present. It will include a survey of the major trends in German literature with comparison with similar trends in the literatures of other countries, where applicable. Although the literature of earlier periods of German history will be dealt with, major emphasis will be placed on works by twentieth-century and contemporary authors.

First Semester Only.

409. Special Topics.

Students concentrate on an area or problem of general interest. Students will consult with the instructor in charge in order to choose an area.

MODERN LANGUAGE

202. Diction in French, German and Italian.

The course consists of three meetings per week. Designed particularly to enable music majors to meet their foreign language requirement, this course will include the study of phonetics and its application to song and opera. The course

will be conducted in collaboration with the music department.

Prerequisite: French, German or Spanish 102

301-302. Introduction to Literature.

The course consists of four class meetings per week. Its primary objective is to give the student a solid foundation in the art and techniques of literary analysis as applied to the various genres of the literature of specialization. In the first semester, short selections from literary works will be examined; during the second semester complete works will be analyzed.

Prerequisite: French or Spanish 202.

305. Comparative Romance Phonology.

The course consists of three meetings per week. It will include the systematic study of the sound structure of French and Spanish, including contrasts with the sounds of English. Exercises and analysis and transcription will be done. This course serves as a replacement for French 305 or Spanish 305.

Prerequisite: French or Spanish 202.

306. Teaching of Modern Languages.

The course consists of two meetings per week. It will present the theories, methods, and techniques of teaching modern languages and will consider the contributions of linguistics and psychology to language learning. Included will be instruction on the use of the Language Laboratory and other audio-visual teaching equipment and materials; the preparation and presentation of pattern practice; and observation of modern language classes on campus and in nearby schools.

Prerequisite: French or Spanish 305

324. Modern Language: Contemporary Literature and Problems of Modern Society.

The course is intended as part of the sequence of "Literature in Translation" courses offered by the Department of Languages and Linguistics as its complement of Sophomore Humanities Options. A treatment of representative and contemporary works selected from each of the five major Western languages, English, French, German, Spanish and Russian, it will be offered as the interdisciplinary component of the sequence. Works will be selected and discussed according to their relevance to contemporary social, political

and psychological problems. Consideration of primary literary works will be supplemented by readings in modern and contemporary philosophy, history and psychology. Authors whose works will be read in whole or in part include: English and American; Pinter, Delaney, Roth, Vonnegut, Gelber, Killens; French: Camus, Genet, Beckett, Ionesco; German: Grass, Boll; Spanish: Borges; Russian: Solzhenitsyn.

SPANISH LANGUAGE AND LITERATURE

Requirements for a major in Spanish: seven courses above the intermediate level, as prescribed in the Curriculum Outline. Majors who plan to seek certification for teaching in the Commonwealth of Pennsylvania are required to take the following courses:

Spanish 301-302, 303, 305 or Linguistics 384, 306 Modern Language, 407-408; Education 201, 202, 301, 401-402.

Each course is a full course unless otherwise indicated. Liberal Arts majors take Spanish 301-302, 303, 304, 305 or Linguistics 384, and Spanish 407-408.

101. Elementary Spanish.

The course consists of five class meetings per week. In addition, students are required to do independent practice in the Language Laboratory at their own convenience. The course offers the foundations of Spanish using the audio-lingual approach.

Prerequisite: None

102. Elementary Spanish.

The course is the sequel to Spanish 101.

Prerequisite: Spanish 101 or placement by examination

201. Intermediate Spanish.

The course consists of four class meetings per week. It offers a rapid review of basic Spanish grammar and includes a series of laboratory exercises. Its main objective, however, is the development of skill in reading, writing, speaking, and understanding Spanish with relative facility. A minimum of one hour per week practice in the language lab on a library basis is required.

Prerequisite: Spanish 102 or placement by examination

202. Intermediate Spanish.

The course is the sequel to Spanish 201.

Prerequisite: Spanish 201 or placement by examination

301. Advanced Spanish: Composition and Conversation.

The aim of the course is to develop the student's ability to express himself easily and correctly in speaking and in writing. Difficult elements of grammar, syntax and composition with extensive oral and written work.

Prerequisite: Spanish 202 and/or approval of the instructor, or placement by examination.

302. Advanced Spanish: Composition and Conversation.

The course is a sequel to Spanish 301.

Prerequisite: Spanish 301 and/or approval of the instructor, or placement by examination.

303. Spanish Civilization.

The course consists of three class meetings per week. It presents a panoramic view of peninsular Spanish civilization from the medieval period to modern times. The course will be conducted in collaboration with the departments of art, history, music, philosophy, and political science.

Prerequisite: Spanish 202.

304. Hispanic Civilization and Culture in the Americas.

The course is the sequel to Spanish 303. It will study the adaptations of Spanish civilization and culture in Latin America and the Caribbean. The course will be conducted in collaboration with the departments of history and political science.

Prerequisite: Spanish 202.

305. Spanish Phonology.

The course consists of three meetings per week. It will include the systematic study of the sound structure of modern Spanish. Exercises in analysis and transcription will be done.

Prerequisite: Spanish 302.

321. Spanish Literature in English Translation.

This course is specifically designed to meet the Sophomore Humanities requirement. Essentially it will be a study of masterpieces in Spanish and Latin American literature that are available in English translation. The course will span different centuries and will represent various literary genres. Special emphasis will be given to the writing of interpretive essays on

works studied in the course.

*Classes will meet four hours per week.
First semester.*

401. Spanish Poetry (Directed Study).

The course will be organized on a flexible basis. In consultation with a Spanish instructor of his or her choice, the student will be guided in the readings on Spanish poetry. An extended essay in Spanish will be required.

Prerequisite: Spanish 302.

402. The Spanish Novel (Directed Study).

The course will be organized on a flexible basis. In consultation with a Spanish instructor of his or her choice, the student will be guided in the readings on the Spanish novel. An extended essay in Spanish will be required.

Prerequisite: Spanish 302.

403. Spanish Drama (Directed Study).

The course will be organized on a flexible basis. In consultation with a Spanish instructor of his or her choice, the student will be guided in the readings of Spanish drama. An extended essay in Spanish will be required.

Prerequisite: Spanish 302.

405. Latin America Poetry and Drama.

The course consists of two class meetings per week. It will study the poetry and drama in Latin America from the romantic period up to the present.

Prerequisite: Spanish 302.

406. Latin American Prose.

The course consists of two class meetings per week. It will study the novel, short story and essay in Latin America from the romantic period up to the present.

Prerequisite: Spanish 302.

407. Survey of Spanish Literature.

The course consists of two class meetings per week. It will include a study of Spanish literature from the Middle Ages up to the *Siglo de Oro*.

Prerequisite: Spanish 302.

408. Survey of Spanish Literature.

The course consists of two class meetings per week. It will include a study of Span-

ish literature from the *Siglo de Oro* up to the generation of 1898.

Prerequisite: Spanish 407

409. Special Topics.

Students concentrate on an area or problem of individual interest. Students consult with the instructor assigned the course in selecting a topic to be studied.

MUSIC

Messrs. Suthern, Emery, Young; Cooper; Mrs. Faulcon.

The purposes of the department of music are (1) to acquaint the general college student with the fertile area of the art of music, (2) to attempt the development of a sense of understanding of the art of music, (3) to contribute, through concerts and recitals, to the general cultural life of the community, and (4) to give professional preparation in the field of music and music education.

103-104. Choral Music.

Fundamentals of choral technique and a sizeable repertoire of choral music are learned by practical work. Course open only to members of the University Chorus.

103a-104a. University Gospel Chorus.

The University Gospel Chorus is open to all members of the University.

105-106. Elementary Theory I & II.

Instruction in harmonization of melodies, both written and keyboard. Simple rhythms, tonal relationships — melodic and harmonic — including scales, intervals, triads and their inversions, figured bass technique, seventh chords and their inversions, nonharmonic tones, simple modulations, dictation, sight reading, simple analysis and form, and original work in the elementary forms. (½ credits)

Prerequisite: The ability to read music and simple pianistic ability

201-202. Advanced Theory, III & IV.

Essentials of advanced harmony, chromatic alternations, modulations, analysis of master works and original compositions; problems in elementary counterpoint; keyboard harmony. (¾ credit)

Music 203. Music Literature and Styles — I.

The history and appreciation of musical literature from antiquity through the Baroque period. Required for music majors.

Music 204. Musical Literature and Styles — II.

The history and appreciation of musical literature from 1750 through the Classical period. Required for music majors.

Music 303. History and Literature of Music — III.

Musical culture of the Romantic era. Styles, forms, composers, works. Required for music majors.

Music 304. History and Literature of Music — IV.

Musical culture of the 20th Century. Significant composers and works. Required for music majors.

305. Counterpoint, Theory V.

The development of contrapuntal writing technique in two, three, and more voices. (½ credit)

Prerequisite: Music 201-202

306. Form and Analysis, Theory VI.

Analysis of structure and texture of representative works in the late 19th and 20th centuries.

307-308. Conducting.

The basic general techniques in the art of choral and instrumental conducting are explored. Practice in choral and instrumental conducting, choral and instrumental literature is achieved by using the choral and instrumental groups on the campus and in the community as laboratories.

313. Jazz in American Culture.

Introduction to the origins, development and present trends in this distinctly American art form.

317. The Negro in American Music.

A survey of the contribution of the Negro in all phases of American music.

Music 331. Contemporary Trends in Music — Music Lit. V.

Contemporary musical trends, works representative of significant composers and schools. Elective.

Music 332. Contemporary Trends in Music — Music Lit. VI.

Contemporary trends in music, with emphasis on American composers, works and schools. Elective.

Music 405. Methods of Teaching Music — Elementary-Spring semester offerings.

Emphasis on problems, effective teaching procedures, selection and analyzing of materials and their application as well as evaluative techniques in the elementary school. Required for music majors.

Music 406. Methods of Teaching Music — Secondary-Fall semester offerings.

The choral, instrumental and general music program in the secondary school. Emphasis on conceptual learning, the planning of structured learning experiences and the selection of effective materials as well as evaluative techniques in the junior and senior high school. Required of music majors.

415. Methods of Teaching Stringed Instruments.

425. Methods of Teaching Brass Instruments.

435. Methods of Teaching Reed Instruments.

445. Methods of Teaching Percussion Instruments.

COURSES IN APPLIED MUSIC

107-108. Elementary Piano.

This is the beginning course in piano study. At the end of the first semester the student shall have completed at least two beginning books such as John Thompson, Michael Aaron; major and minor scales — two octaves. At the end of the second semester the student shall have completed major and minor scales, four octaves; Czerny type short studies: *Bach for Beginners — Little Preludes and Fugues*. Simple Chord Progressions (I, IV, V, I) in all keys.

207-208. Intermediate Piano.

Scales — four octaves in all keys, major and minor; easy sonatinas by Mozart, Beethoven, Clementi, etc. Simpler Chopin *Preludes*, easier classics by Schubert, Beethoven, Haydn. Comparable keyboard materials.

309-310.* Lower Advanced Piano.

Bach *Two Part Inventions, Three Part Inventions* and/or *Well Tempered Clavier*; Scales — major and harmonic minor in all forms. One sonata by Beethoven, Schubert, Mozart, etc. Modern composers such as Barber, Persichetti, Hindemith, Prokofiev. Junior half recital.

401-402a.* Advanced Piano.

Continuing the program of junior year with specific preparation for the senior recital.

111-112.* Elementary Organ.

Manual and pedal techniques; First semester completion of such beginning materials as Peeters' *Ars Organi*, Carpenter's *Basic Organ Technique*; most of Gleason *Organ Method* Johnson *Organ Methods*. Second semester completion of latter two methods and materials from Bach *Little Organ Book, Little Preludes and Fugues*.

211-212.* Intermediate Organ.

Manual and pedal technique; Bach *Little Organ Book, Little Preludes and Fugues*, Trio Sonatas; Studies comparable to Dupre *79 Choral Preludes*. Vierne *24 Pieces in Free Style*.

311-312.* Lower Advanced Organ.

Bach — *Selected Preludes/Toccatas and Fugues* and other compositions from the baroque period. Sonatas by Mendelssohn-Franck, Junior half recital.

403-404.* Advanced Organ. (a, b, c, d)

Bach — Selected works from the master period; modern compositions and contemporary composers.

VOICE AS A MAJOR STUDY

Students who have good vocal potential (pleasant voice, good ear, musical intelligence) and an interest in solo performance and the teaching of voice may elect a major in this field. *An audition to obtain this status is necessary.*

VOICE AS A MINOR STUDY

For all students for whom voice is a second subject necessary in the area of music education. The goal of the course is to improve the singing voice rather than solo performance. Songs in English may be substituted for foreign literature.

109-110.* Elementary Voice.

Intensive work on tone quality, diction, range with vocalization materials selected at the discretion of the instructor and level of the student. Students should complete five new songs memorized each semester from a broad field.

209-210.* Intermediate Voice.

Technical studies continuing previous level in diction, range, tone quality, breathing. Added stress on agility, more difficult song material. Students shall complete five new songs from a broad range of vocal material each semester including arias from Bach, Handel, Mendelssohn and art songs of the 10th century.

315-316.* Lower Advanced Voice.

Continuation of technical study. Preparation of junior recital. German Lieder. Intense study of vocal interpretation. Eight new songs per semester.

407-408.* Advanced Voice. (a, b, c, d)

Advanced vocal techniques and literature. Preparation of senior recital. A voice major should have a minimum of forty memorized art songs.

Nota Bene: Students not completing this requirement in any area of applied music will be held in this category until the requirements are completed. This remedial work will be done without credit.

FINE ARTS

Messrs. Fishwick, Felch, Beaver

These courses are designed to give those with no special training an introduction to art; to show how man's creative urge has served him in all cultures and centuries. In addition to lectures and studios, personal conferences, shows, performances, and visits to major art centers will be employed.

Each course is a full course unless otherwise indicated.

201. Introduction to Painting.

This course examines the importance of painting in western culture from the cave to pop art. A general knowledge of the historical evolution of western painting, awareness of form, and the expansion of

the individual's visual sensibility are its goals. Trips to important collections will be arranged.

