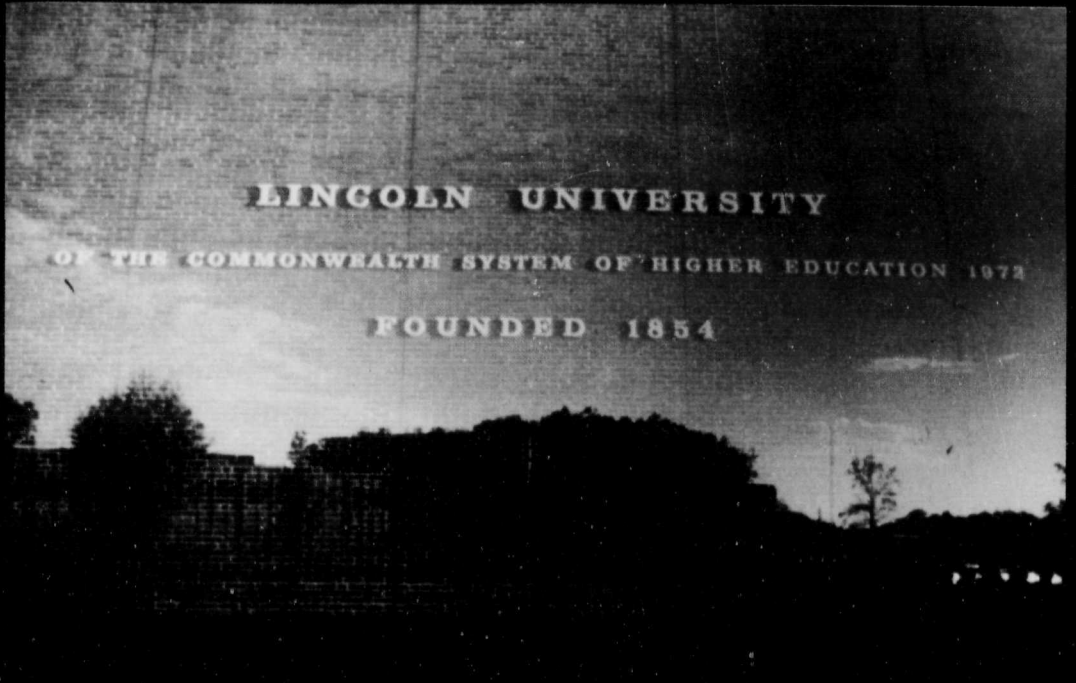


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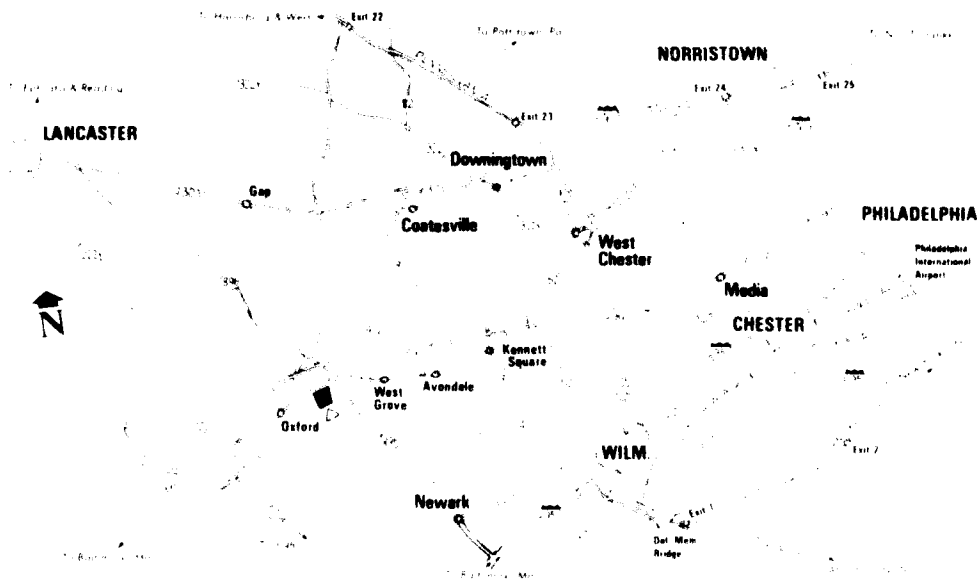


LINCOLN UNIVERSITY

OF THE COMMONWEALTH SYSTEM OF HIGHER EDUCATION 1972

FOUNDED 1854

**LINCOLN UNIVERSITY
BULLETIN**



LINCOLN UNIVERSITY
Lincoln University, Pa 19352

FROM THE PHILADELPHIA AREA ON ROUTE 1

Take U.S. Route 1 from either the Baltimore Pike or City Line Avenue, continue south until you approach the Kennett Square area and there take the U.S. Route 1 By-Pass.

Take the Route 1 By-Pass heading south (Baltimore) and continue to exit, Route 896. Turn left on Route 896 to U.S. Route 131. Turn right onto U.S. Route 131 and proceed south for approximately 1½ miles to Lincoln University.

FROM WASHINGTON, D.C. AND BALTIMORE, MARYLAND

Travel Interstate 95 (John F. Kennedy Turnpike) north. Exit at Route 272, Rising Sun and Northeast, Maryland. Make left turn on Route 272 north and continue across Pennsylvania line to Route 1 (north), pick-up Pa. 131 (Old Baltimore Pike) and follow through Oxford, Pa. to Lincoln University.

FROM NEW JERSEY

Travel Interstate Highway 295 or the New Jersey Turnpike-south and cross the Delaware Memorial Bridge. Proceed on Interstate 95 south, heading for Baltimore, Maryland, and turn off at exit number 1N (896 north, University of Delaware). Stay on Rt. 896 for 20 miles into Pennsylvania. Make left turn on Pa. 131 (Old Baltimore Pike) and proceed 1½ miles to Campus.

FROM HARRISBURG AND POINTS WEST

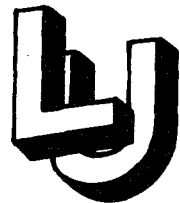
Travel the Pennsylvania Turnpike to Exit 22 at Morgantown and proceed south from Morgantown on Route 10 to Oxford then north on U.S. Route 1 for 4 miles to Lincoln University.

Photography on the front cover by Kenneth Holder.

LINCOLN UNIVERSITY OF THE COMMONWEALTH
SYSTEM OF HIGHER EDUCATION

Lincoln University

BULLETIN 1979/1981



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Lincoln University, Lincoln University, Pennsylvania, 19352.

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

CALENDAR 1978-79

FIRST TERM

1978

August 20	Sunday	Freshman Arrive
August 20-26		Freshman Orientation
August 23	Wednesday	Faculty Conference
August 25	Friday	Freshmen Registration
August 27	Sunday	Upperclassmen Arrive
August 28	Monday	Registration A-M (8:30 a.m.-12:00 noon) N-Z (1:00 p.m.-4:30 p.m.)
August 30	Wednesday	Classes Begin — 8:00 a.m.
September 1	Friday	Last Day for Late Registration
September 4	Monday	Labor Day — Holiday
September 7	Thursday	University Convocation
September 8	Friday	Last Day for Adding Courses
October 16-19		Mid-Term Exams
October 20	Friday	Mid-Term Recess Begins 8:00 a.m.
October 23	Monday	Mid-Term Grades Due
October 25	Wednesday	Mid-Term Recess Ends 8:00 a.m.
October 27	Friday	Last Day to Drop Courses
November 3&4		Undergraduate Assessment Program (UGRE) Seniors
November 18	Saturday	Undergraduate Assessment Program (UGRE) Freshmen
November 22	Wednesday	Thanksgiving Recess Begins 8:00 a.m.
November 27	Monday	Thanksgiving Recess Ends 8:00 a.m.
November 27- December 1		Pre-Registration for Second Term
December 15	Friday	Last Day of Classes
December 18-22		Final Exam Period
December 22	Friday	Christmas Recess Begins — 6:00 p.m.
December 27	Monday	Final Grades Due

SECOND TERM

1979

January 3	Wednesday	New Students Arrive
January 8	Monday	Upperclassmen Arrive
January 9	Tuesday	Registration (8:30 a.m.-4:30 p.m.)
January 10	Wednesday	Classes Begin 8:00 a.m.
January 12	Friday	Last Day for Late Registration
January 15	Monday	University Convocation in honor of Martin Luther King
January 19	Friday	Last Day for Adding Courses
February 26- March 1		Mid-Term Exams
March 5	Monday	Mid-Term Grades Due
March 27-30		Pre-Registration for Summer and Fall Term
March 30	Friday	Honors Day
April 1	Sunday	Parents Day
April 12	Thursday	Easter Recess Begins 8:00 a.m.
April 17	Tuesday	Easter Recess Ends 8:00 a.m.
April 20	Friday	Last Day of Classes
April 23-27		Final Exam Period
April 30	Monday	Final Grades Due
May 6	Sunday	Commencement

THIRD TERM

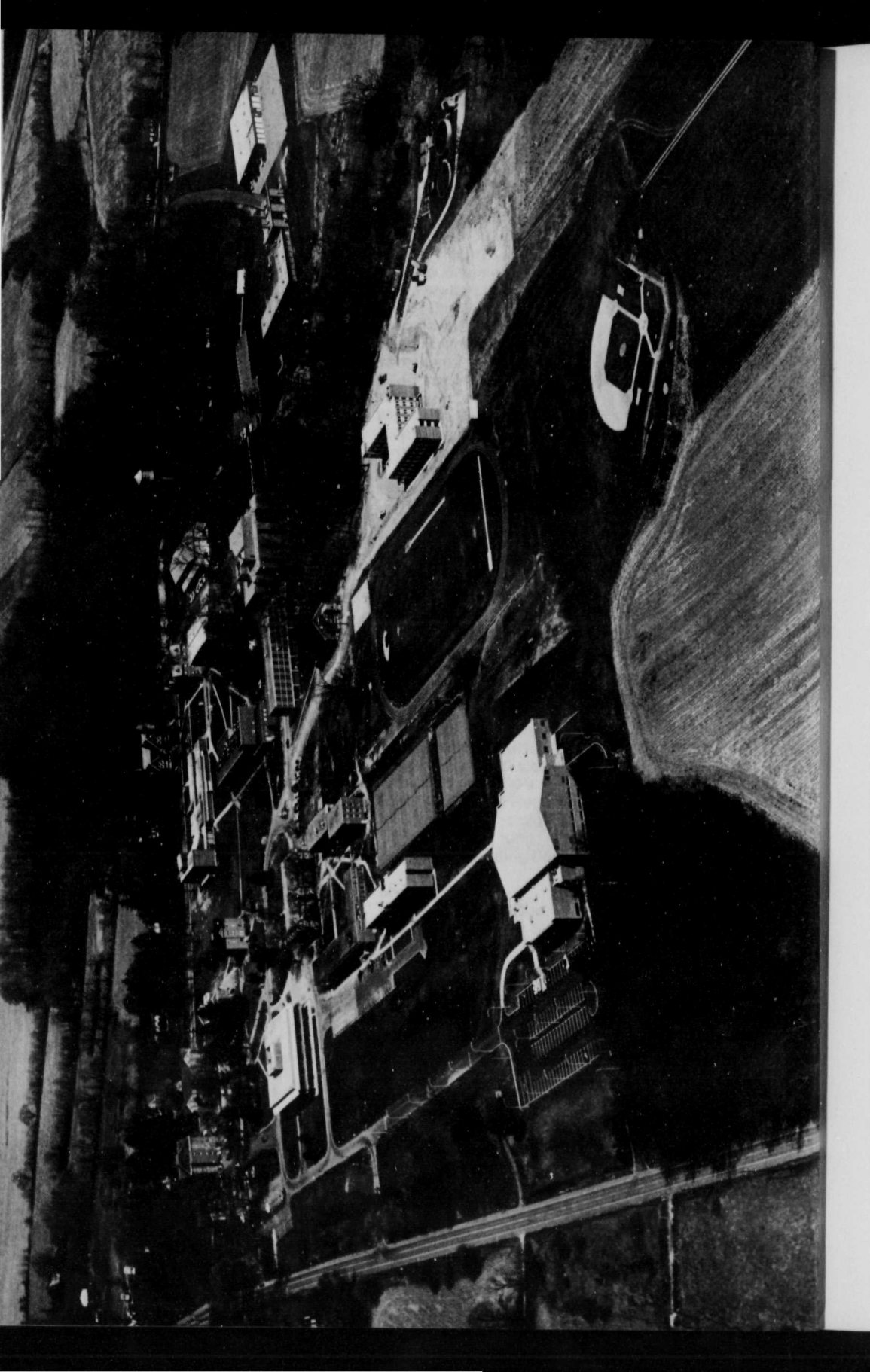
First Session —	Monday May 14 thru Friday, June 22, 1979
	Monday Memorial Day — Holiday
Second Session —	Monday, June 25 thru Friday, August 3, 1979
July 4	Monday Fourth of July — Holiday

**the 125th
126th
127th
university years**

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Lincoln University, in compliance with Title IX of the Education Amendment of 1972 and other Civil Rights laws, offers equal opportunity for admission and employment. Moreover, the programs and activities of the college are offered to all students without regard to race, color, national origin, religion, age, physical disability or sex.