211. Introduction to Painting.

Art 201, as above, plus two hours of extra reading, field trips, and reports.

203. Introduction to Architecture.

This course examines man's buildings, both private and public, as historical monuments and works of art. The influence of geography, nationalism and technology on architecture will be stressed.

213. Introduction of Architecture.

Art 203, as above, plus two hours for extra reading, field trips, and reports.

205. Introduction to Sculpture.

This course surveys sculpture from ancient fertility forms to the kinetic and minimal art of today. The general influence of technology and science in recent years will be stressed. Slides, demonstrations and workshops will be employed.

215. Introduction to Sculpture.

Art 205, as above, plus two hours for extra reading, field trips, and reports.

220. Special Directed Study.

Work will be arranged and taught on an individual seminar basis, to meet needs and interests of those with special talents or problems.

230-231. Art Studio (Painting).

An elective course in painting in which both beginners and advanced students may participate. Problems involve working in several media (oil, water color, and acrylics) from landscape, still-life, and live models.

232-233. Art Studio (Graphics, Sculpture and Ceramics).

Concentrated and approximately equal periods of time will be spent in the creation of work in the graphic arts, sculpture (wood, metal, and clay) and ceramics. Both beginners and advanced students may participate. Finished work will be exhibited on the campus and in the region.

240-241. Theater Workshop (Elements of Theater Art).

The study and practice of the arts of the theater including visual reinforcement of representative plays through diagrams, plans, and elevations; construction, paint-

ing, rigging, lighting, sound and visual effects, direction, and stage management. Practical application will be found in guest performances, informal workshop projects, and the formal production of the Lincoln University Players.

242-243. Theater Workshop (Acting).

The study and practice of acting as an art form involving an increased command of voice, body and the underlying emotions in oral interpretation, improvisation, pantomime, characterization, and the formal and informal presentation of dramatic programs, one-act, and full-length plays.

244-245. Introduction to Theater Arts.

A study of the changes in the physical theater and the conventions of the stage in relationship to the development of drama. This course is designed to develop an understanding of the theater as an art form and social institution. (*half course*)

250. Film: History and Appreciation.

Beginnings and development of film as a medium of artistic expression. Major periods and directors. Sound. Color. Contemporary international cinema.

251. Film Aesthetics and Directorial Styles.

Study of major documents on the theory of film. And a study of a combination of several major directors through their films. Griffith, Eisenstein, Murnau, Wells, Renior, Fellini, Bergman, Ozu and Dreyer are representative subjects.

305-306. American Art and Architecture.

A summary of the art in colonial America, the rise of a national style, the struggle against Europe, and the emergence of major artists in the twentieth century. Painting and architecture will be emphasized.

317. Art and Life in Black America.

A survey of the contributions black Americans have made in art and popular culture. Major themes, problems, styles, and trends will be stressed.

401. Studies in Popular Culture.

An analysis of popular, folk, and elite culture, with special attention to the black American contributions. Stereotypes, vernacular architecture and design, formula

literature, and rock music will be discussed along with the mass media and the electronic revolution.

409. Senior Seminar.

Advanced seminar for special projects and creative work.

PHILOSOPHY

Hurwitz

The study of philosophy is designed to encourage analytical and critical thinking in the major areas of human concern, such as art, education, ethics, law, religion and the natural and social sciences.

Students preparing for careers in the professions especially pre-law, will find philosophical training valuable and a major in philosophy acceptable. Since philosophy is relevant to all aspects of experience and learning, it is hoped that students majoring in other departments will elect courses in philosophy as part of their general and liberal education.

For a major in philosophy, eight (8) courses, or the equivalent, including Philosophy 103, 105, 201 and 202, plus four additional courses and Seminar 401, are required. With the approval of the department, courses in cognate departments may be substituted to satisfy major requirements.

103. General Logic.

The principles of valid reasoning with an emphasis on introductory symbolic logic and theory of formal systems; problems of language and meaning; the principles of inductive reasoning.

105. Ethics.

What makes an action right? What makes a person morally good? What is the relation between personal morality and social morality? Questions such as these will be discussed in the light of influential ethical theories and with reference to specific moral problems, and in respect to the influence of religion upon ethics. Team-taught with a member of the Religion Department.

201. Greek Philosophy.

A survey of Greek philosophy with emphasis on Plato and Aristotle.

202. Modern Philosophy.

The impact of the seventeenth century scientific revolution and changing social

conditions on theory of knowledge, ethics, social philosophy, and religious thought as represented in works of philosophers from the Renaissance through Kant.

204. Twentieth Century Philosophy.

A study of selected philosophical movements, philosophers and problems of western philosophy in the twentieth century. An introduction to contemporary views in philosophy.

205. Oriental Philosophy.

Treatment of the more important thinkers and schools of philosophy which have dominated the thought and life of India, China, and Japan, and Egypt.

307. Seminar in a Major Philosopher.

A study of the main issues of philosophy from one historically important viewpoint.

315. Hegel Through Marx

An examination of the social and political philosophy of Karl Marx, with some study of the philosophy of Hegel and the Young Hegelians particularly as related to Marx's views on alienation, revolution, economics, epistemology, objectivity and ideology, theory and practice, and religion.

401. Philosophy Seminar.

A study of special topics.

RELIGION

Messrs. Murray, S. G. Stevens

The requirement for a major in religion is the completion of ten courses in religion as follows: Religion 101, 102, 103, 202, 302, 303, 401, 402. A major is also required to pass a comprehensive examination in his major field or to complete a project in the field of religion to the satisfaction of the department. With the consent of the department a major may be allowed to substitute courses in related fields for those listed above.

Each course is a full course unless otherwise indicated.

101. The Religion of the Old Testament.

The religious history of the Hebrews from 2000 B.C. to the Christian era with special emphasis on the conceptions of God and man. Attention is given to the influence of social and political history on Hebrew religion and ethics.

102. The Beginning of Christianity.

Against the historical background of the New Testament, a study is made of the life and teachings of Jesus and their contemporary significance, and of the religious experience and community life of 1st century Christians, with special emphasis on the life and thought of Paul.

103. Introduction to Religious Phenomena.

An introduction to the various religious modes and to the several approaches to the study of religion. The student will be introduced to a variety of methodological approaches, drawing on non-western religions (early African religion, Islam, Buddhism, etc.) for concrete examples of phenomena.

202. Theological Ethics.

The ethics of Jesus, Aquinas, Calvin, Luther, Bennett, Niebuhr and other religious thinkers are studied with special reference to the challenge of contemporary culture to theological ethics.

302. Modern Religious Thought.

A survey of the major western religious traditions, from the 19th century to the present, with special emphasis on contemporary religious expressions such as, theology and culture, theology of hope, Black theology, and religious mysticism.

303. Religion in American Culture.

A study of the relation of religion to culture in American life both in its institutional and non-institutional forms. Special attention will be given to the religious significance of symbols and myths which have developed in American culture. It will also deal with the role of the major religious traditions: Protestantism, Roman Catholicism, Orthodoxy, and Judaism, in terms of their historical development and contemporary significance.

307. The Religion of the Afro-American.

A study of the role that religion has played in the struggle of the Afro-American to survive in a hostile environment. Special attention will be given to its folk expression in sermon and song, its leading personalities, its institutionalization, and its function in the civil rights movement of the mid-twentieth century.

310. Martin Luther King, Jr.

A study of the life and thought of America's greatest proponent of the "Theology of Social Action," in relation to his religious heritage, socio-economic milieu, and the Negro revolt of the mid-twentieth century.

401. Major Religions of the World.

A study of the historical development and chief writings of such ancient and modern religions as Hinduism, Buddhism, Confucianism, Taoism, Shintoism, and Islam.

402. Seminar in Religion.

An investigation of the basic methods used in the study of religion and their application to significant problems in religion. The selection of problems to be studied will vary from year to year. *Primarily for juniors and seniors majoring in religion, but open to other qualified students with the consent of the department.*

DIVISION II THE NATURAL SCIENCES MATHEMATICS PRE-ENGINEERING

The division of natural sciences and mathematics includes the departments of biology, chemistry, physics, and mathematics. This division also offers courses in pre-engineering under the cooperative programs established with Drexel University, Lafayette College, and Pennsylvania State University.

The courses in the various departments of this division are designed primarily to give professional training to students who elect to major in one of the natural sciences or mathematics, or to prepare for a subsequent study of engineering or for post-graduate work in mathematics, the sciences, or in the medical professions. Courses in this division also provide the more limited scientific training required by students majoring in the humanities or in the social or life sciences. Those seeking a cultural understanding of any of the natural sciences may, with the permission of the instructor, omit the laboratory work of the elementary courses. Completion of two laboratory courses are, however, required for graduation.

DIVISIONAL COURSE

101-102. Physical Science.

A year's course presenting physics and chemistry together for the students with little or no prior experience in them and for the non-science major wishing a general understanding of the methods of science. The discovery approach to learning will be emphasized in the laboratory.

Topics covered will include: matter and its properties, waves and particles, atomic theory and structure.

Three hours discussion and one laboratory period a week.

111. Environmental Science

An introductory course on the environment. The structure and function of Ecosystems; energy sources, supply and transportation; the structure of matter; the lithosphere, atmosphere, hydrosphere and problems of pollution therein. Although not a laboratory course field trips, lecture demonstrations or description detection methods of some pollutants as well as film and other visual aids will be used. A term paper will be required.

BIOLOGY

Messrs. Harrison, Bush, Houser and Ms. Farny

A major in biology is designed to prepare the student for graduate study or for the health professions. The minimum requirements are — (1) one year of physics which may require a year of calculus; (2) two years of chemistry (Chemistry 101-102 and 203-204); and (3) eight courses in biology including Biology 101, 102, 201, 202, 301, 302 plus two additional semester courses which may include Special Problems. We strongly recommend two semesters of elementary calculus (Mathematics 121-122) or its equivalent.

Students wishing to concentrate in biology, but unwilling to take the time needed to fulfill these requirements, may major in general science with a concentration in biology.

Each course is a full course unless otherwise specified.

101-102. General Biology.

A general course designed to explore the life processes of organisms (both plants and animals) beginning with the cell as the

fundamental unit of structure and function. It is considered either as a terminal course to satisfy the laboratory course requirement for the non-science major or as the beginning course for the biology major. Three hours lecture, one two-hour laboratory period per week, two one-hour recitation periods and a biweekly examination period.

103. General Zoology.

The fundamental principles of biology are presented with emphasis on animals, including a survey of the major animal phyla with a study of their morphology, physiology, phylogenetic relations where they exist, and of their economic significance. Three hours lecture and one laboratory period a week.

Prerequisite alternate for all biology courses.

104. General Botany.

The principles of botany are presented with major emphasis on the morphology, physiology, and life cycles of specimens representative of the major groups. Three hours lecture and one laboratory period a week.

Alternate Prerequisite for all biology courses.

201. Comparative Anatomy of Vertebrates.

The gross structure of vertebrates is presented with special reference to the dogfish, Necturus, and cat. Two hours lecture and two two-hour laboratory periods per week. This course is followed by 202-Developmental Biology.

Prerequisites: Biology 101, 102 or 103, 104

202. Developmental Biology.

The comparative study of the reproduction, growth and development of vertebrates, including differentiation of the various types of cells and tissues that occur. Two hours lecture and two two-hour laboratory periods per week.

Prerequisites: Biology 101, 102 or 103, 104

301. Genetics.

An introduction to heredity including Mendelian and non-Mendelian, cytogenetics, population and molecular genetics. Two hours lecture and two two-hour laboratory periods per week.

Prerequisites: Biology 201-202; Mathematics 104 or equivalent; Pre- or Corequisite: Chemistry 203

302. Vertebrate Physiology.

An introduction to cell physiology, biological control systems and coordinated body functions in vertebrates. Two hours lecture, two two-hour laboratory periods per week.

Prerequisites: Biology 201-202; Co- or Prerequisite: Chemistry 204

303. Parasitology.

A course devoted to the consideration of mammalian parasites found in the protozoan, helminth and arthropod groups. Careful consideration is given to the life history, control and treatment for the members of the above groups. Two hours lecture and two laboratory periods.

Prerequisite: Chemistry 203-204 and advanced standing (4 semesters) in biology. (Offered on demand)

305. Biological Techniques.

A course, mainly histological, but including some of the techniques for parasitology, protozoology and blood work. Two hours lecture and two laboratory periods. Should be followed by 308 — Histology.

Prerequisites: Chemistry 203-204 and advanced standing (4 semesters) in biology. (Offered on demand)

308. Histology.

A course in normal mammalian histology. Two hours lecture and two laboratory periods.

Prerequisites: Chemistry 203-204 and advanced standing (4 semesters) in biology. (Offered on demand)

401. Microbiology I.

Introduction to microorganisms with special emphasis on bacteria, bacterial cytology, nutrition, metabolism, immunology and genetics. Laboratory work includes systematic study of bacteria, quantitative methods and control of microbial populations. Two hours lecture and two laboratory periods.

Prerequisites: Chemistry 203-204 and advanced standing in biology.

402. Microbiology II.

Consideration of pathogenic microorganisms, immune mechanisms, the pathogenic state, and serology. Laboratory exercises include the cultivation, isolation,

and physiology of a representative number of forms and immunological and serological exercises.

Prerequisites: Biology 401. (Offered on demand)

408. Cell Biology.

A lecture in modern concepts in cellular and subcellular morphology and function. Two hours lecture and two laboratory periods.

Prerequisites: Chemistry 203-204; Physics 101-102; Biology 103-104.

411-412. Special Problems in Biology.

Advanced topics in biology will be discussed in seminars. Alternatively honor candidates may conduct independent research projects. *Either semester may be taken alone. (½ or 1 credit, depending on amount of work done.)*

Open to seniors only.

CHEMISTRY

Messrs. Rudd, L. D. Johnson, W.T.M. Johnson, Smucker, SubbaRao

A professional major in Chemistry consists of the satisfactory completion of the following courses: General Chemistry, 101-2; Quantitative Analysis, 201; Physical Chemistry I, 202; Physical Chemistry II, 301; and Physical Chemistry III, 302; Organic Chemistry 203-4; Instrumental Analysis, 402; General Physics, 103-4; Calculus I & II, 121-2; Calculus III & IV, 221-2; Computer Programming, 205. One advanced course in Chemistry, Physics, Mathematics, or Biology is also required. All Chemistry majors must take seminar and/or Chemical Literature their last four semesters at Lincoln. Differential Equations, Mathematics 306; and Linear Algebra, 321 are desirable. Professional majors should complete German 202, or, with special permission of the department, French 202. The Lincoln Chemistry Department is accredited by the American Chemical Society. Those students meeting the above requirements will be accredited by the Society, and can be recommended to graduate schools, or to research positions in industry or government.

A minimum major in Chemistry consists of satisfactory completion of Chemistry 101-2, 201, 202, 203-4, 301, 402, Physics 103-4, Mathematics 121-2 and 221. Seminar

and/or Chemical Literature is required the last four semesters. Any language may be taken. All students interested in biomedical studies, high-school teaching, management training in technical industries, technical sales, or other professions requiring numbers of courses in fields other than Chemistry, may take a minimum major.

Students will not generally be accepted as majors with an average less than 2.00 in two full years of Chemistry.

Each course is a full course unless otherwise indicated.

101-102. General Chemistry.

The course is required for all science division majors. It is prerequisite to all other chemistry courses. The basic principles of chemistry are presented and illustrated with descriptive material. Emphasis is placed on the structure of matter, including atoms and molecules, the laws of gases, stoichiometry, solution chemistry including acid-base, oxidation-reduction, solubility, and complex ions, and chemical equilibria. A portion of second semester laboratory is devoted to qualitative analysis. Three hours lecture, one hour recitation, and one three-hour laboratory per week.

201. Quantitative Analysis.

This course is required for all chemistry majors and is prerequisite to physical chemistry. The subject matter consists of aqueous ionic equilibria and elementary chemical thermodynamics. The laboratory experiments involve quantitative analytical determinations that are gravimetric, volumetric, and simple instrumental. Five hours lecture and six hours laboratory.

Prerequisites: Chemistry 102, Physics 103, Calculus I. The two latter courses may be taken with Chemistry 201.

202. Physical Chemistry I.

The Material discussed includes gases, thermodynamics, solutions, chemical kinetics, and electrochemistry. Completion of Calculus I and General Physics I is required. Four hours lecture and six hours laboratory.

Prerequisites: Chemistry 201, Physics 104, Calculus II. The latter two courses may be taken with Chemistry 202.

203-204. Organic Chemistry.

The chemistry of aliphatic and aromatic compounds is integrated and studied according to similar functional groups.

Emphasis is placed upon mechanisms of reactions and correlation of structure with chemical properties. The laboratory includes separation, purification and synthesis of organic compounds. Three hours lecture, five hours laboratory per week and one hour problem solving.

Prerequisite: Chemistry 101-102.

301. Physical Chemistry II.

The Material discussed includes atomic structure, the chemical bond, molecular structure, the solid and liquid states, chemistry of surfaces, and radiation and photochemistry. Four hours lecture and six hours laboratory.

Prerequisites: Chemistry 202. Calculus III may be taken with Chemistry 301.

302. Physical Chemistry III.

The wave-mechanical basis of atomic structure is discussed. Quantum mechanical laws are applied to problems of bonding. Physical methods of determining molecular structure are considered. Completion of calculus I, II, III, and IV, and General Physics is prerequisite. Four hours lecture per week and occasional laboratory. Physics 409 may be taken instead of this course.

303-304. Biochemistry.

A year course with a laboratory which will examine the subject at the cellular level. It will meet the needs of students in pre-medicine, health professions, biology and chemistry. The course will be given providing a qualified instructor is obtained and the laboratory equipment can be funded.

310-311. Seminar.

Participants present at least one satisfactory written and one satisfactory oral report each semester on a special chemical problem or on a topic of current interest. Meetings are scheduled for two hours once a week. Required of junior and senior chemistry majors. *Credit — ¼ course each semester.*

313 Chemical Literature.

The course will acquaint the student with the nature and use of the library, emphasizing the chemical literature. The course will elaborate on the role of chemical literature in the development of Chemistry, and the use of literature in research. Assignments will teach the effec-

tive use of literature. Required of first semester juniors chemistry majors, if given. Two hours lecture. *Credit: ½ course*

402. Instrumental Analysis.

A study of the principles and practices of modern instrumental analytical methods. Topics include: visible, ultraviolet, and infrared spectroscopy, electroanalytical methods, gas chromatography, and nuclear magnetic resonance spectroscopy. Physical Chemistry 301 and 302 are required, but permission may be granted by the instructor for a student without 302 to enroll. Three hours lecture and six hours laboratory.

403. Inorganic Chemistry.

Principles developed in Physical Chemistry I, II, and III will be applied to inorganic systems. Valence theory and complex ion chemistry will be emphasized. The student will be required to learn descriptive material independently. Four hours lecture and laboratory as arranged. The course will be offered alternate years if demand is sufficient.

Prerequisites: Chemistry 202, 301, 302 or Physics 409.

405-406. Chemical Research.

Independent laboratory and library work by the student directed by a member of the department. Will require about eight hours a week of work. Ordinarily restricted to junior and senior chemistry majors with permission from the department chairman.

407. Advanced Organic Chemistry.

Organic reactions and mechanisms will be discussed according to reaction type. Selected topics from physical or organic, heterocyclic and acid-base chemistry will be discussed. This course is designed to supplement the first year of organic chemistry for those students planning to enter graduate school in chemistry or medicine. The laboratory will involve the planning and the execution of a multi-step organic synthesis. Three hours lecture and laboratory as needed. The course will be offered alternate years if demand is sufficient.

Prerequisite: Chemistry 203-204.

PHYSICS

Messrs. Christensen, Tsai, Williams

For a major in physics the following courses are required: Physics 103-104, 201, 202, 6 other one-semester courses in physics; Mathematics 121-122, 221-222; Chemistry 101-102. If possible Mathematics 121-122 should be taken in the freshman year.

Each course is a full course unless otherwise indicated.

101-102. Introduction to Physics.

Elective for all students to fulfill the laboratory Science requirement. First semester: mechanics, sound and heat. Second semester: electricity, optics and modern physics. Three lecture hours and one laboratory period per week.

Prerequisite: Mathematics 103 or the equivalent.

103-104. General Physics.

Calculus based introductory Physics for Mathematics, Science and pre-engineering majors. Mechanics, heat, sound, electricity and magnetism, optics and modern physics. Three hours lecture, one hour recitation and one laboratory period per week.

Concurrently: Mathematics 121-122.

201-202. Electricity and Magnetism.

Electric and magnetic fields, direct current measurements of instruments, magnetic characteristics of materials. Alternating currents and Maxwell's equations. Three lecture hours and one laboratory period.

Prerequisites: Physics 103-104

Concurrently: Mathematics 221-222

309-310. Mechanics.

Newton's laws, the one- and two-body problems, conservative forces, conservation laws, non-inertial coordinate systems, rigid-body motion. Lagrange's equations, Hamilton's equations.

Prerequisites: Physics 201, 202; Mathematics 221-222

311-312. Thermodynamics.

Temperature, equations of state, the first and second laws of thermodynamics and some consequences, thermodynamic potential functions. Additional topic including kinetic theory.

Prerequisites: Physics 201, 202; Mathematics 221-222

405-406. Theoretical Physics.

Vector analysis with applications to fluid dynamics and electricity and magnetism; the differential equations of Legendre,

Bessel, Hermite, and Laguerre with applications to wave motion, heat conduction, and the quantum-mechanical harmonic oscillator and hydrogen atom; Fourier series and integrals; elements of complex variable and potential theory; integral equations.

Offered on demand only

Prerequisites: Mathematics 221-222, Physics 103-104

407-408. Electromagnetic Theory.

Electric and magnetic fields, the scalar and vector potentials, boundary-value problems, Maxwell's equations, electromagnetic waves, relativistic theory.

Offered alternate years

Prerequisites: Mathematics 221-222, Physics 309-310

409-410. Atomic and Nuclear Physics.

Relativity; Schroedinger quantum mechanics; applications in atomic, nuclear, and solid-state physics. Three hours lecture and one laboratory period.

Offered alternate years.

Prerequisites: Mathematics 221-222, Physics 309-310

411-412. Special Topics in Physics.

Consists of independent study to be supervised by a faculty member of the department. The nature of the work undertaken is to be decided by the student and the supervisor. The student may study extensively some topic in the literature of physics or concentrate on a research project. The investigation may be experimental, theoretical or both. Open to honors students and to students of high standing with the permission of the department chairman.

PRE-ENGINEERING, GEOLOGY, AND GRAPHICS

Thompson

For the three year program in pre-engineering the following courses are required: Physics 103-104, 201, 202, 309-310; Mathematics 121-122, 221-222; Pre-engineering 102; Chemistry 101-102. If possible Mathematics 121-122 should be taken in the freshman year.

101. Engineering Drawing.

Orthographic projections, auxiliary views, sections, standard dimensioning

including limits, tolerances, and allowances, conventional representation of fastenings, detailing and assembly drawings. Required of pre-engineering students.

201. Geography.

An introduction to landforms and climate, presented as factors influencing man. The map is applied as the basic tool of geography to three groups of data; surface features, population, and culture. World patterns are evolved.

202. Geology.

An introduction to physical geology with emphasis on minerals, rocks, and engineering applications. For further details on pre-engineering see pages 00-00.

MATHEMATICS

Messrs. Frankowsky, Kittappa, Nagase, Pierce, Rosenthal, Singer, Ms. Wald, Voshell

The courses in the department of mathematics are designed primarily to fulfill the needs of a major in the field.

The major requirement in mathematics consists of 10 courses beyond the 120 level course and must include Mathematics 121-122, 221-222, 306, and 403. Any substitutions must have departmental approval. Entering students who plan to major in mathematics must take Mathematics 121-122 during their first year. No one should elect to major in mathematics unless he has shown considerable aptitude and skill in Mathematics 121-122. Students majoring in mathematics are also required to take at least one year of physics and a course in logic.

All students of mathematics are required to follow what is considered a basic sequence. This sequence consists of Mathematics 103, 104, 121-122, and 221-222 and must be taken in that order. Under no circumstances will a student be admitted to any course unless its prerequisites have been attained.

Students of the physical and chemical sciences should elect Mathematics 222 and/or 306 after the completion of Mathematics 221.

All majors in mathematics and students in the allied sciences must consult their adviser prior to registering for any course in mathematics beyond the basic sequence. All students planning to major in

mathematics must have departmental approval prior to the beginning of their junior year.

Each course is a full course unless otherwise indicated.

BASIC COURSES

103. College Algebra.

Functions and graphs; quadratic equations and systems of quadratic equations; ratio, proportion and variation; progressions; binomial theorem; elementary theory of equations; synthetic division; permutations, combinations, probability; determinants.

104. Plane Trigonometry.

Measure of angles; trigonometric functions and their graphs, logarithms and exponential functions; radian measure; trigonometric identities and equations; solution of triangles, inverse functions; De Moivre's theorem.

Prerequisite: Mathematics 103

107. Finite Mathematics.

A course designed for students in the social sciences. The aim of the course is to give the student a working knowledge of the areas of mathematics that are most applicable to his particular discipline. Among the topics studied will be elementary matrix algebra; linear programming; basic probability and statistics; elementary concepts of calculus.

Prerequisite: Mathematics 103

114. Elementary Statistics.

Designed for students who need an elementary knowledge of statistics. The basic ideas of descriptive and inductive statistical methods are considered, including frequency distributions, descriptive measures, probability and sampling, prediction and correlation, index numbers and time series.

This course is not open to majors

Prerequisite: Mathematics 103

121-122. Elementary Calculus.

First semester: The straight line; functions; limits; continuity; derivative of the algebraic functions with applications to velocity and rates; extrema; curve plotting; differentials; Rolle's theorem, law of the mean; the indefinite integral; plane analytic geometry.

Second semester: The definite integral; applications of integration to area, volume,

moment of inertia and work; differentiation and integration of trigonometric, inverse, exponential and logarithmic functions; transformation of the plane; length of a curve; area of surfaces.

221-222. Intermediate Calculus.

First semester: Methods of integration; application of integration to physics — moments, centroids, theorems of Pappus, hydrostatic pressure, work; hyperbolic functions; polar coordinates; parametric equations; vectors in two dimensional spaces.

Second semester: Three dimensional vector analysis; quadric surfaces; partial differentiation, multiple integration and their applications; infinite series.

ELECTIVE COURSES

(Given in alternate years or on demand)

205. Introduction to Programming and Computing.

A first course in computer programming with emphasis given to the FORTRAN language. The course will guide the student in creating strategies for problem solving on a digital computer.

207. Introduction to Probability.

The algebra of sets; probability in finite sample spaces; random variables and probability functions including the mean, variance, and joint probability functions; binomial distribution and some applications.

211. College Geometry.

Advanced topics in Euclidean geometry; basic topics in non-Euclidean geometry. (Designed for prospective high school teachers of mathematics).

303-304. Introduction to Mathematical Statistics.

First semester: Distributions of random variables; conditional probability and stochastic independence; special distributions including the t and the F distributions; moment generating techniques; limiting distributions and the central limit theorem.

Second semester: Sufficient statistics including the Rao-Blackwell theorem; the Rao-Cramer inequality; maximum likelihood estimation of parameters; decision functions; testing hypotheses; analysis of variance.

Prerequisite: Mathematics 222

315-316. Abstract Algebra I & II.

Set theory; number theory; functions and mappings; permutations; theory of groups; theory of rings and ideals — homomorphism and isomorphism, integral domains, equivalence classes, residue classes.

306. Algebra II (Introduction to Linear Algebra and Matrices).

Vector spaces — subspaces, basis, dimension, isomorphism; linear transformations; matrices — matrix operation, rank, equivalence relations, characteristics, functions of matrices; metric concepts.