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 graduated 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, profes-

sor 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 21 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 Harold F. Grim Science Hall has been doubled in size for study and research in the life sciences.

The Langston Hughes Memorial Library, opened in 1972, houses over 145,300 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, training room facilities and a recreation area, including an eight lane bowling alley.

The University has an endowment of more than \$2,600,000 and the buildings and grounds have a replacement value of more than \$16,000,000.

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, with particular emphasis on the College Board's Scholastic Aptitude Test, recommendations, cocurricular activities, job experience, demonstrated leadership and contribution to community. No single item of the admission credentials determines whether or not an applicant is admitted.

Applications are welcomed from prospective freshman any time after the completion of the junior year in secondary school. Lincoln University employs the "rolling admission" 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, SAT scores, and two recommendations should be sent 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 August is desired. Transfer students whose re-

cords 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, or have a General Education Diploma (GED).

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. It is recommended that the candidates take this test in November, December, January, or March if admission is desired the following August. 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. Our code number is 2367.

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.

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 early decision plan requires a candidate to certify that Lincoln University is his first choice. That the candidate will accept an offer of admission if it is extended; provided it includes adequate financial aid if such is needed. The early decision plan permits the candidate to initiate other applications for admission, 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.

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 are required to take the Test of English as a Foreign Language. Applicants whose native language is English are required to take the 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.

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 B.E.O.G.'s are available pending admission. All applicants should submit a Financial Aid Form 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 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 college is in session.

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 or withdrew (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 non-degree 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 student to reserve a space at the University. This deposit is NOT REFUNDABLE but will be cred-

ited toward the semester expenses. It is required that all new students (freshman, transfers, re-admits, and 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.

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.



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Expenses

STANDARD CHARGES FOR PENNSYLVANIA RESIDENTS

	<i>1st Trimester</i>	<i>2nd Trimester</i>	<i>Total</i>
Tuition	\$ 625.00	\$ 625.00	\$1,250.00
General Fee	9.00	9.00	18.00
Sub-total (applicable to both Day and Resident Students)	634.00	634.00	1,268.00
Room and Board Fee	725.00	725.00	1,450.00
Total (applicable to Resident Students only)	\$1,359.00	\$1,359.00	\$2,718.00

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	\$ 875.00	\$ 875.00	\$1,750.00
General Fee	109.00	109.00	218.00
Sub-total (applicable to both Day and Resident Students)	984.00	984.00	1,968.00
Room and Board Fee	725.00	725.00	1,450.00
Total (applicable to Resident Students only)	\$1,709.00	\$1,709.00	\$3,418.00

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
Matriculation	12.00
Practice Teaching	25.00
Graduation Fee	15.00
Graduate Record Examination	7.50
Laboratory	10.00
Physical Education	8.00 to 20.00
Late Registration	up to 25.00
Late Payment (each monthly occurrence)	3.00
Music Fee	45.00
Music Practice Fee (Non-Majors)	6.00
Sickness and Accident Insurance	30.00
Laundry Fee	5.00

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	\$40.00	\$55.00

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 non-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 or by contacting the Tuition Plan, Inc., Concord, New Hampshire 03301.

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 that 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 Financial Aid Form (FAF) to the College Scholarship Service, P.O. Box 2700, Princeton, New Jersey, 08540 or College Scholarship Service, Box 380, 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. These forms require at least four weeks processing time before they are returned to Lincoln by the College Scholarship Service.

Candidates for admission should submit a Financial Aid Form (FAF) 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 Financial Aid Form (FAF) 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, corpo-

rations, 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 are attending Lincoln on a full time basis are expected to apply to the Basic Grants 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. Students may apply for a BEOG through section #83 of the Financial Aid Form (FAF). A check should be placed in the "yes" block of section #83 to authorize the release of information to the BEOG Program. There is no charge for this service and eliminates filing a separate BEOG application as in the past. A Pennsylvania resident may apply for a BEOG through section F and G of the PHEAA application also.

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 AND UNITED STUDENT AID FUNDS, INC.

Under a system of guarantees established by the federal 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. Under the United Student Aid Funds, Inc., a qualified student may borrow up to \$7,500 during his undergraduate enrollment. 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.

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.

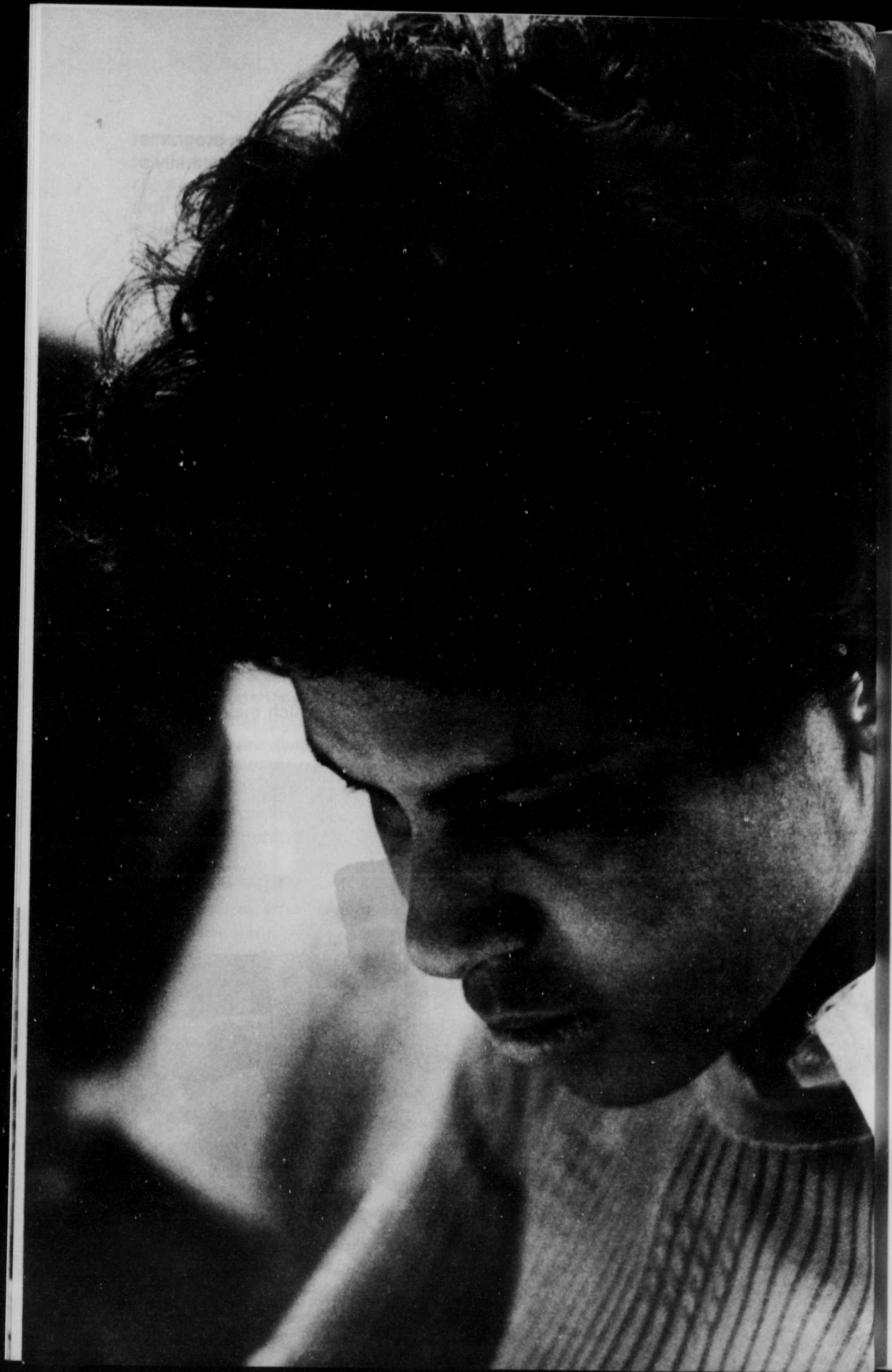
Earnings of a student assigned work to help defray his expenses may be paid in cash or credited to his account monthly upon satisfactory completion of his assigned task. Earnings must be applied to a student's account if it is in arrears.

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 REVEREND EDWIN L. ELLIS LANDSDOWNE APPRECIATION AWARD, established by members of the United Methodist Church of Landsdowne, Pennsylvania to honor Reverend Edwin L. Ellis, Class of 1953, for his five years of unique service to the congregation and to the community. The award is to be made annually to a Lincoln senior student who is committed to a career in the Christian Ministry.

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, Wil-

liam 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.

SCHOLARSHIP LISTING

Paul Robeson Scholarship Fund

Friends of Paul Robeson contributed \$10,000 to honor his memory. Income produced by this fund will be awarded annually to an outstanding, talented senior pursuing graduate studies with a desire to embark on a career in music or drama.

Helen R. and Julius McClain Scholarship

Established by colleagues and friends in memory of Helen R. and Julius S. McClain: Mr. McClain, Class of 1922, was a Trustee Emeritus of the University. It was requested that, in lieu of flowers, contributions be made to Lincoln University for the establishment of a scholarship fund in his name. The same request was made at the time of the death of his wife, Helen R. McClain. This fund is to be awarded to a Lincoln student at the discretion of the University.

Joseph C. Waddy Scholarship Fund

Established by colleagues and friends in memory of Judge Joseph C. Waddy, Class of 1935, and Trustee Emeritus of the University. This fund is to be awarded to a Lincoln student at the discretion of the University.

Philadelphia National Bank

In commemoration of its 175th anniversary, the Philadelphia National Bank created two scholarships and three alternate awards for students entering Lincoln in 1979. Scholarships provide \$1,500 annually for four years. Alternates will receive a one-time award of \$100.

Barrington D. Parker Scholarship Award

The Barrington D. Parker Scholarships Award was established by Judge Barrington D. Parker, United States District Court for the District of Columbia. Judge Parker was a graduate of Lincoln University, Class of 1936, and was appointed to the Federal Judiciary in 1969. Two awards of \$500 are to be given to outstanding seniors who have been accepted and plan to enter law school or to pursue graduate work in the area of economics, political science, or a related field.

Ben Holman Scholarship

The Ben Holman Scholarship was established by Benjamin F. Holman, Class of 1952, to be awarded to a worthy minority student in the junior or senior year. The award of \$1,000 is to be made annually with the recipient being selected by the University.

Drs. George E. and George D. Cannon Scholarship Fund

Established by the Lincoln University Club of New York, Inc. to honor Dr. George E. Cannon, Class of 1893 and Dr. George D. Cannon, Class of 1924. The earnings of this fund are to be awarded to deserving students on the basis of need, high scholastic ability, and who come from all areas of the world; but, preferably of non-Pennsylvania origins.

Dr. Floyd C. and Estelle C. Mourning Scholarship

Established by the estate of Dr. Floyd C. Mourning, Class of 1932, and his wife, Estelle C. Mourning. Income on the principal of \$25,000 is awarded in amounts of \$500 to at least three deserving and able students annually.