321. Differential Equations.

An elementary course in differential equations with applications to geometry and physics.

332. Problem Seminar in Mathematics.

A survey of problems and applications. A Junior-Senior level course. Usually offered during the summer.

402. Introduction to Numerical Analysis.

Error analysis; finite differences; interpolation; numerical differentiation and integration; differential and difference equations; least squares and their applications. Solutions of all problems will be by computer techniques. A knowledge of FORTRAN is mandatory.

403-404. Advanced Calculus.

A rigorous development of the fundamentals of analysis. First semester: sets, sequences, functions, limits, mean value theorems, definite integral, Taylor's theorem, improper integrals, set functions, infinite series, uniform convergence, power series. Second semester: improper integrals with parameter; gamma functions; transformations; curves and arc length; extremal problems; integrals over curves and surfaces; Green, Gauss, and Stokes theorems.

407. Introduction to Complex Variables.

Algebra of complex numbers; analytic

functions, limits, continuity, derivative, Cauchy-Riemann conditions; elementary functions — exponential, trigonometric, hyperbolic, logarithmic; integration — contour integration, winding number, Cauchy integral theorem and formula, Morera's theorem, Liouville's theorem.

Offered only on demand.

411. Elementary Topology.

A beginning course in topology. Topics to be studied will be infinite, countable and uncountable sets, real number system, general topological spaces, metric spaces, arcs and curves. The axiom of choice, Zorn's lemma and the well-ordering theorem.

Offered only on demand.

DIVISION III THE SOCIAL SCIENCES

Courses in history, political science, anthropology and sociology, psychology, black studies, education, economics and business administration, and physical education are included in the division of the social science.

The division of the social sciences aims to equip the student with an understanding of the civilization in which he lives and with an understanding of the historical background of that civilization. Each student is required to take a minimum of three courses in three different disciplines chosen from the social sciences.

The social science division also offers teacher certification in social studies. Students desirous of a career in teaching should consult the Department of Education.

Some social science departments have non-social science prerequisites for majors. Students planning to major in any social science discipline are referred to the various statements of courses of instruction offered by each department. Furthermore, they should consult with the respective department in preparation of their curriculum.

Students majoring within this division frequently enter one of the professions, such as law, teaching, or the ministry. In recent years many students have prepared for vocations in public life, especially for federal, state, or local civil service careers or administrative careers at home and

abroad. However, the first object of the division is not occupational training as such, but to help students understand the economic, political, racial, and social elements of society. Social science courses attempt to relate these influences to national life and beyond that to the world scene. The division adopts the philosophy of a basic liberal arts education.

HISTORY

Messrs. Winchester, Foner, Moyana, Jones, Russo

Requirements for a history major include completion of 10 one-semester courses taught by members of the history department including Historical Methods 401-402, two courses in history of black people in United States, one course in general United States history, one course in a field of western civilization and one course in non-western civilization.

Each course is a full course unless otherwise indicated.

101-102. Modern European History.

This is a basic introduction to the study of history. Two sessions per week are conducted as lectures, two other sessions each week are conducted with small groups engaging in discussion under the direction of the instructor. The first semester covers the development of Europe from the close of the Middle Ages to the revolutions of 1848. The second semester covers the period from 1848 to 1939. Writings of contemporary authors and historians with varying points of view supplement the use of a basic text.

104. Twentieth Century History.

This course gives broad world coverage of events of the century and stresses the background of current affairs, starting with the origins of World War I and continuing to the present.

105-106. History of the United States.

The first semester covers the period from the first explorations to 1876, with emphasis on the following topics: the expansion of Europe in the 16th century, life in the colonies, the growth of American political institutions, and the sectional conflict. The second semester covers the

period from 1877 to the present, with particular emphasis upon political and social developments.

107-108. History of East Asia.

This course is an elementary survey of the historical development of the major East Asian countries from circa 600 B.C. to modern times. The first semester deals primarily with the formation of the traditional culture and government of East Asia. The second semester concerns the impact of the West on East Asia, starting with the Opium War and ending with the Communist Revolution in China. Special emphasis will be on a comparison of the response of China and Japan to Western ideas and technology.

Given on demand.

201-202. Ancient Civilization.

The first semester deals with the development of organized societies with particular emphasis upon Egypt, Babylonia, Persia and Greece. The second semester covers the rise and fall of the Roman state.

Given on demand.

203. The Colonial History of the Americas.

This course studies the colonial history of North and South America from the age of exploration and discovery to the struggle for independence.

Given on demand.

204. Latin American History.

This course traces the economic and political history of the South and Central American nations since 1800. Emphasis is placed upon the relation of Latin America to the interests and policy of the United States.

Given on demand.

205. History of Black People in the United States.

The first semester of this course covers the period from the African background to the outbreak of the Civil War. It includes early history and the era of slavery and traces the important movements, including protest movements, to the outbreak of the Civil War.

206. History of Black People in the United States.

The second semester of this course commences with the end of slavery, then treats

Reconstruction, the Betrayal of Radical Reconstruction and the basic problems which have emerged both in the South and North with emphasis on the protest movements emerging in the twentieth century until World War I.

207-208. History of England.

This course traces the growth of English life from Anglo-Saxon times to the present, dealing with the major political, constitutional and economic developments of the country. It is designed to meet the needs of pre-law students and English literature majors as well as the interests of history majors.

Offered in alternate years.

211. History of Revolutionary Africa in the 20th Century.

The African Revolution: This course will examine the history of the African revolutionary movements. The study will include revolutionary forces in the following countries: Algeria, the Mau Mau in Kenya; the Portuguese colonies, i.e., Guinea Bissau, Angola and Mozambique, and the struggle for Southern Africa. All the factors that have begot revolution in these areas such as, land and taxes will be analyzed.

212. History of Black People in the Twentieth Century.

This course deals with the most recent phase of the history of black Americans. Up to World War I, the period covered in History 205-206, while attention is paid to the Northern black people, the major emphasis is on the South. But with the great migration of World War I to the north and the rise of the Northern black ghettos the emphasis turns increasingly to the North while the South is by no means neglected. Events of the World War II and post-war era are included.

301-302. Medieval History.

The first semester deals with the decline of Rome and the evolution of medieval society, emphasizing the basic characteristics of feudalism and the cultural life of Europe to 1200 A.D. The second semester covers the transition from medieval to modern society with treatment of non-European as well as European influences.

Offered in alternate years.

303-304. Seminar in History.

A select number of students will pursue particular topics under the direction of the instructor. Emphasis will be placed upon the use of primary sources, and students will be expected to present oral and written reports from a variety of historical fields.

305-306. History of Russia.

The first semester traces the growth and consolidation of Russia from the early movements of the Slavs and Varangians through the growth of Muscovy and the rise of the Tsars. The semester ends with the study of the Napoleonic wars. The second semester treats the reform and revolutionary movements of the 19th century and the organization of the communist state in the 20th century.

307. History of Africa to 1885.

History of the Great Civilizations of Ancient Africa. This course covers all the major kingdoms and civilizations that developed in Africa from the earliest times up to the era of the colonial period. The civilizations to be included in this course are: Ancient Egypt; Kingdoms of Nubia and Axum; Ancient Ghana; Songhay; Mali; the ancient kingdom of the Kongo; the Great Zimbabwe civilization and the Zulu Kingdom.

308. History of Africa Since 1885.

History: African Responses to European Imperialism. This course examines the concept of European Imperialism and the factors that led to the partition of Africa by European powers in the later part of the 19th Century. It also examines the character of Colonial rule and its ultimate overthrow in Africa. The course will also examine the post independence period and the various ideological postures of the independent states will be analyzed.

309. United States Intellectual History.

The main trends in the growth of American thought, from the Puritans in the 17th century through the naturalism and pragmatism of the late 19th century, are treated in this course.

Given on demand.

310. European Intellectual History.

The course treats various aspects of the subject, such as socialism, communism, liberalism, nationalism, or related topics.

Given on demand.

312. Urban History of United States.

This course covers the rise and development of the city and of urban life in United States from the earliest beginnings to the present.

313-314. Diplomatic History of the United States.

This course traces the major developments in foreign policy and diplomacy from the time of the American revolution to the present.

401-402. Historical Methods.

For history majors. The course emphasizes concepts of historical causation, theories of history, basic bibliography and techniques of historical research through assignment of research problems.

Prerequisites: a minimum of four courses in history.

POLITICAL SCIENCE

Miss Atherton; Messrs. R. Stevens, J. Landon, G. Robinson

Majors in political science must complete ten courses in the area, among which the following are requirements: 101 Elements of Government; 103 American Government; 300 Man and the State I; 301 Man and the State II. In addition, one course in each of the following areas must be included: American government and politics, comparative government and politics, international politics. Although ten courses are required in political science, the student may apply to the chairman to substitute one or two courses related to his career from other departments.

The major in Political Science has been designed for students desiring to pursue graduate work in Political Science, Public Administration, or Urban Studies. It also can be pursued by students desiring to enter Law School. *Each course is a full course unless otherwise indicated.*

101. Elements of Government.

An introduction to the study of political processes and institutions. Examinations of selected political ideologies.

103. American Government.

The organization and operation of the national government from the standpoint of constitutional principles, structure and functions, programs and policies. Required for all majors.

204. International Politics.

The political relationships among nations with special emphasis upon, first, historical and contemporary concepts and practices of imperialism, balance of power, and national sovereignty; and second, the role of ideologies and the limitations on national power in the nuclear age.

Prerequisite: Political Science 101.

205. American Foreign Policy.

American foreign policies since 1945, with emphasis on, first, the major domestic and foreign determinants of these policies; and second, analysis of the major problems of contemporary American policies, including the impact of Communism, the division of Europe, and the challenge of revolution in modernizing societies.

Prerequisites: Political Science 101 and 103

207. Comparative Political Processes.

Comparative study of contemporary political processes in selected western and non-western countries. Political cultures, processes of socialization and the role of interest groups as well as actual governmental institutions will be emphasized.

Prerequisite: Political Science 101.

208. Comparative African Politics.

The comparative politics of selected states in east and west Africa; Guinea, Ivory Coast, Nigeria, Ghana, Liberia, Ethiopia, Tanzania and Somalia. Institutions and political processes are analyzed with attention to emerging relations among African states.

Prerequisite: Political Science 101.

209. Politics and Governments of the Middle East and North Africa.

The spread of Islam and the rise and decline of the Arab and Ottoman Califates. Emphasis on the development of Arab nationalism, the colonial impact and independence movements in North Africa and

the Middle East, analysis of post-independence political development.

Prerequisite: Political Science 101.

210. Latin American Politics and Government.

The political evolution of Latin America; factors conditioning governmental organizations and policies; case studies of selected states.

Prerequisite: Political Science 101

212. China in World Politics

An historical and analytic study of the Chinese revolution communist ideology, and the evolution of the present political system. A study of China's relations with the rest of the world.

Prerequisite: Political Science 101

213. Politics of the Caribbean

A study of the colonial legacies in the West Indies and adjacent mainland areas which have influenced political evolution; movements and problems connected with federation, relationships with the U.S. and European powers, and the development of Black power concepts and movements will be treated. Special emphasis to be placed on Cuba, Haiti, Dominican Republic, Trinidad, French possessions, Jamaica, Bahamas.

Prerequisite: Political Science 101

300. Man and the State I.

The State as the most universal form of human association; concepts of individual freedom and group responsibility considered historically and analytically from the Greeks through the Middle Ages.

Prerequisites: Political Science 103 and three additional courses after 101. Required of all majors.

301. Man and the State II.

The State as the most universal form of human association; concepts of individual freedom and group responsibility considered historically and analytically from early modern times to the present.

Prerequisites: Political Science 103 and three additional courses after 101 and Man and the State I. Required of all majors.

305. American Political Parties.

Structure and role of political parties and pressure groups as instruments of decision making at the national, state and local levels.

Prerequisite: Political Science 103.

306. Black Politics.

The role and techniques of the black community in American politics at the local, state and national levels. Intensive study will be given to the interests and programs of black political action groups and political strategy and tactics for achieving them.

Prerequisite: Political Science 103.

307. Revolution in the Third World.

An historical and analytical treatment of selected "Third World" revolutions as they have developed; first, in response to western economics or political forces; second, have evolved an ideology based on Marxist-Leninist assumptions; or/and have taken the form of military-guerrilla confrontations. After surveying the major postulates of Marx and Lenin, the Mexican, Vietnamese, Cuban, Algerian, Portuguese, Guinean and Palestinian armed operations will be discussed in seminar-lecture form. Revolutionary ideological formulations of Debray, Giap, Arafat, Nasser, Fanon, Ben Bella, Nkrumah and Cabral will be assessed.

Upper-division students, non-majors with permission of the instructor.

309. Public Administration.

The organization and operation of administrative agencies at the national, state and local levels: principles and practices of administrative structure; relations with legislative and judicial agencies.

Prerequisite: Political Science 103.

311. Politics of Southern Africa.

Common historical, economic and political factors operation in southern Africa. Focus on South Africa with attention to South West Africa and other minority controlled areas. The problems of adjacent black states, consideration of nonindependent Africa in international and pan-African relations.

Prerequisite: Political Science 101.

313. Judicial Behavior.

The federal and state courts in the political process; the judiciary as an integral part of policy-making and policy-execution; and examination of the policy significance and consequences of what judges do and how they do it.

Prerequisite: Political Science 103.

314. Urban Politics

The purpose of this course is to study in-depth the political groups that make decisions in the city and their responses to urban problems. Special emphasis will be given to comparative urban problems of U.S. cities and their relationships to state, federal and other local governments.

Prerequisite: Political Science 103

317. Legislative Behavior.

This course will relate the formal rules and the informal codes of behavior that govern members of legislative bodies. Such bodies will be examined at the state and federal levels and an attempt will be made to develop a general theory of legislative behavior. Proposed alternate years.

Prerequisite: Political Science 103

401. American Constitutional Law.

The role of the Supreme Court in the American political system through analysis of leading cases. Special emphasis is placed on First Amendment Freedoms, Due Process of Law and Civil Rights.

Prerequisite: Political Science 313.

403. Independent Study.

Specific projects are to be arranged through consultation between a student and a member of the department. The course will normally involve writing a major paper to be submitted to the whole department for evaluation. No more than two such courses may be taken by a student.

405. Selected Topics in Political Science.

Seminar to be offered at the discretion of the department on topics considered to be of interest to students. Topics to be publicized in advanced of preregistration. This course may be taken more than once for credit.

410. Seminar.

An honors seminar is provided for selected students who have demonstrated exceptional academic potential and interest. This seminar introduces the student to the newer conceptual approaches of the discipline and acquaints him with the modes of analysis to the study of political analysis.

411. Seminar.

An honors seminar is provided for selected students who have demonstrated exceptional academic potential. This semi-

nar will deal with topics to be decided upon by the instructor. There will be extensive writing and reading assignments.

SOCIOLOGY, ANTHROPOLOGY AND SOCIAL SERVICES

Messrs. Royster, Benner, Franke, H. Gunn, Johnson, Nichols, Wilson, Thomas, and Ms. Carter.

This Department offers curricula leading to a B.A. degree with a concentration in Sociology or Anthropology or Social Services. It is possible, also, for a student to fulfill the requirements for Sociology and Human Services within the four year time period.

The Department stresses the need for awareness of the application of knowledge of all its majors. The program in Human Services is designed to prepare students for professional careers in all Human Services settings, including social work, and for immediate employment in entry-level positions in the field of Human Services.

Employment opportunities in a variety of social, federal, state and local agencies, as well as industrial and commercial firms, are available for those concentrating in Sociology and Anthropology.

Employment opportunities for each of the concentrations should be discussed with staff.

A concentration in any of these three areas will provide the student with preparation for graduate study in the appropriate area.

Students may elect to concentrate in one or more of the following subject areas, and should be guided by the requirements listed in each concentration.

a. *Sociology:* 101; 201; 215; 212 or 244; 305 and 306; 307 or 308; either 311 or 319 or 336; 318; 341 or 342; 404 or 405; 408 or 410.

b. *Anthropology:* 101; 201; 303; 304; 305 and 306 or 305 and Psychology 402; 311 or 319; 341 or 342; 408 or 410; 409 and three other courses (including related courses in other departments) with the approval of the anthropology advisor.

c. *Human Services:* 101; 201; 243; 244; 305; 307 and 308; either 306 or Psychology 402 or Math. 114; 318; 341 and 342; 408 or 410 and three courses in a specialty from electives.

Students should check with the Depart-

ment for yearly course offerings; courses offered will be dependent upon availability of staff.

101. Introduction to Sociology.

An introduction to the basic concepts of sociology, including socialization, groups, institutions, and social change.

Prerequisite to all other courses in the Department.

201. General Anthropology.

An introduction to the science of man and his works in the light of the findings of physical anthropology, cultural anthropology, archaeology, and linguistics.

202. The Social Psychology of Group Behavior.

The study of the major theoretical and methodological contributions of social psychology. The course will focus on developing the student's ability to choose among those in order to gain practical research experience.

205. Marriage and the Family.

Special emphasis on the Black Family, exploring the myths related to the behavior and functioning of the Black Family as well as studying the family as a social institution, including the parent-child relationship and its influence on child growth and personality development, mate selection, marital adjustment, parenthood, family disorganization, and the investigation of alternative family forms.

209. Institutional Racism.

The investigation of social institutions and the manner in which groups are victimized and deprived of products and services of these institutions in systematic fashion. Analysis of institutional practices which result in this penalization will be a major subject area. Groups to be included for discussion as victims will include, but are not limited to, Blacks, women, poor Whites, etc.

212. Social Deviance and Social Control.

Theories of deviance causation and their relevance to analysis of particular types of deviation such as suicide, mental illness, addictions, sexual deviance, etc. Investigation of the relationships between the deviant behavior and the social reactions to such behavior.

215. Class, Status and Social Mobility.

The investigation of societal social differentiation, the influence of this differentiation upon behavior, and the study of social mobility patterns and the effects of this mobility.

241. Social and Rehabilitation Services.

The history of social and rehabilitation services, including principles, philosophy, and legal basis of programs. Emphasis will be placed on the relationship of these programs and services to the ethnic-minority community.

243. Introduction to Human Services.

A survey of the history of social services from the English Poor Laws to the present. An introduction to a variety of helping services: rehabilitation, corrections, health, gerontology, and other related social welfare services, plus a survey of basic methods for approaching the delivery of services.

244. Social Policy.

The origin of social programs, their philosophy, how they become policy, and how they are carried out will be covered. The focus will be on current social policies as they are embodied in current programs, tracing the dynamics of their development.

300. Services to the Severely Disabled.

This course is intended to help prepare the student for work with the severe cases of disability to give insight into the special problems of adjustment, training and living a meaningful life by persons with the most severely handicapped physical conditions. The student will become knowledgeable about the classification systems applied to the handicapped, the basic treatment methods and the present and future trends in service.

303. Cultural Anthropology.

An introduction to world-wide ethnographic literature; a study of the whole culture of selected societies through standard monographs.

Prerequisite: Sociology 201.

304. Prehistory.

An introduction to archaeological theory and method, followed by a survey of

the prehistoric development of man and world culture in the light of archaeological evidence and current theory.

Prerequisite: Sociology 201.

305-306. Social Research.

Basic research methods in sociology, including survey and case techniques, participant-observation, and preparation of research reports. The second semester emphasizes application, both in terms of projects and analysis of classical sociological contributions.

307. Methods I: Individual and Family.

Methods of intervention for working with people as individuals and as families. Methods of interviewing, individual and family case work, crisis intervention, and long range planning will all be covered.

308. Methods II: Group and Community.

Methods of intervention for working with groups and community organizations. The roles of advocate and enabler will be explored, as well as the supporting and initiating frames of reference in the overall content of the worker as a change agent.

311. The American Community.

A study of the spatial aspects and social processes of community development and community organization as influenced by historical, ecological, sociological, political and economical factors. Special emphasis will be placed on the current conditions in Black communities. Such areas as housing, health, education, transportation and citizen participation will be examined.

314. Crime and Delinquency.

Characteristics, causes, and correction of crime and delinquency, including discussion of various theories of deviant behavior and social disorganization.

315. Prevention and Treatment of Crime and Delinquency.

The study of developments in the field of corrections, crime prevention, control, and penology, with emphasis on practical application in the form of field work and training.

318. Sociological Theory.

An introduction to the history of sociological theory from the French Revolution to the present, with emphasis on application to contemporary theoretical problems.

319. Urban Sociology.

An introduction to the study of urban society and the urbanization process, with emphasis on the western world. The characteristics of the city, its ecology, institutions, and problems, will be covered.

320. Urban Anthropology.

The social anthropological study of urban situations, including the socio-cultural aspects of urbanization and industrialization as a process; with emphasis on Africa and other developing regions.

321. Ethnology of West Africa.

A survey of the traditional institutions and cultures (including the languages) of the peoples of the Guinea coast, the western and central Sudan and the Congo Basin.

Prerequisite: Sociology 201.

322. Ethnology of Eastern Africa.

The peoples and cultures of the eastern Sudan, the East Horn (Ethiopia and Somaliland), and Greater East Africa (the East Coast and Hinterland, South and Southwest Africa).

Prerequisite: Sociology 321.

325. Social Gerontology.

The role of the aged in our society. The provisioning of services and assistance to the aged. The rise of senior citizen power as seen in health, housing and social program development by Federal, State and local governmental and private organizations. Problems of the aged and methods of approaches to meeting the problems of aging in our society.

327. Child Welfare Services.

This course will be concerned with the human growth and development of the child in our society. It will be concerned with the delivery and administration of social services for children. The position of the Federal government and that of the State's will be explored as to the protection of and care for children in our society.

334. Social Movements and Social Change.

An examination of the strategies of action of movements as well as the examination of their characteristics, membership and structure. The relationship of the social system and its changes to the social movements will be examined.

336. Population.

Calculation and interpretation of birth, death and migration rates. Relation of demographic trends to other aspects of social change. Recent trends in fertility, mortality, migration and their relations to social factors. Problems of population estimation and of population policy.

340. Assessing Human Potential.

The course is an introduction to a wide array of methods of determining the ability and aptitude of vocationally or physically handicapped persons. This course is intended to develop in students the ability to critically assess the handicapped individual's readiness to set and carry out useful lifetime goals.

By Permission of Instructor

341-342. Field Placement.

Placement in a social agency or community project under supervision. An internship in which the theoretical aspects of working with people are put into practice. Assignments will be adjusted to fit the student and to facilitate growth in direct practice skills. A field instruction seminar is also involved for one meeting a week on campus.

Prerequisite: Sociology 307 or 308.

343. Social-Psychological Aspects of Disability.

The problems of adjustment to disabling conditions. Includes the study of somatopsychological and sociopsychological factors on illness and disability.

344. Complex Organizations.

The study of more formal organizations including the functions and dysfunctions of bureaucracy, trends in management, and individual and group reactions to organizational life.

354. Rehabilitation Services Processes.

Study of rehabilitation agencies, referral processes, criteria for evaluation, and the use of resources in case management clients toward vocational and personal-social adjustments.

401. Administration of Public Welfare.

The provisioning of public tax supported welfare services and their administration will be investigated. The development of standards and policy in

the execution of Federal and State legislation and the public's interpretation of eligibility and selection of qualified recipients, patients or beneficiaries will receive special emphasis.

403. Independent Study.

Specific projects arranged through consultation between a student and a member of the faculty. No more than two such courses can be taken by a student.

404. Social Program Planning.

The study of the planning process as it is employed in the development of social programs. Both small community based programs and larger programs will be investigated and commonalities in the planning process will be examined. Case studies will be utilized.

405. Social Program Planning Evaluation.

The study of the methodology and techniques of program analysis. The investigation of the quasis-experimental methods employed in evaluative research. Attention will be given to systems approaches and to other techniques of problem definition, data collection and analysis. Case studies will be utilized.

408-410. Advanced Topics in Sociology and Social Welfare.

A senior seminar devoted to the intensive study of topics in the area of sociology and social welfare. Topics to be covered will vary from year to year; topics will be publicized in advance of pre-registration.

Offered each Fall and Spring semester.

409. Seminar in Anthropological Theory.

A seminar focusing on a selected issue in anthropological theory, with the selection changing from year to year.

Prerequisite: at least junior standing, with at least two courses in Anthropology.

BLACK STUDIES

C. L. Brock

A student majoring in black studies must complete ten courses which must include Black Studies 201-202, 301, 315, 401, 402 and 403. He must also elect one course from each of the following groups:

A. Black Studies 304, 313, 314; Political Science 306; Economics 316, 323

B. Black Studies 304, 305, 306; English

319, 320; Music 313, 321; French 403; and Afro-American Religion

C. Black Studies 302, 303, 304; Sociology 320, 202; Psychology 309.

For the Certificate in Black Studies, a student must complete the following courses: Black Studies 201-202, 301, 401, 402 and two other courses in black studies. Language Requirement:

Students in black studies may take Swahili or any other language in consultation with their advisers.

All students may take Black Studies 201 or 202 in fulfillment of their social science requirement.

Each course is a full course unless otherwise indicated.

201-202. The Black Experience: An Introduction to Black Studies.

A two-semester course which will deal with the total black experience, beginning in Africa and extending to the Americans and the present. It will be interdisciplinary in nature, i.e., the social, psychological, economic and political aspects of the experience will be closely examined as well as the historical. The course will be designed to prepare the black studies major for all other courses in the department and will do this largely by posing some of the pressing questions which will be considered in black studies. Guest lecturers will be used as well as any audio-visual aids deemed helpful by the instructor.

301. The Black Family.

The course will examine the origins of the black family in Africa; its structure and function within the total society. It will look at the effects of slavery on the family and will look at the black family within the white American context. It will analyze current ideologies regarding the role of the husband/father and wife/mother and their viability vis a vis the American situation.

302. The Black Community.

This course will look at the social, political and economic factors contributing to the development and perpetuation of the so-called ghetto and particular emphasis will be placed on the current conditions in black communities. Special emphasis will be given to the various agencies and institutions operating within black communities, such as anti-poverty programs, departments of welfare, settlement houses,

etc. The student will be encouraged to closely examine both the philosophy and programs of these institutions in order to determine their efficacy and how they relate to the power structures within communities, and what possible alternatives can be created. The concepts of power and community will be studied.

303. Education and the Black Community.

This course will examine the origins and development of the American educational philosophy and look at the relationship between that philosophy and the black community. Particular emphasis will be placed on the issue of politics and education. Education in the inner city will be a central topic and students will analyze some of the more significant school issues of the day i.e., segregation and de facto segregation, decentralization, the rise of the community college, Black Studies, etc.

304. Mass Media and the Black Community.

This will be a critical examination of the black experience with mass media including both a look at the evolution of the black press as well as the dilemma of the black with the American white press. Radio and television and the movie industry will also be considered.

305. Survey of the Black Arts.

A general survey course which will critically examine the development of artistry among black people, both in Africa and the New World. Particular emphasis will be placed on the role of the artist within the total black experience and the relationship of black art to the artistic development of the New World.

306. Black Drama.

This course will have two components. First it will deal with the development and function of the black theatre, as well as the efforts of black people to enter the American theatre. Secondly it will have a workshop which will aim at creating a Company of Players at Lincoln. Original works will be utilized as well as those of other authors.

313. The Black Man and the American Left.

A look at the involvement of black people in American left wing political and economic activities from the early Social-

ist and labor movement to the contemporary Communist and other radical movements. Special attention will be paid to the upsurge in radicalism among black people in the post-World War I years and during the Harlem Renaissance of the 1920's. The course will analyze the continuing lure of the Left for sections of the black population and its failure to enlist the support of the masses of black Americans; the motives of the left in alliances with black people and the effects on the movement of black people toward liberation. The feasibility of the much-discussed alliance between black people and the Left will be closely examined.