Martin Luther King, Jr., Scholarship

The Martin Luther King Scholarship was established by the members of the Class of 1928. This fund is to be awarded to a student annually on the basis of merit and need.



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 is open to all students in the University upon successful auditions held prior to the Fall and Spring trimesters.

The University Chorale prepares: (1) a Christmas program, (2) a Spring Concert, (3) music for some University convocations, (4) a repertory for the major tour which takes place in the late spring. Chorale members may enroll for credit.

THE UNIVERSITY CONCERT BAND is open to all students in the University upon successful auditions held prior to the Fall and Spring trimesters. The

University String Ensemble is open to all students in the University upon successful auditions held prior to the Fall and Spring trimesters. The University Jazz Ensemble is open to all students with the consent of the director.

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.

MU PHI ALPHA — a musical-social organization founded at Lincoln University for all students interested in music.

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 discussion 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 year-book.

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, 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 Freshman Physical Education 101 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., and IC4A. The varsity intercollegiate sports program includes soccer, cross country, basketball, 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.

STUDENT HEALTH SERVICE

The Health Service is located on the first floor of Cresson Hall. It is open 24 hours a day when school is in session with nurses on duty at all times. During summer session, the Health Service is open from 8 A.M. to 8 P.M. Monday through Friday. A physician is available at all times for emergencies and on an appointment basis. A psychiatrist is available at the Health Service and provides evaluation of emotional difficulties and assistance in working out necessary treatment. Psychiatric and medical consultation is furnished at no cost to the students and his records are kept CONFIDENTIAL.

The Health Service has in-patient facilities where students with minor medical and surgical problems can be kept overnight. All prescribed medications will be dispensed to the student without charge.

There is a local community hospital (Southern Chester County Medical Center), 3 miles from Lincoln's campus with emergency, surgical, X-ray, and other diagnostic facilities. Students requiring hospitalization are cared for

there. The University maintains a Health Service van on campus which is available at any time to transport injured students to and from the medical center.

There is a full array of specialists and consultants available in the area and nearby cities, including surgeons, gynecologists, urologists, orthopedists, ophthalmologists, dentists, etc.

Students are encouraged to bring all of their health problems to the Health Service. The Health Service records are kept separately from all the university records. Needless to say, communications made in the Health Service are PRIVILEGED information and are NOT available to anyone including other university officials and parents, WITHOUT THE WRITTEN CONSENT of the student involved.

For more information, refer to the University Health Service guide for students.

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.

Presently, Lincoln University's International Curriculum Committee offers faculty and students the opportunity to study/work in an African country.

Interested faculty and students should contact the Chairperson of the I.C.C. for additional information.

SPECIAL PROGRAMS AND SERVICES

A FRESHMAN STUDIES PROGRAM

The scope of this program is to provide the range and variety of learning experiences required to make all entering students educationally competitive on a college level. It is expected, upon completion of the program, that students

will be able to demonstrate mastery of the prerequisites in mathematics, composition, reading, and general knowledge required to perform satisfactorily in the upper level college courses.

II. OBJECTIVES

The major objectives of the Freshman Studies program are designed to span its scope. They include:

1. To provide a learning environment conducive to the development of the human person, so that each student may realize his own fullest potential as an individual.
2. To provide academic experiences for students who have deficiencies, so they may become educationally responsive and competitive when they reach the upper class levels.
3. To provide adequate and appropriate instruction for regular performing freshman students so they may build the foundation needed to satisfactorily progress through the college programs.
4. To provide an enrichment program for talented freshmen (in an effort to tap their highly developed skills and attributes) so they may become more fully actualized as Lincoln students.
5. To expose all freshman students to a core of human knowledge so that they might understand the basic concepts, principles, and ideas that help to shape the educated person.

The five major objectives of the Freshman Studies Program are directed to a resolution of the educational needs of low achieving, average achieving and talented freshman students. Objective five focuses on providing all freshmen with the informational resources needed to perform satisfactorily in most behavioral sciences, natural sciences and humanities courses.

All freshmen will initially be tested by the appropriate Departments in the basic skills of composition, reading and mathematics. The results of these tests will be used to diagnose each student's readiness for freshman level work. Once the diagnostic process is completed students will be assigned to one of three Freshman programs (a) *Developmental* for low performing students, (b) *University* for student whose performances were high enough for them to be assigned to regular college courses, and (c) *Honors* for gifted students who may be actualized through an organized enrichment program.

The freshman studies program will consist of three instructional tracks. These tracks are designed to match the needs and performance levels of each group of students constituting the freshman class.

- 2.1 — **Developmental Program:** This program will consist of low performing students whose skills render them unable to do college level work when they enter Lincoln. They will be assigned to the developmental courses Eng. 100, Ed. 100, Math. 100, and Freshman Seminar 101. Eng. 100, Ed. 100 and Math 100 do not accrue credits toward graduation.
- 2.2 — **University Program:** The students assigned to this track have demonstrated that they are capable of doing minimally acceptable

college level work. They will be registered in the normal sequence of courses offered to freshmen — Humanities 101, Math. 101, 103, 101 Sciences, 101 Foreign Language, and Freshman Seminar 101.

2.3 — Honors Program: Comprised of a group of excellent students who have high SAT scores (composite scores ranging from 950 to above 1500), and they have scored well in the composition, reading and math placement tests. They will be assigned to a more individualized enrichment program, including the sequence of general required courses, Honors Freshman Seminar, electives and independent study.

The courses listed in this section are classified as components of the Freshman Studies Program. When organized in different combinations, they constitute the Developmental, University or Honors phases or tracks of the Program. All one hundred level courses from the divisions of Humanities, Social Sciences, and Natural Sciences and Mathematics will be a part of the total Freshman Studies Program (eg. 100, 101, 103, 121).

CAREER SERVICES CENTER

The Career Services Center, located on the fourth floor of Lincoln Hall, comprises three separate components: Cooperative Education, the Placement Office, and the Occupational Library.

The Cooperative Education Program offers students an opportunity to combine classroom learning with planned, practical work experience. Each student is assigned to an employer on an individual basis with greatest consideration given to his major and career interests. The students' earnings contribute to financing their own education, leading to self-dependence and independence thereby contributing to their self-esteem and confidence.

The Cooperative Education Work Projects consist of a minimum of two off-campus experiences which allows a student to earn academic credit toward the completion of the Baccalaureate Degree requirements:

Freshman Year			Sophomore Year			Junior Year			Senior Year		
1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Tri.	Tri.	Tri.	Tri.	Tri.	Tri.	Tri.	Tri.	Tri.	Tri.	Tri.	Tri.
On	On		On	Off- Exper.	On	Off- Exper.	On	On			
Campus	Campus	Optional	Campus	Campus	Campus	Campus	Campus	Campus	Optional		

The Placement Office assists students in securing employment by:

- holding workshops on resume writing and interviewing techniques.
- contacting industrial and business companies to recruit on campus.
- arranging interviews with qualified students.
- keeping student files on record and notifying prospective employees when positions become available.

The Occupational Library houses information on career education, cooperative education, graduate schools and placement in a variety of formats: books, career briefs, folders, pamphlets, audio-visual programs and print-outs from a data bank used in conjunction with two computer terminals.

The Career Services Center sponsors two major programs: Graduate School Day in the fall, when graduate school representatives from all parts of

the country are on campus to talk with interested students; and in the spring Careers Day enables students to make contact and discuss employment with private and government agency representatives.

SUMMER SCHOOL

The summer trimester is an innovative program which allows a person to complete one semester of academic work during the summer. The summer trimester is divided into two sessions. During each session a student may take a maximum of two courses.

The trimester concept was designed to encourage students to undertake academic study during the summer months . . . The program welcomes applications from incoming freshmen who wish to get a head start . . . transfer students . . . special, non-matriculating students who want to have credits transferred to their own institution . . . and those individuals who wish to brush up or take courses as a point of interest.

A broad range of financial aid is available to those students who qualify for admission to the summer trimester and demonstrate financial need. Most financial aid awards will consist of a combination of scholarship assistance, loan, and campus employment. Students receiving financial assistance must be making normal progress toward a degree and maintaining a satisfactory academic record.

THE MASTER'S DEGREE IN HUMAN SERVICES

The Master's degree program uses an educational approach that organizes skills and theory and is based on a cooperative arrangement between Lincoln University, Eagleville Hospital and Rehabilitation Center and eight other human services agencies.

To be eligible for the Master's degree program, an applicant must be a staff member of the participating agency.

For specific information regarding admission and requirements for this degree program write:

The Director
Human Services Master's Program
Lincoln University, PA 19352

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 engineering assistants 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.

THE T.I.M.E. PROGRAM (ACT 101)

The TIME Program (Talent Improvement and Motivational Experience) is a state supported program that maintains a reading/writing laboratory and a mathematics laboratory. Individual tutoring and practice are provided in the laboratories under the constant supervision of several professionals. A professional counselor as well as paraprofessionals are also available to help with personal, emotional, and other problems. A special summer program gives many students an opportunity for an intensive college experience before they begin the freshman year. TIME helps students throughout their college experience. While many students who use the TIME Program enter with academic weaknesses, a great number achieve not only academic success: they achieve academic excellence.

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 freshman 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.

A CONCENTRATION IN PUBLIC AFFAIRS

Public Affairs is a new social science major which combines an innovative interdisciplinary curriculum with valuable work experience in the public sector. The program is designed to prepare students for entry-level positions in public service or for graduate study in Public Affairs/Public Administration or other related fields. At the same time, the concentration permits enough flexibility for students without definite career objectives.

Students who elect the Public Affairs major may satisfy the requirements for the baccalaureate degree in two ways. For the A.B. degree, students must take two years of a foreign language and satisfy all other university requirements. For students electing not to take a foreign language, they may satisfy the requirements for the B.S. degree by substituting four approved courses for the semesters of language.



BUILDINGS

THE LANGSTON HUGHES MEMORIAL LIBRARY, named after the late distinguished alumnus, Langston Hughes, houses an open shelf collection of almost 146,000 volumes (including bound periodicals) which will eventually be expanded to more than 300,000 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, and 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, phonograph equipment for the study of the fine arts and cinema, and recording facilities; 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 RESOURCES CENTER made available by the Federal Works Agency, as part of the Veterans' Educational Facilities program, was completed in 1947 and has been renovated into a facility which houses reading, writing, and math laboratories, an audio-visual center, and art classroom.

THE ALUMNI MEMORIAL GYMNASIUM, completed in 1972, houses a 2400 seat capacity gymnasium, an Olympic size swimming pool, classrooms, a wrestling room, dance studio, training room facilities and a recreation area, including an eight lane bowling alley. 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 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, 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, the career service center, 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 a pillow, three pillowcases, four sheets for single beds, and sufficient blankets and towels, all marked with the full name of the student. Machines for washing and drying clothes are installed in the dormitories; commercial laundry facilities are available in nearby Oxford.

Students who reside in the dormitories must 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 interested in a concentration in foreign languages.

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 refurnished 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 Howard, 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.

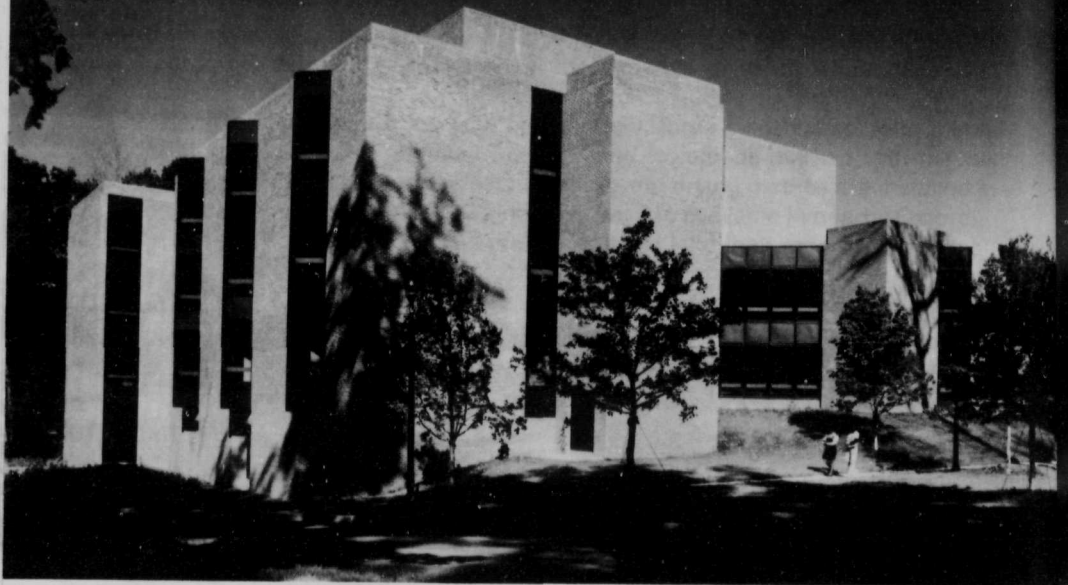
LORRAINE HANSBERRY HALL, was constructed in 1972 with funds provided by The General State Authority. It accommodates 192 women.