314. Racism and American Law.

This course will be designed to examine the relationship between racism and American law. It will address itself to the question of the extent to which American racism has been reflected in the country's legal system and the ways in which the legal order has abetted racism, as well as to the more general question of the power of the law as an agent of social change.

315. Research Methods and Design.

The design and techniques of effective research, with particular emphasis on the problems of research in the black community. Existing studies will be analyzed and criticized vis a vis both content and methodology. It is strongly recommended that certificate candidates take this course.

401. Racism.

This course would begin with the earliest known contacts of European explorers and traders with Africa; it would examine the initial relationship between Africa and Europe and the attitudes held by each toward the other. The differences and similarities between the two civilizations will be examined as they relate to the development and dissemination of the 'inferiority' myth about Africans and the Social Darwinism doctrine will be examined. The course will analyze the social, psychological, economic and cultural implications of racism as well as its role in the total American structure.

402. Ideologies of Black Liberation.

An examination of the patterns which have emerged in the oppression of black people and an analysis of the social and political ideologies which have arisen from the black society in response to those

patterns. The origins and development of these ideologies as well as their viability will be discussed. This course will allow the students and instructor to use the readings studied in order to arrive at what seems a feasible solution for black people in the United States.

403. Senior Seminar.

This seminar is designed to integrate the Black Studies curriculum and to prepare the student for his comprehensive examination. Specific topics will be selected by the instructor, but whatever the topic, the course will provide valuable review for the student.

404. Black Studies Honors Seminar.

This course will offer the opportunity for independent and creative thought and work for those majors who have distinguished themselves academically in the department. Topics will be selected by the instructor and the director. Seniors who are qualified may take this in lieu of the Senior Seminar.

Open to juniors and above with permission of the instructor. Students should have had some field work experience.

EDUCATION

W. Gardner, Ms. Mullett, Ms. Thomas

The department offers a program in teacher preparation to fulfill a need that is in keeping with the liberal arts tradition; it has done so for many years and thus feels a strong sense of responsibility to continue this service. The teacher certification program is not set apart from but is integrated in the larger university curriculum. By offering this program we are able to meet the specific professional needs of those liberal arts students who wish to prepare for the teaching profession on the secondary level (we do not offer certification in teaching on the elementary level).

We believe that students preparing to be teachers need the same general education foundation as those preparing for any other field of endeavor. The students preparing for teaching in secondary schools must first fulfill the college core requirements, major in a subject area, and obtain a minimum of 6 professional education courses, including 2 courses of student teaching. Student teaching is regarded as a culminating educational activity which

implements the theories and principles emphasized in our professional courses. Students may qualify for teaching certificates in Biology, Chemistry, English, French, General Science, Mathematics, Physics, Physics-Mathematics, Social Studies and Spanish.

The Education courses required for certification on a secondary level include: ED 201, Introduction to Education; ED 202, Educational Psychology; ED 204, General Methods in Secondary Education; ED 301, Tests and Measurements; ED 401, Student Teaching, students must complete the listed number of course units to qualify for a certificate in the following content areas:

Content Area	Units
Biology	6
Chemistry	8
English	10
(including English 314—Introduction to Linguistics and English 203—Fundamentals of Speech)	
General Science	5
(Major emphasis either in Biology, Chemistry, Mathematics or Physics)	
	4
(Minor emphasis either in Biology, Chemistry, Mathematics or Physics. The minor emphasis must be different from the major emphasis)	
Mathematics	8
Physics	8
Physics and Mathematics	10
(Major in Physics and take 4 course units in Mathematics)	
French	8
Social Studies	7
(Econ. 201-202, Geog. 201, History 105-106 and a minimum of two units in non-western History)	
Spanish	8

Students must meet the following prerequisites before they will be admitted into the Teacher Certification Program:

1. Declare their desire to Student Teach by the end of the first trimester of their sophomore year.
2. Acceptance into the Teacher Education Program by the Education Department.
3. Attain standing as a first trimester sophomore.
4. Maintain an overall grade point

average of at least 2.0

5. Be approved by the faculty of their major department.

Each course is a full course unless otherwise indicated.

201. Introduction to Education.

An overview of the aims, organization and procedures of education to provide a systematic view of the whole field. Information regarding the opportunities and requirements in education as a profession. General education for all students and professional orientation for prospective teachers. This course helps to fulfill the social studies requirement. Open to sophomores, juniors, and seniors.

202. Educational Psychology.

An introduction to the principles of human growth and development as involved in the field of formal education. Also a survey of the principles of learning, motivation, and personality development.

204. General Methods in Secondary Education.

The method of the teacher in the high school; classroom management; instructional materials; the guidance of the learning experience. Open to sophomores, juniors, and seniors.

301. Tests and Measurements.

Study of representative tests in the secondary field with practice in selecting and administering them. Use of measures of central tendency and variability in interpreting tests. Open to juniors and seniors.

303. Teaching Development Reading.

This is a course in methods of teaching developmental reading to secondary school students. **Offered in alternate years.**

401. Student Teaching. (3 course units)

This course aims to review important theories and practices in secondary education resulting from recent experimental research, to prepare the students for a period of student teaching in cooperating high schools, and to supervise and direct an actual teaching experience in such schools. Open to seniors.

PSYCHOLOGY

Messrs. Cornwell, Durkin, Trotman; Mrs. Kinsey

The courses in psychology are designed to offer (1) a broad understanding of the principles of human behavior, (2) training of the pre-professional student in techniques of human relations as applied in the major professional and vocational fields, and (3) a well-rounded orientation in systematic, experimental, and clinical psychology for students planning graduate study in this field. General Psychology 201 and 202 are prerequisite for all psychology majors. For a major six courses in psychology in addition to General Psychology are required. The following courses are required of all majors: Experimental Psychology 205 and 206, Statistical Methods 402, Advanced Statistical Methods 410, and the Psychology Seminar 403-404.

Each course is a full course unless otherwise indicated.

201-202. General Psychology.

An introductory study of general psychology designed to prepare for more advanced work in the subject.

205. Experimental Psychology.

An introduction to laboratory methods in experimental psychology.

Psychology 201 prerequisite or concurrent

206. Experimental Psychology.

A continuation of 205 with the design, performance, and report of an original psychological experiment required.

Prerequisites: Psychology 201 and 205

301. Social Psychology.

An intensive study of the principles of psychology in group relationships.

Prerequisite: Psychology 201

302. Social Psychology (Group Dynamics)

An intensive analysis of psychological interactions in small groups.

304. Abnormal Psychology.

A study of distortions of behavior resulting from disturbances and disorders in the mental and emotional aspects of human personality.

Prerequisite: Psychology 201

305-306. Personality and Clinical Psychology.

The first semester will cover theory and techniques of the clinical assessment of behavior and the second semester will cover the theory and practice of psychotherapy.

Prerequisite: Psychology 201-202

307. Developmental Psychology.

A study of human development throughout the life span.

Prerequisite: Psychology 201-202

309. Developmental Psychology of the Black Child in the U.S.

An intensive analysis of the factors influencing the psychological growth and development of the black child in the United States.

Psychology 201 prerequisite or concurrent

311. The Psychology of Learning: Empirical Foundations.

Survey and analysis of the learning process as it occurs in classical and instrumental conditioning, problem solving, concept formation, and perceptual organization.

Prerequisite: Psychology 201-202

312. The Psychology of Learning: Theoretical Considerations.

An intensive examination and evaluation of the major theories of learning including the reinforcement theories of Thorndike, Hull, Spence, Guthrie, and Skinner, and the cognitive theories of Tolman, Lewin, Brunswik, and others.

Prerequisites: Psychology 201-202; 311

401. Contemporary Schools of Psychology.

A survey of points of view in a selected sampling of schools of psychology.

Prerequisite: Psychology 201

402. Statistical Methods.

An introduction to descriptive statistics and computational procedures involved in deriving measures of central tendency, variability, and correlation.

No prerequisite

403-404. Psychology Seminar.

The first semester requires an intensive investigation and report by each student on a major problem in the field of psychology. The second semester consists of the independent preparation of original exper-

rimental solutions to limited aspects of problems developed in the first semester. Restricted to seniors majoring in psychology.

410. Advanced Statistical Methods.

A continuation of 402 including statistical inference, nonparametric methods, and an introduction to the analysis of variance.

Prerequisite: Psychology 402

ECONOMICS AND BUSINESS ADMINISTRATION

Messrs. Setai, Williams, Alterescu, Gabbin, Papanicolaou

All Department majors in either Economics or in Business Administration are required to take twelve Department courses for graduation. In both major fields, six required core courses are taken in common. They are Principles of Economics-Macro, Principles of Economics-Micro, Quantitative Methods I, Quantitative Methods II, Introduction to Computer Systems, and Senior Seminar. Introduction to Computer Systems (Math 205) is a special section of the Mathematics Department's introductory computer systems course specifically oriented towards business and economics applications. This course serves to familiarize the student with a field of ever growing importance in both the world of business and in economic research. Senior Seminar is taken jointly by majors in both fields in the spring term of their senior year, and students will be encouraged to make use of their computer programming ability developed in Math 205 to assist in their research efforts required in this course.

In addition to the six common core courses, Business Administration majors must take three other core courses, Elementary Accounting I, Elementary Accounting II, and Principles of Management. Economics majors must take two other core courses in addition to the common core, Income Theory and Price Theory. The remainder of the twelve required courses are made up of Department electives, three required of Business Administration majors, and four required of Economics majors. Majors are advised to choose their required electives according to their career interests and are encouraged to take more than the required

number of electives in their field. Business Administration majors should use their Department electives as an opportunity to acquaint themselves with the several disciplines within the management field. Electives in finance, marketing and accounting, are offered for that purpose either as courses specifically in those areas or under the Selected Topics courses (see B.A. 431-432). Other students with more well-defined career intentions may choose to concentrate their elective study in one specific field such as accounting. The Department offers an excellent sequence of courses for those majors interested in accounting or in preparing to take the CPA exam (see B.A. 331, 332, 333, 431 and 432). Many students have elected accounting courses in response to heavy recruitment demand for minority graduates with accounting backgrounds. Economics majors are also encouraged to develop their elective programs similarly. An Economics major can concentrate his or her electives in a specific field of economics. Such fields include international economics (Econ. 321, 323, 326 and 347), the U.S. economy (Econ. 311, 313, 315, 318, 411 and 412), and minority economics (Econ. 316, 317 and 401). A student may feel that independent study and research or practical experience in the economics field would be advantageous. Credit can be granted for such work when done with Department approval and guidance. In order to assure flexibility in developing their major programs, Business Administration majors are allowed to substitute an Economics elective for a required elective in Business Administration with the approval of their faculty advisor, the reverse also being allowed for Economics majors.

In addition to Departmental required courses, majors in both fields are required to achieve a level of competence in mathematics at least up to Finite Mathematics (Math 107) by the end of their freshman year. This requirement assures that each major will be able to handle the mathematical and quantitative treatment which he will frequently encounter in his coursework. Normally a student will fulfill this requirement by taking College Algebra (Math 103) and Finite Mathematics (Math 107) during his first two terms at Lincoln. However, students with better mathematics backgrounds are encouraged to sub-

stitute one or more higher level courses, such as Elementary Calculus (Math 121-122), for Math 103 or for both Math 103 and 107. Majors anticipating continued study at the graduate level (such as MBA and Masters' and Ph.D. economics programs) will find at least one elementary course in calculus a practical necessity in view of existing graduate school admission requirements.

The Selected Topics courses (Econ. 411-12 and B.A. 431-32) allow the Department to respond to changing student needs and interests. Under these designations courses in corporate finance, management accounting, auditing, Federal taxation, advanced business law topics, minority enterprises, and labor economics are given contingent upon student demand.

The Department offers many courses of interest to students majoring in other Departments, especially those in other Social Science fields. In addition to Principles of Economics-Macro (Econ. 201), such courses include Public Finance (Econ. 315), Government and Business (Econ. 318) and Business Law (B.A. 334). Other courses have been developed which are of special interest to minority students, such as The Economics of Black Community Development (Econ. 316), Urban Economics (Econ. 317), and Welfare Economics (Econ. 401), and under the Selected Topics designations (Econ. 411-12 and B.A. 431-32) courses frequently deal with minority problems. Non-majors interested in the 300 and 400 level courses mentioned above will find it advantageous to take Econ. 201 first. However, this is not a prerequisite and students lacking Econ. 201 can enroll with the permission of the instructor.

The Department of Economics and Business Administration also cooperates with other Departments in developing programs for students interested in a combination major.

Each course is a full course with prerequisites as stated. The consent of the instructor is needed for enrollment in courses for which prerequisites are not met.

COMMON CORE COURSES (required for majors in both fields)

201. Principles of Economics-Macro.
An introduction to fundamental economic concepts and analysis, the

determinants of the aggregate level of economic activity in a mixed economy, and fiscal and monetary policy. Topics will include inflation, full employment and the business cycle.

Prerequisite: Mathematics 103

202. Principles of Economics-Micro.

An analysis of consumer and producer behavior under alternative market structures, the pricing of productive factors and issues in resource allocation.

Prerequisite: Economics 201

205. Introduction to Computer Systems (Section B).

This course will introduce basic computer concepts, enable the student to program in the FORTRAN language, and review the major uses of computer systems in business and economics. This section is oriented towards computer applications in business and economics. This course is given in the Mathematics Department.

Prerequisites: Economics 201 and Mathematics 103

206. Quantitative Methods I.

An introduction to some basic mathematical models of economics and management science, the elementary concepts of probability theory, measures of central tendency and dispersion, random variables, and theoretical probability distributions.

Prerequisites: Economics 201 and Mathematics 107

207. Quantitative Methods II.

The application of statistical theory to the problems confronting economists and managers. Topics will include sampling and estimation, hypothesis testing, analysis of variance, and regression and correlation analysis.

Prerequisite: Economics 206

459. Senior Seminar.

This course affords the senior major the opportunity to make an independent research study of his own choosing under the guidance of a faculty member. Students will present their findings in the form of a major term paper. Other assignments will also be made. This course is for Department seniors in their last term and will normally be offered in the Spring term.

ADDITIONAL CORE COURSES FOR THE BUSINESS ADMINISTRATION MAJOR

203. Elementary Accounting I.

Provides a general knowledge of accounting and prepares the student for more advanced work in the subject. Course content consists of the basic concepts and procedures of accounting theory and practice.

Prerequisite: Mathematics 103

204. Elementary Accounting II.

A continuation of Elementary Accounting I, including the application of accounting principles to partnerships, corporations and manufacturing firms. Also included is the use of accounting as an aid to management.

Prerequisite: Economics 203

335. Principles of Management.

This course will introduce the theory of organizational behavior and administration and integrate the several functional disciplines of management through case studies.

Prerequisites: Economics 202 and 204

ADDITIONAL CORE COURSES FOR THE ECONOMICS MAJOR

301. Price Theory.

The theory of household and firm behavior; market structure and performance; the theory of distribution of product; general equilibrium analysis; and, the problems of monopoly and oligopoly.

Prerequisites: Economics 202 and Mathematics 107

302. Income Theory.

The theory of income determination, both static and dynamic, integrating the money supply, interest rates, the price level and technological change with an emphasis on Keynesian economic theory. Some of the basic econometric models of the U.S. economy will be studied.

Prerequisites: Economics 201 and Mathematics 107

ADVANCED LEVEL ELECTIVES IN BUSINESS ADMINISTRATION (At least three required for Bus. Adm. major)

331-332. Intermediate Accounting.

Among the topics considered are: an analysis of the treatment applicable to each balance sheet account; financial statements and net income concepts;

generally acceptable accounting principles; and interpretation of financial statements. 331 is a prerequisite to 332; however, 331 may be taken alone.

Prerequisite: Economics 204

333. Cost Accounting.

The procedures utilized by manufacturing firms for determining production costs of their products. Topics include: job-order and process costing, planning and controlling costs, and allocation of overhead costs.

Prerequisite: Economics 204

334. Business Law.

An introduction to the body of law that governs business transactions. The course will stress the uniform commercial code as it applies to secure transactions, commercial papers and sales. This course is open to majors in other departments.

Prerequisite: None

336. Managerial Economics.

Decision-making in the modern business firm; demand and cost analysis; inventory problems; investment problems; and deterministic and probabilistic models of managerial operations.

Prerequisites: Economics 204 and 207

337. Marketing.

A general survey of the various functions of marketing, the channels of distribution, and marketing practices. The course will include some work on modern linear programming techniques to solve distribution problems.

Prerequisites: Economics 202 and 204

348. International Finance.

Problems of private enterprise, governments in promoting trade, investment in industrialized and newly developing countries; the role of this activity in promoting growth and raising living standards, with special emphasis on the United States and the countries of Africa.

Prerequisites: Economics 202 and 204

431-432. Selected Topics in Business.

This sequence of courses will deal in considerable depth with one or more problems of the business world such as the special problems of the small business concern in America, problems of risk and insurance, investments, management ac-

counting, auditing, Federal taxation. Corporate finance is offered each year under this course designation.

ADVANCED LEVEL ELECTIVES IN ECONOMICS (At least four required for Economics majors)

303. Mathematical Economics.

The course is designed to give students the ability to read contemporary economic literature. The tools that will be taught and used are the calculus, differential equations and linear and matrix algebra. Emphasis will be placed on economic theory.

Prerequisites: Economics 301-302 and Mathematics 121-122

311. American Economic Development.

Natural resources, labor, capital, and technology in the United States; their growth and effect on income distribution over time; the special problems of cyclical instability; the interrelated development of the economy; the problems of the present-day economy and their origins. This course is open to juniors and seniors in other departments.

Prerequisite: Economics 201 or by special permission of the instructor

313. Money and Banking.

A study of Monetary Policy and the Federal Reserve System; Financial Markets and Financial Intermediaries; the regulation and structure of the Commercial Banking Industry; and International Finance.

Prerequisite: Economics 201

314. History of Economic Thought.

The course will trace the history of economic thought from Aristotle to Marshall. Contributions of the contemporaries of Marshall will be explored. Major emphasis will be placed on the writings of Adam Smith, David Ricardo and Karl Marx.

Prerequisite: Economics 201

315. Public Finance.

An analysis of various sources of financing government, such as taxation, debt and other non-tax revenues, in terms of their incidence and economic effects. An examination of current issues including the role of government in a market economy, functional specialization among the different

levels of government, and policies toward poverty. This course is open to juniors and seniors in other departments.

Prerequisite: Economics 201 or by special permission of the instructor

316. The Economics of Black Community Development.

The critical problem of rapid technological change and rigid product prices in American growth and development and their effect on the well-being of the labor force, with particular reference to the black community. Special attention will be given to the problem of shifting to labor-using capital expansion in order to expand employment and raise real income in the black sector. This course is open to juniors and seniors in other departments.

Prerequisite: Economics 201 or by special permission of the instructor

317. Urban Economics.

An economic analysis of pressing urban problems with a view to gaining an understanding of those problems and developing solutions to them. Urban problems to be examined include, poverty, housing, health, transportation, pollution and crime. This course is open to juniors and seniors in other departments.

Prerequisite: Economics 201 or by special permission of the instructor

318. Government and Business.

Government efforts to devise methods to control the agricultural and business sectors of the economy when the market mechanism fails to work in an optimal fashion. Open to juniors and seniors in other departments.

Prerequisite: Economics 201

321. Comparative Economic Systems.

An analytical study of economic problems in different economic systems. The economic ideology of capitalism, Marxism and socialism. Comparison of several capitalist and socialist countries. Discussion of such topics as the role of the price system, investment decisions and economic growth. Open to juniors and senior majors in other departments.

Prerequisite: Economics 201

323. Problems of Growth in Newly Developing Countries.

Theories of economic growth with special reference to the problems of newly

developing countries, including those related to population expansion, manpower constraints, domestic and foreign sources of finance, and appropriate balance between the agricultural and industrial sectors.

Prerequisite: Economics 202

326. The World Trade and Financial System.

Trade among nations and related commercial policy problems; customs unions and preference areas; gold, dollars and the world financial systems.

Prerequisite: Economics 202

347. The Theory of International Trade.

The theory of international trade and finance and its application to current problems such as balance of payments and international monetary reform.

Prerequisite: Economics 202

401. Welfare Economics.

A study of the theory behind economic welfare, and its application to the U.S. and other economies. A systematic statement of concepts — Pareto optimality, voting paradox, compensation criteria, criteria of welfare — and their use in evaluating welfare standards under various systems. A study of the shortcomings in these systems and possible solutions to them will be made. This course may be of interest to majors in other departments.

Prerequisite: Economics 201 or by permission of instructor

411-412. Selected Topics on the American Economy.

This sequence of courses will treat in considerable depth one or more problems dealing with the American economy such as labor economics, labor relations, and regional economics.

Prerequisite: Economics 201

451-452. Field Work in Economics.

Credit will be given for work done on or off campus under the supervision of an instructor within the department. Permission to work in the areas of Economics or Business will be granted by the Department Chairman.

Prerequisite: Economics 207

PHYSICAL EDUCATION AND ATHLETICS

Messrs. M. Rivero, Gardner, Randolph, Gregg, Jones, Porretta, Kinder, Mrs. White, Miss Nolen

Students at Lincoln University are encouraged to participate in recreational activities throughout their four years of study. The physical education basic instruction program is intended to equip students with skills in physical activities, and to stimulate an interest in wholesome recreational activities which may be carried on during and after the college years. All students are required to take four quarter courses in physical education during the freshman and sophomore years. This requirement includes a reasonable degree of proficiency in swimming. Students physically unable to participate in the regular classes will be assigned to a special section, and activities will be prescribed by the University Physician. The sophomore program is an elective one. Students may select the activity of their choice each semester. (Number of students in each section will be limited). Physical education major activity courses may be taken to meet the sophomore physical education requirement. Veterans will not be given credit towards meeting graduation requirement for basic training in the armed services.

A prescribed uniform is required of all those taking physical education. This uniform may be purchased in any sporting goods store or in the campus bookstore. Swimming trunks for men and swimming suits for women may also be purchased in the campus bookstore.

In addition to the required programs in physical education and the major program, the department offers voluntary programs in intramural sports and in intercollegiate athletics for both men and women.

101-102 Freshman Physical Education (M-W).

An introduction to concepts in physical education; beginning swimming; and the Standard First Aid Course leading to the first aid certificate. Second semester devoted to life time sports skills — badminton, bowling, swimming, and tennis. (1/4 course each semester).

SOPHOMORE PHYSICAL EDUCATION (M-W).

Students who have completed the freshman requirement have an opportunity to improve their skill in specific activities and may select the activity section of their choice. All courses are co-ed except as designated. (¼ course each semester).

- 210. Touch Football and Basketball
- 211. Archery and Bowling
- 212 M. Basketball and Softball
- 221-222 M-W. Swimming
- 234. Golf (M-W), Wrestling (M), Volleyball (W)
- 231-232. Bowling
- 241-242. Tennis and Badminton
- 251-252 M. Weight Training and Conditioning
- 262. African Dance
- 271-272 W. Body Mechanics and Physical Fitness
- 281-282. Fencing

PROFESSIONAL COURSES

(Each course is a full course unless otherwise indicated).

- 103 (M-W). Basic Gymnastics I.
A study and practical application of fundamental tumbling skills associated with gymnastics. The class work is based on a sound progression from individual to group skills with emphasis being placed on the learning of basic skills with an understanding of the mechanics involved with the activity. (¼ course).
- 104 (M-W). Basic Gymnastics II.
A study and practical application of fundamental apparatus including the parallel bars, horizontal bar, side horse, and trampoline, associated with gymnastics classwork is based on a sound progression with each piece of equipment with emphasis on spotting and performance technique. (¼ course).
- 106. Personal and Community Health.
Problems and practices involved in the improvement of individual and community health; the nature of communicable diseases and the means of preventing them; the study of the scientific approach

to the solution of personal health problems; the study of available health resources.

- 203 (M-W). Badminton and Tennis.
Fundamental and advanced skills. Teaching techniques. Organization and officiating of match and tournament play. (¼ course).

- 205 (M). Wrestling and Weight Training.
Fundamentals of wrestling and weight training. Teaching techniques in the basic fundamentals of wrestling. Conditioning principles. Instruction in weight training as it is related to physical education. (¼ course).

- 213-214. Officiating of Athletic Sports.
The principles, techniques, rules and regulations for officiating in football, soccer, and basketball are studied. During the second semester, the principles, techniques, rules and regulations for officiating wrestling, track and field, and baseball are presented. Theory and practice with required laboratory sessions in actual officiating. (½ course)

- 220 (W). Bowling and Volleyball.
Instructions and practice in fundamental skills of bowling and volleyball with emphasis on teaching methods and techniques. (¼ course).

- 230 (M-W). Aquatics.
Aquatic activities for physical education majors. Development of personal skills in swimming and life saving with emphasis on teaching methods and techniques. (¾ course). (Not open to beginners).

- 303. Philosophy and Principles of Physical Education.
Development of the philosophy of physical education. Discussion of facts and principles serving as the basis for this philosophy. Interpretation and application of historical and philosophical bases of physical education.

- 307. Physiology of Exercise.
The functions of the human body and the physiological changes in the human organism due to physical exercise. Applications to specific problems of the health and physical education program.

308. Kinesiology.

A study of the principles of human motion. Anatomical and mechanical analysis of everyday and physical education activities are emphasized for the purpose of promoting normal physical development and improvement of performance.

309. Kinesiology and Physiology of Exercise.

A study of the principles of movement and the physiological changes in the human organism due to physical exercise. Mechanical and physiological analysis of physical education activities for the purpose of promoting normal development and improvement of performance.

311. Methods of Teaching Physical Education.

Development of necessary skills and experiences essential for the teaching of physical education in elementary and secondary schools. Principles, methods, and resources involved in teaching physical education; curriculum patterns; individual teaching experience within the group.

312. Health Service and Instruction.

Methods, practice and observation of health education programs; health examinations, follow up procedures, special classes, school feeding and hygiene of the school environment.

314. Athletic Injuries and Adapted Physical Education.

Care and prevention of injuries in athletic activities; safety procedures; proper care of equipment, support methods and therapeutic modalities. Laboratory work will include clinical use of physiotherapy equipment.

The second half of the course will deal with developmental activities suited to the capacities and interest of students with disabilities that restrict them from participation in the total physical education program.

Prerequisites: Biology 201, Physical Education 307, 308.

318 (M-W). Golf and Archery.

Development of golf and archery fundamentals. Rules and etiquette. Teaching techniques, skill practices, and analysis. (¼ course).

319 (M-W). Dance — Afro and Caribbean.

This course is designed to develop appreciation, knowledge of the history and values of Afro and Caribbean dances; and the acquisition of variety of skills related to them. (¼ course).

320 (M-W). Dance — Modern.

A study of contemporary dance techniques and the basics of composition. Development of knowledge, skills, and appreciation of modern dance through the presentation of fundamental techniques. (¼ course). This course is designed to prepare teachers in elements of modern dance activities that are employed in public school programs and hospitals.

321. Basic Rhythmic Skills.

This course equips the student with the basic understanding of skills and techniques used in schools, rehabilitation and recreational centers. It also intends to meet the needs of the student who desires to learn ethnic dance forms. (1/4 credit).

402. Organization, Administration and Supervision of Physical Education.

Procedures in teaching, organization, administration and supervision of physical education in relations to the whole school program. Organization of pupils; selection and organization of activities; planning to time and space; utilization and care of equipment; procedures for effective administration.

Prerequisites: Physical Education 303.

405. Methods and Techniques of Coaching.

Theory of and practice in the coaching of sports. Fundamental techniques and tactics of individual and team play.

406. Leadership in Community Recreation.

Methods of conducting recreational programs for rural and urban communities designed to meet specific needs and interest. Emphasis on organizing and planning appropriate activities.