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 Objectives of the College (page 6) and in the Requirements for Graduation (page 51).

All students should therefore consult their faculty adviser before making a final choice of courses. Freshmen are assigned selected faculty advisers when they enroll. Transfer students are assigned to the chairman of the department in which they expect to major.

In general, Sophomores keep the same adviser they had as a Freshman.

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

The normal load as a full-time student each semester is four courses plus physical education where applicable. The minimum load to be registered as a full-time student is three courses. Students are not permitted to carry more than four and one-half courses without the consent of their adviser and approval of 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, with permission of Dean and Registrar and their adviser. One of these may be graded on a Pass-Fail basis. The student must indicate in writing at the time of registration his or her desire to enroll on a Pass-Fail basis in this one course and present in writing the instructor's approval for a Pass-Fail grade to the Registrar's Office.

Overloads beyond five courses must be requested in writing and approved by the Committee on Academic Standing.

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 a calendar week after mid-term grades are due by notification of the Registrar, the student's adviser and the instructor. In all such cases of dropping courses, the signature of the faculty adviser and the signature of the instructors must be affixed to the drop-add form obtained by the student from the Office of the Registrar. If a student cannot change to another course after having dropped one, he shall be allowed to audit the course that he drops.

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.

In order to qualify for financial aid, students who fail or who receive an "Incomplete" in English 100 or Math 100 must remove the "Incomplete" or re-register for the course, in the case of failure, during their next semester in residence.

Students must comply with the foregoing regulation in addition to registering for a minimum of three (3) other courses.

Transfer students must satisfactorily complete three courses their first semester in attendance. Transfer students who fail to complete a minimum of three courses with grades of 2.00 or better will be suspended. No exceptions will be granted to these regulations save upon recommendation of the Committee on Academic Standing. 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 and all other university and departmental requirements 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.

Students pursuing courses elsewhere for credit at Lincoln University must first get approval of their adviser or department chairperson.

REQUIREMENTS FOR MAJOR AND MINOR STUDIES

1. The specific major requirements and the minor requirements will be found in the catalog preceding the listing of the courses for each department.
2. Students must confer with the chairperson of the department in which they plan to major or minor not later than their fourth semester in college.
3. Applications to major or minor 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 or minor 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 Assessment Examination Program.

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

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

10. The department chairperson or 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 trimester 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 stu-

dent 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-term 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 trimester. 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 and to pass the Undergraduate Assessment Examination Program for Counseling and Evaluation. Such participation consists of taking the area, aptitude and major field tests where available in this program. Each department shall notify the students of the grade or score necessary for satisfactory completion of this graduation requirement.

GRADES AND ACADEMIC STANDING

Lincoln began its present 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) ¹	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 Registrar's office and to the department chairperson 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 instructor must report the reason for the Incomplete grade and the time in which the work is to be completed to the chairperson of the department and to the Registrar's Office. 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 must be made up within one month after the student is next enrolled. After this date, the Registrar is authorized to record this as an administrative "F" grade.

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.

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 obligation to the University as certified by the Comptroller.

DEAN'S LIST

Students with term average 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 average 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 a cumulative average of 2.00 and show promise of future development will be advanced to the upper classes.

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.

SATISFACTORY ACADEMIC PROGRESS

In order for students to qualify for financial aid and be considered in good standing the conditions below must be met.

Students are considered to be making normal and satisfactory academic progress when, as freshmen and sophomores, they have completed a minimum of six courses each year, i.e., (12 full courses at end of sophomore year). A student has made normal progress when he has completed at least 16 full courses at the end of five semesters, 20 full courses at the end of six semesters and 22 full courses at the end of seven semesters.

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 to merely 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.

For the control of absences the Faculty adopted the following regulations:

- (a) Ten absences result in an automatic failure in the course.
- (b) A student's grade will be lowered one full mark with the seventh and for subsequent absences up to ten.
- (c) Three tardy arrivals will be counted as one absence.
- (d) Absences will be counted starting with the first class meeting following the last day of official registration each trimester, as per the University catalogue or University calendar.
- (e) In case of illness, death in the family, or other extenuating circumstances, the student must present documented evidence of inability to attend classes. In such cases, the student is responsible, however, for all work missed during those absences.
- (f) Departments offering courses with less than full-course credit, will develop and submit to the Dean, a class attendance policy in keeping with the above.

PROBATION AND SUSPENSION

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.

Students are placed on probation each term for failure to earn a cumulative average of 2.00 and/or to make satisfactory academic progress by completing six full courses each year. The student will be notified of his probationary standing through the Committee on Academic Standing by way of the Office of the Registrar.

Failure to remove this probationary status in either one or two terms will result in the suspension of the student. The Dean and Registrar will notify the student of his being dropped from the University for failure to remove himself from probation.

Students who fail as many as three full courses in any semester will be suspended for an indefinite period but each case will be reviewed by due process through the Committee on Academic Standing.

Re-admission after academic suspension shall be considered only upon written application by the student to the Committee on Admissions. This appli-

cation for re-admission will be considered provided the student has completed four courses elsewhere with grades of "C" or better or has completed at Lincoln summer session four courses as a non-matriculated student.

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

Starting with the entering Freshman Class of 1976 (i.e. Class of 1980) completion of 32 academic courses (not including developmental courses Eng. 100, Ed. 100 and Math. 100) with a minimum grade average of 2.00 (C) will be required. Upon the satisfactory completion of 32 courses as stated below, the student will be recommended by the Faculty to the Board of Trustees for the degree of Bachelor of Arts or Bachelor of Science.

A. DISTRIBUTIONAL COURSES

1. *Humanities*: Four terms of a prescribed course in the humanities conceived as interdisciplinary in nature.
2. *Social Science*: Three courses 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 course requirements of each department for the Bachelor of Arts or Bachelor of Science degree. The Student shall consult the department chairperson in his major regarding this requirement.
4. *Natural Sciences*: A minimum of three full courses in the Division of Natural Science. Two of the three full courses must be in laboratory science, the third must be in mathematics.
5. *Physical Education*: Two terms of physical education activities.

- 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.

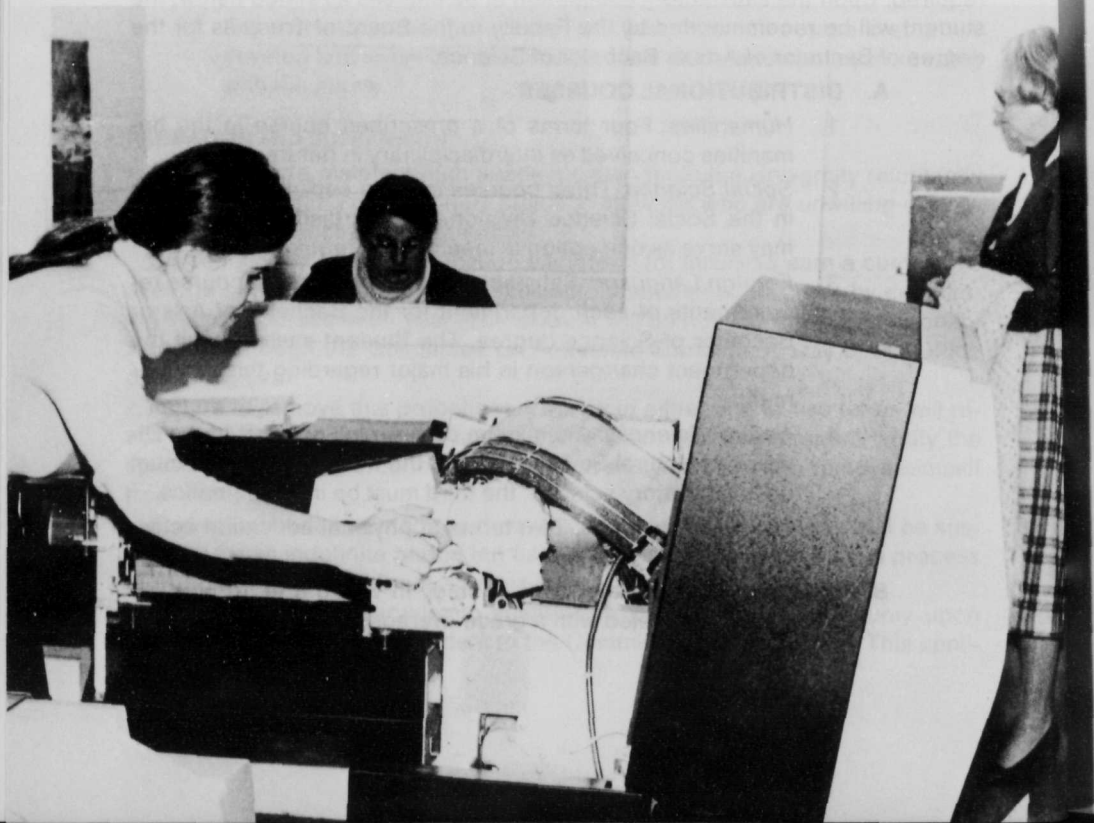
III. Participation in the Undergraduate Assessment Program for Counseling and Evaluation.

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 deplors 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 laboratories, in the Library, in Ware Center (Little Theater and Projection Room), in the Chapel, and at all co-curricular 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 stated regulations must be cleared through the Office of Student Activities and the Assistant 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 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 salesmen in the residence halls or any place on the campus without the approval of the Office of the Vice President for Student Affairs prior to the 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 18 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 Health and Welfare Committee 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 of University regulations by its members 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 the Student Union, residence halls, classroom facilities, 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 Vice President for Student Affairs.

23. *Definition of University Discipline*

The definitions for the various types of University 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 Vice President for Student Affairs

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 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 Vice President for Student Affairs. 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 disciplinary cases, the Vice President for Student Affairs 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 re-admission 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

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 several 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 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 as 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.

III. 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:

<i>Required Subjects</i>	<i>Credits</i>	<i>Lincoln University Equivalent Courses</i>
Chemistry.....	12	Chemistry101, 102, 203, 204
Physics.....	8	Biology 101, 102 (For Majors)
Biology.....	8	Humanities101, 102 plus two courses in literature
English Composition	6	French, German or Spanish 101-102, 201-202
English Literature	6	Mathematics..... 103-104 (absolute minimum)
Foreign Language	6	
Electives.....	20	
 <i>Recommended Subjects</i>		 <i>Recommended Subjects</i>
Biology.....	201-202, 301-302	Biology 201, 202, 301-302
Psychology and logic	201 and 103	Chemistry 201-202, 301-302
Algebra, trigonometry, calculus	103-104, 114, 121, 122, 221, 222	Mathematics..... 114, 121-122, 221-222
Chemistry.....	201-202, 301-302	Psychology and Logic 201 and 103

IV. PREPARATION FOR PUBLIC SERVICE

To attract more talented black students to careers in public service, Lincoln University has introduced a program in Public Affairs. This program, follows a long tradition at Lincoln of preparing its graduates to assume leadership positions in this country and in countries throughout the world.

The curriculum reflects a consolidation of existing courses from three departments in the Social Science Division: Sociology, Political Science, and Economics and Business Administration. By completing selected course offerings in these three departments primarily, the student is able to satisfy the requirements for the bachelor's degree and develop a solid, interdisciplinary concentration in Public Affairs.