413 (M). Football and Soccer.

Schedule making; team management, scouting, officiating; theory of game play, the application of scientific principles and techniques to specific coaching situations

and their importance in individual improvements and successful achievements. Theory and practice. (¼ course).

414 (M). Baseball.

Team play and strategy will be given emphasis from offensive and defensive viewpoints. Application of rules, officiating, and theory. Additional areas to be discussed and/or participated in by the student will include the role of coach, practices, and conditioning procedures, equipment evaluation, mental and physical aspects of the game, and baseball tactics. Theory and practice. (¼ course).

415 (M-W). Basketball.

An in-depth study of principles, techniques and philosophies to aid the prospective basketball coach and teacher of physical education. Lectures and practical work with the University basketball team and local teams are included. (¼ course).

418 (M-W). Track and Field.

Techniques and methods of coaching. Theories of conditioning. Evaluation of facilities and equipment. Laboratory experiences in officiating. Theory and practice. (¼ course).



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1974-1975

Milton J. Shapp, The Governor of Pennsylvania (ex officio)

John C. Pittenger, Secretary of Education, Commonwealth of Pennsylvania (ex officio)

Year of

First

Election

Trustees Elected Directly by the Board

Expiration

1975	James F. Bodine, Philadelphia, Pa.	1978
1947	George D. Cannon, New York, New York, Chairman	1978
1959	Andrew M. Bradley, Harrisburg, Pennsylvania	1978
1959	Thomas L. Farmer, Washington, D. C.	1977
1959	F. W. Elliott Farr, Philadelphia, Pennsylvania	1975
1962	Maceo W. Hubbard, Washington, D. C.	1976
1959	George M. Leader, Bryn Mawr, Pennsylvania	1975
1966	Irene duPont May, Wilmington, Delaware	1975
1959	Elinor K. Newbold, Philadelphia, Pennsylvania	1976
1971	Jeanne L. Noble, New York, New York	1978
1944	Walter M. Phillips, Philadelphia, Pennsylvania	1977
1964	Charles A. Robinson, Wilmington, Delaware	1975
1959	Stephen B. Sweeney, Lansdowne, Pennsylvania	1976
1971	Noble L. Thompson, Jr., Philadelphia, Pennsylvania	1976
1964	Joseph C. Waddy, Washington, D. C.	1976
1945	John H. Ware, III, Oxford, Pennsylvania	1978
1971	John C. West, New York, New York	1975
1968	Franklin H. Williams, New York, New York	1977
1966	J. Peter Williams, Philadelphia, Pennsylvania	1977

Trustees Elected by the Board on Nomination of the Alumni

1970	James A. Parker, Red Bank, New Jersey	1977
1972	Frank T. Coleman, Philadelphia, Pennsylvania	1975
1974	Benjamin F. Amos, Washington, D. C.	1978

Year of

First

Election

Commonwealth Trustees

Expiration

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1973	George E. Branch, Harrisburg, Pennsylvania	1976
1973	Freeman Hankins, Harrisburg, Pennsylvania	1978
1974	Robert H. Hanna, Coatesville, Pennsylvania	1977
1974	Leo S. Holmes, Chester, Pennsylvania	1976
1973	LeRoy Patrick, Pittsburgh, Pennsylvania	1977
1974	Jesse W. Woods, Philadelphia, Pennsylvania	1978

PRESIDENT OF THE UNIVERSITY

1970 Herman R. Branson, Lincoln University

ex officio

Trustees, Emeriti

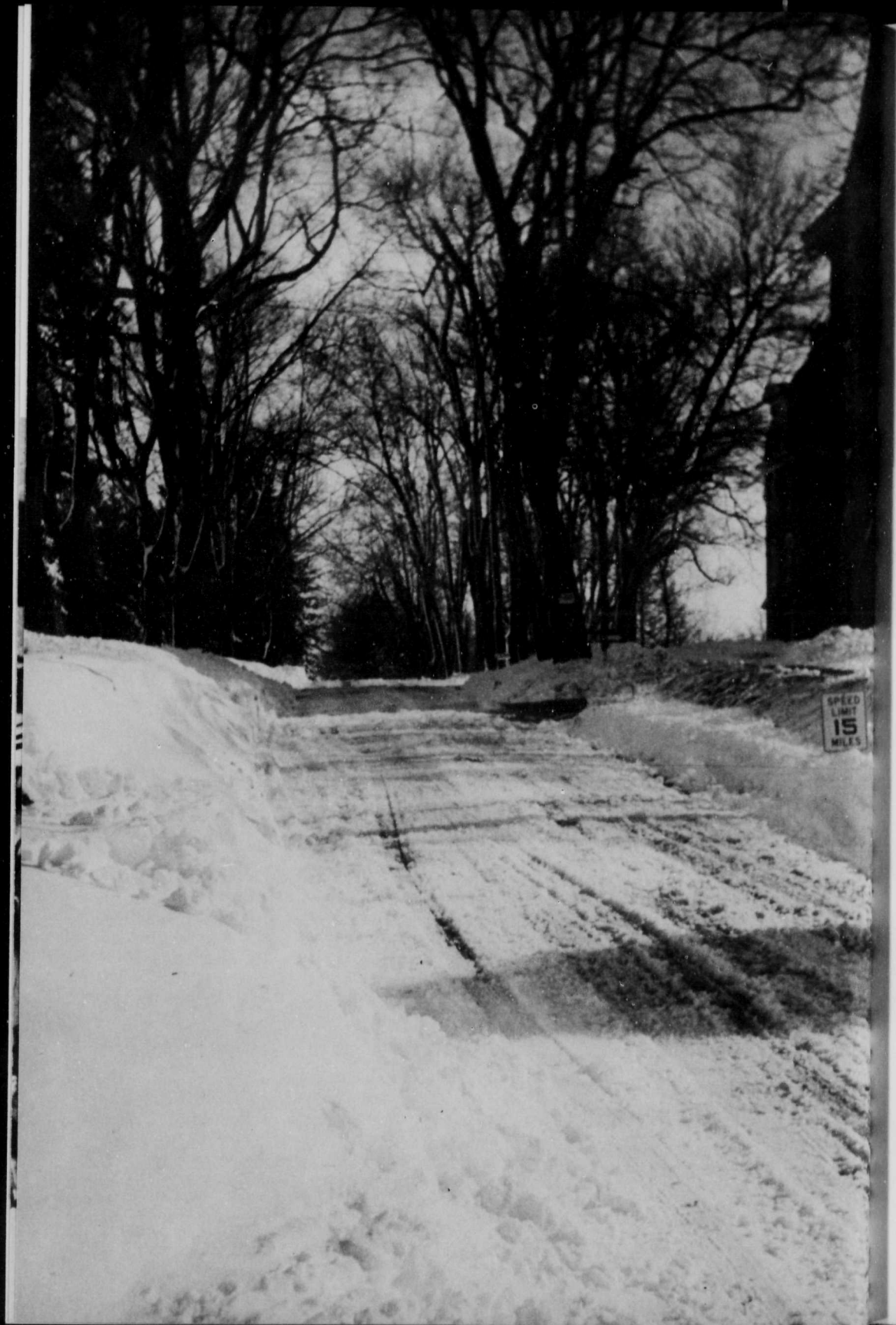
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Howard University
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Ph.D., University of Delaware
Instructor in Biology

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DeSales; M.A. (candidate)
University of Delaware
Lecturer in English

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(candidate) Princeton University
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Atlanta University; Ph.D.,
University of Maryland
Visiting Professor of Economics

MAHINDER SAIN CHOPRA
B.S., M.S., University of Delhi, India;
M.L.S., Villanova University
Assistant Librarian in Charge of
Periodicals with Rank of Assistant
Professor

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M.P.A., Karachi University,
Pakistan; M.A., Williams College
Instructor in Economics
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Harvard University; Oak Ridge
Institute of Nuclear Studies
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Columbia University; Ph.D.,
Rutgers University
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- ROBERT W. EATON
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Texas
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M.A., Columbia University
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University of North Carolina
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University of Chicago; Ph.D.,
University of Delaware
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Ohio State University
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B.S., West Virginia State College;
M.A., University of Delaware
Instructor in English
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B.S., Temple University; M.Ed., West
Chester State College
Assistant in Music for Voice
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University of Delaware
Assistant Professor of Art
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University of Wisconsin; Ph.D.,
Yale University
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Ph.D., University of Maryland
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Reuben J. Flick Professor of Mathematics
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LL.D., University of Havana
Assistant Professor of Spanish
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State University
Professor of Education
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University of Pennsylvania
Assistant Professor of French
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Delaware
Instructor in English
- R. DEAN GREGG
B.S., West Chester State College;
M.A., Trenton State College
Instructor in Physical Education

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University of Pennsylvania; Ph.D.,
University Kansas.
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M.A., University of London
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Ph.D., Bryn Mawr College
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Drexel Univ.
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State University; Ed.D., University
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Abigail A. Geisinger Professor of Religion
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University)
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- EUGENE C. ROYSTER
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- DeFOREST PORTER RUDD
B.S., Harvard University; Ph.D.,
University of California
Professor of Chemistry

- MARIANNE H. RUSSO
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Columbia University
Instructor in English
- PAUL A. RUSSO
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Columbia University
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1974-1975

An analysis of the geographical distribution of the 1103 students enrolled in 1974-75.

New England States

Connecticut	14
Massachusetts	10
Rhode Island	1
	25

Middle Atlantic States

Delaware	17
Maryland	39
New Jersey	93
New York	139
Pennsylvania	637
	925

Far Western State

California	1
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South Atlantic States

District of Columbia	39
Florida	4
Georgia	6
North Carolina	3
South Carolina	3
Virginia	30
West Virginia	1
	86

United States Possessions

Virgin Islands	13
----------------------	----

East North Central States

Michigan	3
Minnesota	1
Ohio	6
Iowa	1
	11

East South Central States

Alabama	3
Indiana	1
Mississippi	2
Tennessee	3
	9

Foreign

Africa	26
Ethiopia	1
Ghana	2
Cameroun	1
Kenya	1
Liberia	1
Nigeria	13
Rhodesia	1
Sierra Leone	5
Tanzania	1
Bahamas	3
England	1
India	1
Guyana	1
France	1
	<hr/>
	33

Enrollment by Classes

Freshman	367
Sophomore	249
Junior	180
Senior	237
Unclassified	47
Special	43
	<hr/>
	1,103



ALMA MATER

Dear Lincoln, Dear Lincoln
To thee we'll e'er be true!
The golden hours we've spent beneath
The dear old Orange and Blue

Will live for e'er in memory,
As guiding stars through life;
For thee our Alma Mater dear,
We'll rise in our might.

For we love every inch of thy sacred soil
Every tree on thy campus green;
And for thee with our might
We will ever toil
That thou mightest be supreme.

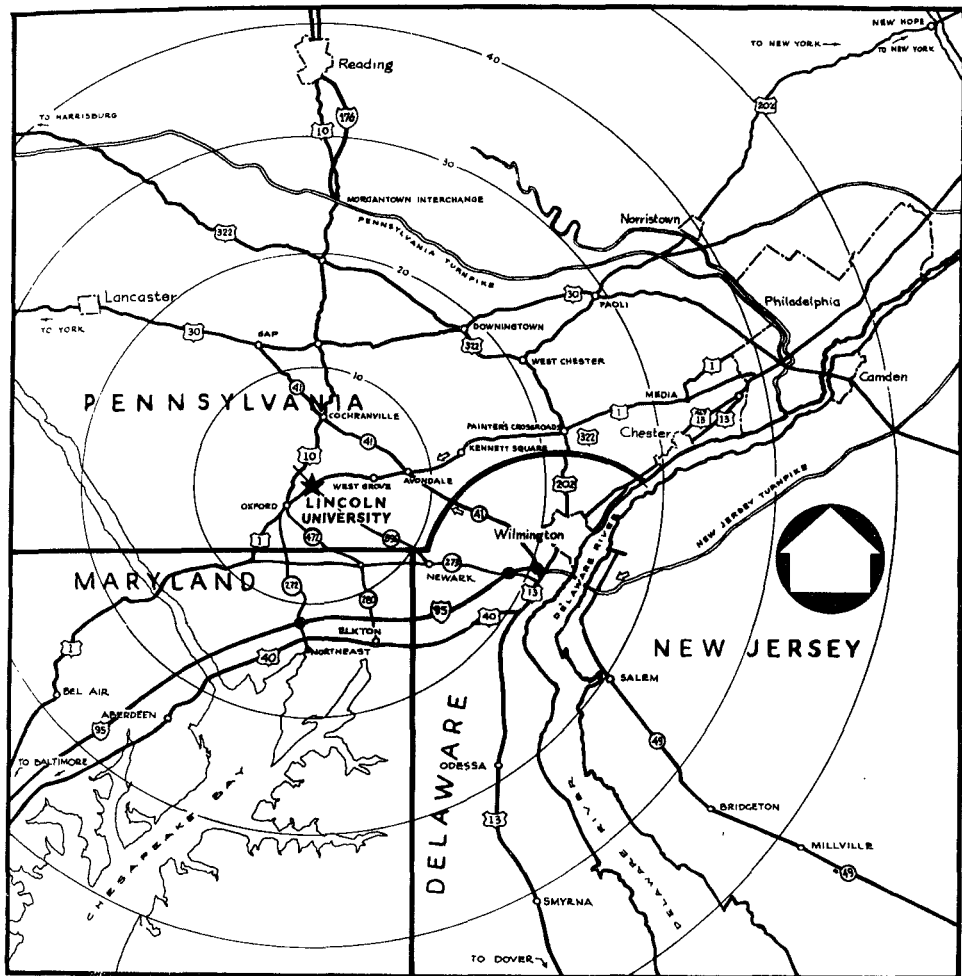
We'll raise thy standard to the sky
Midst glory and honor to fly;
And constant and true.
We will live for thee anew.
Our Dear Orange and Blue
Hail! Hail! Lincoln!

A. Dennie Bibb, '13

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