The curriculum stresses the development and application of certain skills necessary for work in public affairs. The following required core courses have been specifically chosen to develop important analytical and quantitative skills:

Principles of Economics — Macro	Introduction to Sociology
Public Finance	Social Policy
Principles of Management	Social Research 305 and 306
Recent American History	Urban Economics, Urban Politics, or Urban Sociology
American Government	Advanced Composition
Public Administration	Senior Seminar
State and Local Government	Public Affairs Seminar
General Psychology	

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: rehabilitation services, 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 professions. Practice in the field of social welfare is an opportunity to exercise social vision and discipline through the critical use of professional methods and techniques, which are part of the helping process.

The program for those in the social welfare concentration includes 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 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.

VIII. 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 him or her 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 should take science requirements plus selected electives in economics or business.

The general science major with concentration in biology, with a year of organic chemistry or a concentration in chemistry with a year biology, 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, chemistry or physics 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.

IX. PREPARATION FOR THE PROFESSIONAL STUDY OF RELIGION AND THEOLOGY

Students who plan to enroll in theological schools for training in the professional ministry are required to have the Bachelor's degree from an accredited institution. Majors in English, philosophy, history, religion, or psychology are desirable. Students who wish to prepare for the professional teaching of religion in colleges or seminaries by earning the Ph.D. in religion in a graduate school or in a theological school should major in religion.

X. HEALTH AND PHYSICAL EDUCATION

The curriculum in health and physical education is planned to prepare students to become teachers of health and physical education in public schools, grades K-12. Students who major in physical education are expected to become knowledgeable about the significance of human movement. They will have varied experiences which will enable them to develop a core of basic competencies.

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

Students planning to major in physical education should enroll in the department when they first enter the University. Majors must begin taking activity courses in their freshman year. Candidates for the undergraduate degree with a major in physical education must have (1) completed successfully a minimum of 32 courses; (2) satisfied all University requirements for graduation; and (3) complied with the physical education requirements for a departmental major, which includes the education department's requirement for student teaching.

XI. RECREATION MAJOR

OPTION I: Recreation Leadership

OPTION II: Therapeutic Recreation

The purpose of the Recreation curriculum at Lincoln University is to prepare those students who wish to qualify for positions in the field of recreation and to enable them to provide distinct contributions to community life.

CURRICULUM

The Recreation Program draws upon various other departments within the University for courses to complement and supplement its offerings for its recreation curriculum.

The curriculum is designed to equip recreation graduates with as many different skills as possible. In addition to theoretical class work, the student is

provided the opportunity to acquire competencies in individual, dual, team sports, music, drama, art, dance, sculpture and painting so as to better meet the divergent needs among all populations.

SPECIAL PROGRAMS

To complement the theoretical course offerings in the Recreation curriculum, a series of practical recreation programs have been implemented on the Lincoln campus: a Children's Developmental Clinic (for handicapped adults); a bi-weekly swim program for mentally retarded children; a Gymnastics Workshop for junior high school boys and girls; an Annual countywide Elementary School Track and Field Meet; and an Annual Dance Workshop featuring world-reknown master teachers. All of these special programs involve Recreation majors actively involved in each program's planning, teaching, and evaluating.

XII. MUSIC AND MUSIC EDUCATION

Music Education Majors

The courses offered in Music Education are designed for the preparation of qualified teachers of music in the public schools. Each student choosing this curriculum will select an applied music major in voice, piano, organ or Band/Orchestral instrument. Students who complete this course satisfactorily will upon the recommendation of the department be certified to teach in Pennsylvania.

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.

XIII. MASTER'S DEGREE IN HUMAN SERVICES

The Master's Degree in Human Services Program was initiated in 1977 in conjunction with Eagleville Hospital and Rehabilitation Center and eight other agencies. The program is geared towards full time professionals who have both experience and demonstrated skills in the human service field.

Requirements

To be eligible for the Masters Program, an applicant must be a staff member of a participating agency. Volunteers will be considered in special cases. It is desirable that the applicant have one year of experience with the agency.

A baccalaureate or associate degree is not required for admission. However, applicants with no college credits must have a minimum of three years work experience in the human services field and requisite academic skills. All other applicants must have from one to three years of work experience depending on their educational background.

Admission Procedures

Prospective students first contact the Screening Committee of their agency, then they submit an application form, a typed biographical essay, and a supervisor's evaluation.

Applicants who are recommended by their agencies screening committee are referred to the Lincoln University Admissions Committee. They are asked to furnish high school and college transcripts, and portfolios. Applicants are tested for writing, reading and basic math skills at Lincoln.

Where there has been some reason that the complete agency screening process could not be carried out, following consultation with the agency, we use the special procedures for reviewing applicants which were set up for that purpose.



Courses of Instruction

DISCLAIMER STATEMENT

Lincoln University reserves the right to delete, revise or add courses determined by student need. All students are urged to consult with their academic advisor prior to the selection of courses within the academic offerings.

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
 - Mathematics
 - Pre-Engineering Courses
- III. The Social Sciences
 - History
 - Political Science
 - Sociology/Social Welfare and Human Services
 - Black Studies
 - Education
 - Psychology
 - Economics and Business
 - Physical Education
 - Recreation
 - Public Affairs

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: Battaglia, Willis, Gabbin. (J.), Bellone, Ferry, Farrell (H.A.), Farrell (M.), Green, Groff, Hawes, Rivero (G.), Russo, (M.), Savage

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

A student desiring to major in English must have the written approval of the department. Completion of eleven (11) semester courses in English, in addition to Humanities 101-102 and 201-202, is required. The eleven (11) semester courses include:

- English 211: Survey of English Literature
- English 212: Survey of English Literature
- English 301: Survey of American Literature
- English 302: Survey of American Literature
- Linguistics
- 1 Major Figure
- 1 Genre Course
- 1 Period Course
- Three English Electives

Requirements for an English-Education Major

A student desiring to major in English-Education must have the written approval of the department. Completion of ten (10) semester courses in English, in addition to Humanities 101-102 and 201-202, is required. Except for the inclusion of Public Speaking, a requirement along with Linguistics for Pennsylvania teacher certification, the required courses are the same as those required of the Liberal Arts English major. One English elective is required.

DEPARTMENT OF ENGLISH

Programs of Study for Majors

A. Suggested Program for English Education Majors

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

FRESHMAN YEAR

<i>1st Semester</i>	<i>Credits</i>	<i>2nd Semester</i>	<i>Credits</i>
English Composition 101.....	4	English Composition 102	4
Foreign Language		Foreign Language	
Laboratory Science		Laboratory Science	
Math 103		Soc. Science	
Physical Education		Physical Education	

SOPHOMORE YEAR

<i>1st Semester</i>	<i>Credits</i>	<i>2nd Semester</i>	<i>Credits</i>
Humanities Option*	4	Humanities Option*	4
Survey of English Literature/ American Literature	4	Survey of English Literature/ American Literature	4
Public Speaking	4	Intro. to Linguistics	4
Intro. to Education (Foreign Language)		Educational Psychology (Foreign Language)	
Physical Education		Physical Education	

During the 1979-80 academic year, the Humanities Option is likely to become English 201 and English 202.

JUNIOR YEAR

<i>1st Semester</i>	<i>Credits</i>	<i>2nd Semester</i>	<i>Credits</i>
Tests and Measurements		Methods in Sec. Ed.	
Adv. Comp./Black Lit.	4/4	Journalism/Black Lit.	4/4
Shakespeare/American Novel ...	4/4	Shakespeare/American Novel ...	4/4
Romantic Lit./Modern Poetry.....	4/4	Victorian Lit./Modern Fiction.....	4/4
American Lit./English Lit.....	4/4	American Lit./English Lit.	4/4
(Foreign Language)		(Foreign Language)	

SENIOR YEAR

<i>1st Semester</i>	<i>Credits</i>	<i>2nd Semester</i>	<i>Credits</i>
17th Cent. Lit./Modern Drama ...	4/4	18th Cent. Lit./Studies in Dramatic Lit.	4/4
British Novel/Dramatic Lit.	4/4	British Novel/Dramatic Lit.....	4/4
Social Science		(Practice Teaching)	
Seminar in Eng. Lit./ Seminar in Amer. Lit.....	4	Seminar in English Lit. Seminar in Amer. Lit.	4
(Foreign Language)		(Foreign Language)	

B. Suggested Program for Liberal Arts English Major

FRESHMAN YEAR

<i>1st Semester</i>	<i>Credits</i>	<i>2nd Semester</i>	<i>Credits</i>
English Composition 101.....	4	English Composition 102	4
Foreign Language		Foreign Language	
Laboratory Science		Laboratory Science	
Math 103		Social Science	

Physical Education

SOPHOMORE YEAR

<i>1st Semester</i>	<i>Credits</i>	<i>2nd Semester</i>	<i>Credits</i>
Humanities Option	4	Humanities Option.....	4
Survey of English Lit./ American Lit.	4	Survey of English Lit./ American Lit.	4
*History of England/U.S.		Intro. to Linguistics.....	4
*Theatre (Foreign Language)		*History of England/U.S. (Foreign Language)	

Physical Education

JUNIOR YEAR

<i>1st Semester</i>	<i>Credits</i>	<i>2nd Semester</i>	<i>Credits</i>
*History of U.S./England		*History of U.S./England	
Adv. Comp./Black Lit.	4/4	Journalism/Black Lit.	4/4
Shakespeare/American Novel...	4/4	Shakespeare/American Novel	4/4
Romantic Lit./Mod. Poetry	4/4	Victorian Lit./Mod. Fiction	4/4
(Foreign Language)		(Foreign Language)	
		*Religion in Am. Culture	

SENIOR YEAR

<i>1st Semester</i>	<i>Credits</i>	<i>2nd Semester</i>	<i>Credits</i>
17th Cent. Lit. Mod. Drama.....	4/4	18th Cent. Lit./St. in Dramatic Lit.	4/4
British Novel/Dramatic Lit.	4/4	British Novel/Dramatic Lit.....	4/4
History of Black People in the United States		*Lit. in Translation (Foreign Language)	
Seminar in English Literature/ American Literature (Foreign Language)			

*Elective recommended by the English Department.

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 communication skills,

in order that students will be prepared to enter freshman-level English composition courses. Students are assigned to this course on the basis of their performance on English placement

tests administered prior to and during freshman orientation.

101-102. English Composition.

English Composition 101-102 is a competency-based course with two primary objectives: to improve expository writing skills — from the paragraph to the short essay to the research paper; and to effectuate improved verbal communication skills.

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 re-workings 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.

English 216. The Harlem Renaissance.

The cultural flowering of Harlem (c. 1917 - c. 1932) will be examined in terms of its material and intellectual products; its works and their makers: 1. Art and artists; 2. Writing and writers; 3. Music and musicians; 4. Ideologies and ideologists. The Harlem Renaissance will be approached as a significant manifestation of the Jazz Age in America. A particular course emphasis will be the exploration of style in the twenties, with some special attention to the problem of discovering a common denominator of style.

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 1980-81 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 1979-80 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 1979-80 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 1978-79 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 1978-79 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 copyreading 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.

This course is offered at the discretion of the English Department.

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 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 the second 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 1977-78 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 1977-78 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 1977-78 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.

Second semester course offered at the discretion of the department.

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 inten-

sive study of major playwrights Pirandello to Pinter, conspicuous on the international scene since World War I. Structuring elements will be such experimental trends in playwriting 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 1978-79 and in alternate years. Second semester offered at the discretion of the department.

411. Seminar in English Literature.

Designed to 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, López, Fuste, Hoffer, Miss Orsag, Mrs. Gunn, Mrs. Gelber, Miss Jones

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. Ex-

ample: 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.

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

Swahili is an African language spoken by over 40 million Africans in East, Central and Southern Africa.

The following courses are offered:

101-102 Elementary 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 Spring Semester.

251. Independent Language Study.

FRENCH LANGUAGE AND LITERATURE

Requirements for a major in French: six 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, 303, 401. Liberal Arts majors take French 301-302, 303, 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-Sahara 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 202.

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 302.

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 German 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.

409. Special Topics.

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

DEPARTMENT OF LANGUAGES AND LINGUISTICS

PROGRAMS OF STUDY FOR MAJORS

A. Modern Language Education Major Curriculum

First Semester

FRESHMAN

Humanities 101

Math 103

Elective Lab. Science

Language 101 or 201

Physical Education

SOPHOMORE

Ed. 201: Intro to Education

Social Science

Language 201 or 301

Humanities: Option

JUNIOR

Lang. 301 or more advanc.

conv. comp. course

Language 303

Mod. Lang. 305 or Linguistics 384

or Survey of Latin American Lit.

Elective (language)

Elective (¼ course credit)

SENIOR

*Language 408: Survey of Literature

Second Semester

Humanities 102

Social Science

Elective Lab. Science

Language 102 or 202

Physical Education

Humanities: Option

Ed. 202: Educational

Psychology

Language 202 or 302

Ed. 303 Dev. Reading

Lang. 302 or elective or more

advanced grammar & composition

Elective or Social Science

Elective (language) or Survey

of Latin Ame. Lit.

Lang. 304 (or elective)

Ed. 301: Tests & Measurements
Lang. 407 Survey of Lit.
Modern Language 306
Elective (¼ course credit)

401: Practice Teaching (worth 3
courses)

B. Modern Language Liberal Arts Major Curriculum

First Semester

FRESHMAN

Humanities 101
Math 103
Elective Lab. Science
Language 101 or 201
Physical Education

SOPHOMORE

Humanities: Option
History 102: Mod. European
Language 201 or 301
Elective (Social Science)

JUNIOR

Lang. 301 or more advanc.
gram. & conv. comp.
Language 303
Mod. Lang. 305 or Linguistics 384
Survey of Latin American Lit.

SENIOR

*Language 408
Elective (language)
Language 407
Elective

SPANISH LANGUAGE AND LITERATURE

Requirements for a major in Spanish: six 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, 303, 401.

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 of-

Second Semester

Humanities 102
Hist. 101; Mod. European
Elective Lab. Science
Language 102 or 202
Physical Education

Humanities: Option
Language 202 or 302
Elective (Social Science)
Elective

Lang. 302 or more advanced
gram. conv. course.
Language 304 or French elective
Elective (language) or social science
Survey of Latin American Lit.

Elective (or lang. 407 or 408)
Elective (language)
Elective
Elective

fers 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 stud-

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

Prerequisite: Spanish 302.

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.

C. Bilingual Education (Spanish)

First Semester

JUNIOR

Intro. to Linguistics 384 emphasis on teaching English as a second language

Second Semester

Spanish 302: Advanced Spanish: Composition and Conversation

Spanish 301 — Advanced Spanish:
Composition and Conversation

Spanish 304: Hispanic Civiliza-
tion and Cultures in the Americas

SENIOR

**Ed. 303: Teaching Developmental
reading

**Education 401: Student Teaching

*Spanish 409: Advanced Oral and Written
Spanish for Teaching in the Content Area

*Additional Spanish or French under advisement until proficiency is certified by the Department of Languages and Linguistics. Residence in a Hispanic or Francophone community, domestic or foreign, required and arranged by the Department of Languages and Linguistics.

**Bilingual Education candidates must also take Education 201, Education 202, and Education 301 in the sequence indicated under *MODERN LANGUAGE EDUCATION MAJOR CURRICULUM* and complete a major or minor in a content area other than languages.

COMPREHENSIVE BILINGUAL-BICULTURAL TEACHER TRAINING AND CERTIFICATION PROGRAM (SPANISH)

The proper treatment of students whose home language differs from the language of the school has been for nearly fifty years a subject of sociological, educational, psychological, and even political concern. While the problem has world-wide ramifications, only recently has the question of what language to use in teaching minority children in a bilingual culture become an issue in the United States. Following the lead of such countries as the Philippines and South Africa which have conducted the pioneering research in the field, the United States now challenges the assumption that schools need to offer only one curriculum in one language — English — to serve one group of children — Anglos.

To meet the current and growing demand for qualified bilingual teachers in the United States, Lincoln University has adopted a training and comprehensive certification program for bilingual teachers in the content areas of social sciences, math, the natural sciences, music, fine arts, English, foreign languages, and physical education.

PROCEDURES FOR RECOMMENDATION OF CANDIDATES FOR CERTIFICATION IN BILINGUAL EDUCATION

Candidates seeking certification in bilingual-bicultural education must have:

- 1) Completed the University required distributional courses
- 2) Declared a major
- 3) Fulfilled all requirements of the major

- 4) Completed the "Core Courses" of the Bilingual-Bicultural Program and met the language proficiency and the requirement of student teaching in the bilingual-bicultural setting.

The Candidate must have an overall cumulative average of 2.0 (C) or better.

A confidential folder will be kept on each candidate and a checklist of requirements will indicate when a student has completed the program. Upon completion of all requirements, candidates will be recommended for certification by the Dean, Chairman of the student's major department, Chairman of the Education Department, and the Department of Languages and Linguistics. The Education Department Chairman will forward these applications to Harrisburg.

Requirements:

- 1) Students will complete all general education requirements, as at present.
- 2) Students complete all requirements for his or her chosen major, as is currently done.
- 3) Students meet the requirements for teacher certification, including practice teaching, in Pennsylvania, as is commonly done.
- 4) In addition, students must show sufficiently high evidence of proficiency in Spanish and knowledge of Hispanic cultures to teach his or her content area in a bilingual classroom situation (to be determined by oral and written exams of proficiency in Spanish and Hispanic cultures administered by the Department of Languages and Linguistics). The Department of Education and the Department of Languages and Linguistics will also observe candidates in bilingual student teaching situations to insure that State guidelines for certification of bilingual teachers are also met.

Upon completion of the program, the student will be able to teach his or her discipline in English and/or Spanish in grades K-12 in Pennsylvania.

Required Courses: In addition to general education courses, those required to fulfill the major, and education courses required to meet certification guidelines, the students should also take the following courses:

Spanish 301, Spanish 302, Spanish 303, Education 303, Spanish 409.
Advanced Oral and Written Spanish for Teaching in the Content Area
and Education 401: Student teaching (in bilingual classroom).

LANGUAGE LABORATORY:

A thirty-six position language laboratory is located in Ware Center and facilitates instruction. Its use is required in elementary language and in conversation courses.

STUDY ABROAD:

The Department recognizes the unique value of study abroad and therefore encourages its students to consider a number of opportunities for international studies which do not interrupt their affiliation with the University. Stu-

dents may study abroad at a foreign university for part or all of the academic year while maintaining affiliation with the University and without interrupting normal progress towards their degree. Total cost including transportation, tuition, and room and board is approximately the same as, though sometimes less than, that on the Lincoln University campus for the year. A student receiving financial assistance may request continuation of his scholarship or financial aid while studying on these programs.

These overseas programs offer a total of up to ten college courses for a full academic year and are highly recommended for qualified juniors in all disciplines. A total immersion language experience is required of all Spanish, French and Bilingual Education candidates.

HONORS AND AWARDS:

Majors in the Department may qualify for departmental honors at graduation. This citation is noted at commencement. Consult the department chairman concerning details. Prizes are also awarded during the Annual Awards' Day to the outstanding student in each level language course. Exceptional language students may also qualify for membership in Alpha Mu Gamma National Foreign Language Honor Society and also Phi Sigma Iota Foreign Language National Honor Society.

JOB OPPORTUNITIES:

A limited number of jobs are available in the Department. Students man the language laboratory, serve as tutors for others experiencing difficulty with languages, and work as clerical office assistants. The Department also attempts to acquaint students with career opportunities for language majors as well as for students with some language background. Resource persons and alumni are invited to campus at various times for this purpose. The Department also has a sizeable language-oriented career library.

Our language program is staffed by highly skilled linguists and is designed to prepare students for teaching in public and private schools; complement a liberal education by developing competence in understanding, speaking, reading and writing; prepare students for graduate school; and to enable them to enter private business, tourism, federal government and foreign service jobs, translation and interpretation, and other areas that require knowledge of a foreign language.

LANGUAGE CLUBS:

French, Spanish, and German Clubs offer students the opportunity to practice their languages outside of the classroom. These groups also sponsor cultural and social events, attend plays, lectures, international balls, and invite interesting diplomats and speakers to the campus.

LANGUAGE HOUSE:

Alumni House is the official Lincoln University language dormitory which houses sixteen co-eds majoring or minoring in French or Spanish.

TUTORIAL PROGRAM AND INDIVIDUALIZED INSTRUCTION:

Students encountering difficulty in any of the languages offered are invited to avail themselves of the excellent tutorial programs maintained by the Department. They are taught in individualized situations by their peers, other students with proficiency in the language.

MUSIC

Messers. Suthern, Hess, Emery, Young; Mrs. Falcon

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) Students completing this program will be certified to teach in the state of Pennsylvania. The outline of courses can be found on this page.

THE DEPARTMENT OF MUSIC

Music Education

<i>Freshman</i>	<i>First Trimester</i>	<i>Freshman</i>	<i>Second Trimester</i>
Humanities	1	Humanities	1
General Science	1	General Science	1
Phys. Ed.*	1/4	Phys. Ed.	1/4
Ear Train. & Sight-Sing. I Mus. 101	1/2	Ear Train. & Sight-Sing. II Mus. 102	1/2
Theory I — Mus. 105	1/2	Theory II — Mus. 106	1/2
Ensemble Mus. 221/333	1/8	Ensemble Mus. 221/333	1/8
Applied Mus.+. ++	1/2-3/4	Applied Mus.+. ++	1/2-3/4

Total

Total

*Music students are advised to spread the sequence in Phys. Ed. among the trimesters with lighter loads.

+ Major applied subject-Private instruction in Piano, Voice, Organ, Band/Orchestral instrument.

++ Keyboard Majors will elect Voice Class. Students with no competency in Piano will elect Piano/Piano Class until the desired competency is attained. Band/Orchestral Majors may have to elect both Piano and Voice Classes.

<i>Sophomore</i>	<i>First Trimester</i>	<i>Sophomore</i>	<i>Second Trimester</i>
Humanities	1	Humanities	1
Social Science	1	Social Science	1
Intro. to Ed.	1	Ed. Psych.	1
Ear Train. & Sight-Sing. III — Mus. 201	1/2	Ear Train. & Sight-Sing. IV — Mus. 202	1/2
Theory III — Mus. 205	1/2	Theory IV — Mus. 206	1/2
Mus. Lit. I — Mus. 203	1/2	Mus. Lit. II — Mus. 204	1/2
String Meth. — Mus. 415	1/4	Woodwind Meth. — Mus. 435	1/4
Ensemble Mus. 221/333	1/8	Ensemble Mus. 221/333	1/8
Applied Mus.+.+++	1/2-3/4	Applied Mus.+.+++	1/2-3/4

Total

Total

<i>Junior</i>	<i>First Trimester</i>
Mathematics	1
Tests and Measurements	1
Mus. Ed. (Elem.) Mus. 413	1
Theory V C't'p't. Mus. 405	1/2
Mus. Lit. III — Mus. 303	1/2
Conducting — Mus. 219	3/4
Brass Meth. — Mus. 425	1/4
Ensemble Mus. 221/333	1/8
Applied Music	1/4-1/2

Total

<i>Senior</i>	<i>First Trimester</i>
Student Teach. — Mus. 430	
Applied Music	1/4-1/2
Ensemble Mus. 221/333	1/8
Electives	

Total

<i>Junior</i>	<i>Second Trimester</i>
Mus. Ed. (Sec.) Mus. 414	1
Theory VI F & A Mus. 405	1/2
Mus. Lit. IV — Mus. 304	1/2
Conducting — Mus. 220	3/4
Percussion Meth. — Mus. 445	1/4
Ensemble Mus. 221/333	1/8
Applied Music	1/4-1/2

Total

<i>Senior</i>	<i>Second Trimester</i>
Student Teach. — Mus. 431	
Applied Music	1/4-1/2
Applied Mus. 221/333	1/8
Electives	

Total

MUSIC COURSES

Mus. 101-102. Ear Training & Sight Singing I & II.

Parallels Theory I and II.

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 Chorale.

103a-104a. University Gospel Chorus.

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

Mus. 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, non-harmonic tones, simple analysis and form, and original work in the elementary forms.

Prerequisite: The ability to read music and simple pianistic ability.

Mus. 201-202. Ear Training and Sight Singing III & IV.

Parallels Theory III & IV.

Mus. 203-204. Musical Literature and Styles I & II.

Required of music majors and open to others interested with consent of the instructor. Musical Literature I, Music History of the Medieval, Renaissance and Baroque periods. Musical Literature II — History of the classic period.

Mus. 205-206. Advanced Theory III & IV.

Essentials of advanced harmony, chromatic alterations, modulations, analysis of masterworks and original compositions; problems in elementary counterpoint; keyboard harmony, dictation; sight-singing.

Mus. 219-220. Conducting.

The basic techniques in the art of conducting both choral and instrumental music. Course experience included a survey of choral and instrumental music for the prospective teacher.

Mus. 221-222. Choral Music.

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

Mus. 303-304. Musical Literature and Styles III & IV.

Musical Literature III — History of Romanticism in Music. Musical IV — History of Post-Romantic music.

Mus. 313. Jazz in American Culture.

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

Mus. 315. The Negro in American Music.

A survey of the contributions of the Negro in all American music.

Mus. 333-334. Concert Band.

Meets twice weekly. Instrumental music majors are expected to participate. Underclassmen

and women are invited to participate. Some band instruments are available on loan from the Music Department to those participating in the program.

Mus. 403-404. Musical Literature and Styles V & VI.

Musical Literature V is a study of the contemporary trends in music, with emphasis on the European scene. Musical Literature VI is a study of the contemporary trends of music with emphasis on the American scene and Black composers.

Mus. 405. Counterpoint — Theory V.

The development of contrapuntal writing technique in two, three and more voices.

Prerequisite: Mus. 201-202.

Mus. 406. Form and Analysis — Theory VI.

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

Mus. 407. Workshop in Church Music.

Special class to meet Saturday (9-10 a.m.) (11-12). Playing for Church Services; hymn playing styles; transposition; choral problems; chanting; accompaniment in anthems and solos; practical conducting problems in Church music. Required of organ majors and conducting students.

Mus. 413-414. Methods of Teaching Elementary and Secondary Music.

Methods of teaching elementary music is an examination of the role of music in the lives of children with special consideration of emerging trends in curriculum design, materials and instructional procedures. Methods of teaching secondary music is primarily concerned with those skills, knowledges, techniques, materials and outstanding music programs in the secondary schools (including general music, vocal and instrumental).

FINE ARTS

Messrs. Felch, J.C. Beaver, J.M. Beaver.

These courses are designed to give those with no special training an introduction to the arts; 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.

FA 203. Introduction to Art.

A survey of major art epochs and the monuments of Western art. Non-Western art is examined and special emphasis is placed on twentieth century art forms and the contributions of black Americans in the Fine Arts.

Mus. 415. Methods of Teaching Stringed Instruments.

Mus. 425. Methods of Teaching Brass Instruments.

Mus. 430-431. Student Teaching, Practicum, and Direction of Teaching Activities.

Observation and participation in teaching vocal and instrumental music in grades K-12. Undertaken in conjunction with qualified cooperating teachers. Professional conferences and visitations are an integral part of the experience.

Mus. 435. Methods of Teaching Reed Instruments.

Mus. 445. Methods of Teaching Percussion Instruments.

Mus. 455. Methods of Teaching Piano.

Mus. 465. Methods of Teaching Organ.

APPLIED MUSIC

Mus. 107-108 207-208 307-308 407-408

Private instruction in piano as a major performance area.

Mus. 113-114 213-214

Class piano instruction for all students for whom piano is not a major performing area.

Mus. 117-118 217-218 317-318 417-418

Private Instruction in Band/Orchestral instruments as a major performance area.

Mus. 111-112 211-212 311-312 411-412

Private instruction in organ as a major performance area.

Mus. 109-110 209-210

309-310 409-410

Private instruction in Voice as a major performance area.

Mus. 115-116 215-216.

Class vocal instruction for all students for whom Voice is not a major performing area.

FA 230. Studio Sculpture.

Introduction to modeling in clay. Direct carving in wood and clay bricks, assemblage and kinetic forms.

FA 231. Studio Painting.

Introduction to easel painting for beginners. Projects involve watercolor and acrylics. Students work from the landscape, still life and live models.

FA 232-233. Ceramics.

An introduction to techniques of wheel-thrown and slab-built pottery. Individual instruction. Students move through all stages of pottery production including glaze mixing and application, slip and stain decoration, and stacking and firing kilns.

FA 240-241. Acting Workshop.

The student will learn various acting techniques in a workshop atmosphere. Strict attention to body movement is stressed through actorial exercises and through mime and dance. The actor's body is his only tool, therefore, walking and sitting correctly, falling safely, stage fighting and fencing are performed and slap-stick comedy is presented as part of the actor's stock and trade.

FA 242-243. Theatre Workshop (Acting).

The study and practice of the arts of the theatre including visual reinforcement of representative plays through diagrams, plans, and elevations; construction, painting, 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.

FA 244-45. Introduction to Theatre Arts (A Survey of Theatrical Tradition).

The history of our Greco-Roman theatrical traditions are traced to their present forms. Alternate theatrical traditions are presented including African and American tribal dramas as well as Middle and Far-Eastern theatrical cultures. Close attention is paid to the architecture, acting, writing, music, and technical accomplishments of each era. Traditional dance forms are discussed and performed, and a play is produced each term.

FA 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. It is also designed to develop wisdom, and to provide the basis for a sympathetic understanding of the life-views of the people whose philosophy we study.

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 a student is required to take Introduction, Ethics, Logic, Oriental, Seminar, when offered, and an Independent Study. In addition, he is to take at least one philosophy course each semester after declaring his major. This shows a minimum of seven (7) courses for a major, though an eighth course may be required at the option of the Department.

The Department sees a minor as consisting of Ethics, Logic, Introduction, Oriental and one Seminar.

101. Introduction to Philosophy.

This course is designed to develop the inherent philosophical abilities of the student through his observation of philosophic classics. He finds examples of and notes the inter-relation between such endeavors as inductive and deductive logic, metaphysics, values choices, theory

of knowledge and wisdom. In a final paper he develops his own treatment of these topics, coordinated about his concept of wisdom.

103. General Logic.

Elements of philosophy of language, inductive and deductive logic. Covers such topics as

nature of argument, fallacies, definition, main types of inductive reasoning, propositional calculus, syllogism and quantification theory.

105. Ethics.

The purpose of this course is to provide the conceptual techniques necessary to develop or improve moral judgment. This is done by comparing moral philosophy with non-rational guidelines for choice, and also by exhibiting the tensions within the area of ethics, e.g., consequence theory, deontology and self-development. Types of conscience are analyzed. Students are encouraged to do papers on their own systems of moral choice, rather than to do the usual research papers.

205. Oriental Philosophy.

This course treats of African and non-Western Philosophy. The problems of God, time, and community in traditional African

thought are presented so as to exhibit the major tensions within and between the schools. The study of Hindu philosophy is centered around the various schools of yoga. Buddhism is seen as developing out of the life of the Buddha, and from the problems of interpreting that life and teaching in regard to the main issues which divide Buddhism. Chinese philosophy will show the opposition between Confucianism and Taoism, but deal mostly with the development of Confucianism and its reaction to Buddhism. The student will be encouraged to try answers to some of the main problems posed by classical Asian philosophy.

259. Independent Study.

This is given to majors or minors in Philosophy as needed.

307. Seminar.

The topic of the seminars vary.

RELIGION

A.E. Murray

The requirement for a major in religion in the Bachelor of Arts program is the completion of eight courses in religion and two years of a modern foreign language. The following courses are required for majors in Religion: 101, 102, 103, 202, 302, 303, 401 and 402. A major is required to complete a major research project in Religion 402 or to pass a comprehensive examination in the major field. In exceptional cases a major may, with the consent of the Department, substitute not more than two courses in related fields.

FRESHMAN YEAR

1st Semester

Humanities 101
Foreign Language
Laboratory Science
Mathematics
Phys. Education

2nd Semester

Humanities 102
Foreign Language
Laboratory Science
*Religion 101 or 102
Phys. Education

SOPHOMORE YEAR

1st Semester

Humanities Option
Soc. Science Elective
*Religion 101 or 102
Foreign Language

2nd Semester

Humanities Option
Soc. Science Elective
*Religion 103
Foreign Language

JUNIOR YEAR

1st Semester

Soc. Science Elective
*Religion 302
Elective
Elective

2nd Semester

*Religion 303
*Religion 202
Elective
Elective

SENIOR YEAR

1st Semester

*Religion 401

Elective

Elective

Elective

2nd Semester

*Religion 402

Elective

Elective

Elective

*Religion Courses may be offered in alternate years.

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, and 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

The division of natural sciences 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. Special emphasis is placed on the scientific basis of man's interaction with his environment. 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, energy, and astronomy.

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, description detection methods of some pollutants, film and other visual aids will be used. A term paper will be required.

BIOLOGY

Messrs. Harrison, Bush, DeCaro, Houser and Mrs. 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.

BIOLOGY COURSE OF STUDY

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
101	General Biology (For Majors)	102	General Biology (For Majors)
103	College Algebra or	104	Plane Trigonometry or
121	Elementary Calculus	122	Elementary Calculus
101	General Chemistry	102	General Chemistry
101	Humanities	102	Humanities
101	Physical Education	102	Physical Education

SOPHOMORE YEAR

<i>First Semester</i>	<i>Second Semester</i>
203 Organic Chemistry	204 Organic Chemistry
101 or 201 French, German or Spanish	102 or 202 French, German or Spanish
201 Comparative Anatomy Humanities Option (Literature)	212 General Ecology or Developmental Biology Humanities Option (Literature)

JUNIOR YEAR

<i>First Semester</i>	<i>Second Semester</i>
103 General Physics	104 General Physics
301 Genetics	302 Vertebrate Physiology
201 German, French or Spanish Social Sciences	202 German, French or Spanish Social Sciences

SENIOR YEAR

<i>First Semester</i>	<i>Second Semester</i>
401 Microbiology I	212 General Ecology or
411 Special Problems Electives	402 Microbiology II or
	308 Histology or
	408 Cell Biology or
	411 Special Problems Electives

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. Four hours lecture, one two-hour laboratory period, one-hour recitation period per week and a biweekly examination period.

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 may be preceded or followed by 202-Developmental Biology.

Prerequisites: Biology 101, 102 or equivalent

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. Three hours lecture and three hours of laboratory per week.

Prerequisites: Biology 101, 102 or equivalent.

205. Anatomy and Physiology.

This is a course designed and offered for non-science majors. It covers the morphology and functions of the tissues, organs and organ systems of man. The laboratory includes the dissection of the cat and the conduction of a selected group of physiological experiments. Three hours lecture and three hours of laboratory per week.

Prerequisite: Biology 101-102. Some Chemistry would be helpful but is not absolutely essential.

212. General Ecology.

This course is designed for both the major and non-major. It introduces the student to basic concepts of ecosystem and community structure, energy transformations, nutrient cycles, population dynamics, animal behavior and pollution. Current topics of ecological importance are discussed. A three hour laboratory session or field trip will supplement three hours of lecture per week.

Prerequisites: General Biology 101 and 102.

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 Pre-requisite: 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 101, 102 or equivalent.

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 B.A. 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.

B.S. degree requirements are: four (4) courses in English Composition/Humanities through the 202 course level; three (3) courses in two different areas of the Social Sciences; eight (8) courses in Chemistry, as prescribed for majors under the B.A. degree; two (2) courses in Biology; five (5) courses in Mathematics, including Calculus III, Computer Language, and Statistics; two (2) courses in Physics; one-half ($\frac{1}{2}$) course in Physical Education; and $6\frac{1}{2}$ courses of Electives. There is no language requirement.

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, complex ions, and chemical equilibria. A portion of second semester laboratory is devoted to qualitative analysis. Four hours lecture, one hour recitation, and one three-hour laboratory per week.

Prerequisites: Mathematics 101.

201. Quantitative Analysis.

This course is required for all chemistry majors and is a 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, or with the permission of the department.

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. Four hours lecture, four 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, radiation and photochemistry. Four hours lecture and six hours laboratory.

Prerequisites: Chemistry 202. Calculus III may be taken with Chemistry 301, or with the permission of the department.

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.

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 may be offered at times without laboratory. Four hours lecture.

Prerequisite: Organic Chemistry 203-204.

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 — $\frac{1}{4}$ 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 effective use of literature. Required of first semester junior 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.

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. Williams, Broomall, Christensen, Tsai

Physics is a discipline which lies at the heart of modern science, engineering and technology, as well as exerting considerable influence on philosophical and psychological thought. A central, or core, group of basic subjects at the appropriate level provides a solid foundation in the fundamental laws of nature and in the most useful mathematical techniques, which are the basic tools of all of the natural sciences.

Completion of a Bachelor's Degree as a physics major prepares the student for graduate work in physics, for further study in other fields (astrophysics, biophysics, chemical physics, oceanography, law engineering and environmental sciences, geophysics or medicine), or for employment in government and industry. By taking concurrent courses in the education department at Lincoln, a student may go directly into secondary teaching upon graduation.

The physics major at Lincoln University is supported by a highly qualified faculty and modern, well-equipped facilities, including introductory and advanced laboratories analog and digital computers, an astronomical observatory, and extensive equipment in radiation physics. The faculty is dedicated to the use of the best traditional and innovative programs to assist the student in achieving his or her career goals.

The course offerings in Physics are designed to: (1) provide general insight into the nature and history of the science of physics for the general student; (2) provide training in the elements of physics for secondary school science teachers; (3) give a thorough background in general physics for the science

major, whatever his speciality; (4) prepare the physics major with a firm, effective foundation for professional advancement, graduate study and a successful career as a research scientist.

The Physics Department offers an option of two degrees: B.A. and B.S. Degree. A minimum of 10 and 12 courses respectively are required for these degree programs.

For a B.A. in physics the following courses are required: Physics 103, 104, 201, 202, 309, 310, 409, 410 and 2 other one-semester courses in Physics;

For a B.S. in physics the following courses are required: Physics 103, 104, 201, 202, 309, 310, 409, 410 and 4 other one-semester courses in physics.

In addition each physics major must complete Math 121, 122, 221, 222, 321; Chemistry 101, 102 and Computer Science 154. (If possible Mathematics 121-122 should be taken in the freshman year.)

Outlined below is a typical four-year program for a B.S. in Physics. Individual student programs will be developed in consultation with the student's advisor and the Physics Department.



FRESHMAN YEAR

<i>First Semester</i>			<i>Second Semester</i>		
<i>Course</i>	<i>No.</i>	<i>Cr.</i>	<i>Course</i>	<i>No.</i>	<i>Cr.</i>
General Physics..... Phy	103	1	General Physics Phy	104	1
Elementary Calculus..... Math	121	1	Elementary Calculus Math	122	1
Humanities..... Hum	101	1	Humanities..... Hum	102	1
Social Science Elective.....	1		Social Science Elective.....	1	
Physical Education PhyEd	101	¼	Physical Education..... PhyEd	102	¼
<hr/>			<hr/>		
TOTAL	4	¼	TOTAL	4	¼

SOPHOMORE YEAR

<i>First Semester</i>			<i>Second Semester</i>		
<i>Course</i>	<i>No.</i>	<i>Cr.</i>	<i>Course</i>	<i>No.</i>	<i>Cr.</i>
Electricity and Magnetism..... Phy	201	1	Electricity and Magnetism Phy	202	1
Intermediate Calculus..... Math	221	1	Intermediate Calculus..... Math	222	1
Humanities Elective.....	1		Humanities Elective.....	1	
Economics..... Bus	201	1	Introduction to Computers Math	254	1
<hr/>			<hr/>		
TOTAL	4		TOTAL	4	

JUNIOR YEAR

<i>First Semester</i>			<i>Second Semester</i>		
<i>Course</i>	<i>No.</i>	<i>Cr.</i>	<i>Course</i>	<i>No.</i>	<i>Cr.</i>
Mechanics..... Phy	309	1	Mechanics Phy	310	1
Thermodynamics or..... Phy	311		Thermodynamics or Phy	312	
Physics Elective.....	1		Physics Elective.....	1	
Differential Equations..... Math	321	1	Introduction to Linear Algebra Math	306	1
Chemistry..... Chem	101	1	Chemistry Chem	102	1
<hr/>			<hr/>		
TOTAL	4		TOTAL	4	

SENIOR YEAR

<i>First Semester</i>			<i>Second Semester</i>		
<i>Course</i>	<i>No.</i>	<i>Cr.</i>	<i>Course</i>	<i>No.</i>	<i>Cr.</i>
Atomic and Nuclear Physics..... Phy	409	1	Atomic and Nuclear Physics..... Phy	410	1
Physics Elective.....	1		Physics Elective.....	1	
Social Science Elective.....	1		Social Science Elective.....	1	
Elective.....	1		Elective.....	1	
<hr/>			<hr/>		
TOTAL	4		TOTAL	4	

Candidates who choose the B.A. degree must take 2 years of a foreign language.

Candidates who choose the B.S. degree are not required to complete a foreign language but must complete at least 2 more courses in the science division numbered 300 or higher. Major courses taken outside of the department requires prior departmental approval.

Each course is a full course unless otherwise indicated.

101-102. Introduction to Physics.

Elective for all students to fulfill the laboratory Science requirement. Mechanics, heat, sound, electricity and magnetism, optics and modern physics. Three hours lecture, one hour recitation and one laboratory period per week.

Prerequisite or to be taken concurrently: 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.

Prerequisite or to be taken concurrently: Mathematics 121-122.

201-202. Electricity and Magnetism.

D.C. and A.C. circuits, potentials, electric and magnetic fields, electric and magnetic characteristics of materials and Maxwell's equations. Electrical measurements. Three lecture hours and one laboratory period.

Prerequisite: Physics 103-104. Concurrently: Mathematics 121-122 or the equivalent.

301. Optics.

A study of geometrical and physical optics, including wave theory of light, interference and diffraction, optical measurements. Three lecture hours and one laboratory period.

Prerequisites: Mathematics 121-122; Physics 103-104.

307. Electronics.

Theory and application of active electronic devices and circuits, including semi-conductor devices, amplifiers and digital logic. Laboratory work includes the construction and calibration of various electronic devices. Three lecture hours and one laboratory period.

Prerequisites: Mathematics 201-202; Physics 201-202.

309-310. Mechanics.

Translational and rotational formulations of Newton's laws with applications to equilibrium and non-equilibrium problems, conservative, non-conservative forces, conservation laws, rotational coordinate systems, rigid-body motion, Lagrangian and Hamiltonian dynamics.

Prerequisites: Physics 103, 104; Mathematics 221-222. Prerequisites or to be taken concurrently: Mathematics 221-222.

311-312. Thermodynamics.

Temperature, equations of state, the first and second laws of thermodynamics and some consequences, thermodynamic potential functions. Additional topics including kinetic theory, thermodynamic applications.

Prerequisite: Physics 103, 104. Concurrently: 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, scalar and vector potentials, applications of Maxwell's equations to the solution of boundary-value problems in electric and electromagnetic fields, electromagnetic waves, relativistic theory.

Offered on demand only. Prerequisites: Mathematics 221-222; Physics 309-310, 201-202.

409-410. Atomic and Nuclear Physics.

Relativity; wave mechanics, theoretical and experimental applications to atomic, nuclear, solid-state and radiation physics. Three hours lecture and one laboratory period.

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 honor students and to students of high standing with the permission of the department chairman.

PRE-ENGINEERING

Tsai, Thompson

For the three year program in Pre-engineering the following courses are required: Physics 103, 104, 201, 202, 309, 310, 311, 312; Mathematics 121, 122, 221, 222; Pre-engineering 102 and 103; Chemistry 101-102. If possible Mathematics 121, 122 should be taken in the freshman year.

102. ENGINEERING DRAWING.

Orthographic projections, auxiliary views, sections, standard dimensioning including limits, tolerances and allowances, isometric drawing, detailing and assembly drawings, descriptive geometry dealing with point, line, area. Required of pre-engineering students.

103. INTRODUCTION TO ENGINEERING.

A semester course providing an introduction to engineering concepts; the development of skills and orderly methods of solving problems, emphasizing the engineering methods of analysis; measurement and error analysis; and introduction to advanced problem-solving instruments. Required of all pre-engineering freshmen. Three hours lecture and three hours laboratory/field trips.

Outlined below is a typical three year program for Pre-engineering. Individual student programs will be developed in consultation with the student's advisor and the Physics Department. Description of specific requirements for the program can be found on page 106.



FRESHMAN YEAR

<i>First Semester</i>			<i>Second Semester</i>		
<i>Course</i>	<i>No.</i>	<i>Cr.</i>	<i>Course</i>	<i>No.</i>	<i>Cr.</i>
General Physics..... Phy	103	1	General Physics Phy	104	1
Elementary Calculus..... Math	121	1	Elementary Calculus Math	122	1
Humanities..... Hum	101	1	Humanities..... Hum	102	1
Introduction to Engineering..... Eng	103	1	Engineering Drawing..... Eng	102	1
Physical Education PhyEd	101	¼	Physical Education..... PhyEd	102	¼
	<hr/>			<hr/>	
TOTAL	4	¼	TOTAL	4	¼

SOPHOMORE YEAR

<i>First Semester</i>			<i>Second Semester</i>		
<i>Course</i>	<i>No.</i>	<i>Cr.</i>	<i>Course</i>	<i>No.</i>	<i>Cr.</i>
Electricity and Magnetism..... Phy	201	1	Electricity and Magnetism Phy	202	1
Intermediate Calculus..... Math	221	1	Intermediate Calculus Math	222	1
Humanities Elective	1		Humanities Elective.....	1	
Economics..... Bus	201	1	Introduction to Computing (FORTRAN)..... Math	154	1
	<hr/>			<hr/>	
TOTAL	4		TOTAL	4	

JUNIOR YEAR

<i>First Semester</i>			<i>Second Semester</i>		
<i>Course</i>	<i>No.</i>	<i>Cr.</i>	<i>Course</i>	<i>No.</i>	<i>Cr.</i>
Mechanics..... Phy	309	1	Mechanics..... Phy	310	1
Thermodynamics or..... Phy	311		Thermodynamics or Phy	312	
Physics Elective	1		Physics Elective.....	1	
Linear Algebra Math	321	1	Introduction to Linear Algebra..... Math	306	1
Chemistry..... Chem	101	1	Chemistry Chem	102	1
	<hr/>			<hr/>	
TOTAL	4		TOTAL	4	

MATHEMATICS

Messrs. Frankowsky, Kittappa, Mallory, Nagase, Pierce, Ms. Amick, Ms. Wald

The courses in the department of mathematics are designed primarily to fulfill the needs of a major in the areas of Mathematics, Mathematics Education, Actuarial Science and Computer Science. In addition, courses are designed to meet the mathematical literacy required of other disciplines.

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. Students with majors in Mathematics Education, Actuarial Science, and Computer Science should follow the program set-up on page 108.

All students of mathematics are required to follow what is considered a basic sequence. This sequence consists of Mathematics 101, 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 advisor 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.

Department of Mathematics

Programs for Majors

Mathematics

<i>1st semester</i>	<i>2nd semester</i>		
FRESHMAN YEAR		SOPHOMORE YEAR	
Hum. 101	Hum. 102	Hum. Option	Hum. Option
Cal. 121	Cal. 122	Cal. 221	Cal. 222
Gen. Phy. 103	Gen. Phy. 104	Basic 153	Fortran 154
Soc. Sci. Option	Soc. Sci. Option	French 101	French 102
PE. 101	PE 102		
JUNIOR YEAR		SENIOR YEAR	
Linear Alg. 306	Diff. Equations 321	Adv. Cal. 403	Adv. Cal. 404
Math Option	Math Option	Math Option	Math Option
Intro. Logic 103	Elective	Elective	Elective
German 101	German 102	Elective	Elective

Mathematics Education

<i>1st semester</i>	<i>2nd semester</i>		
FRESHMAN YEAR		SOPHOMORE YEAR	
Hum. 101	Hum. 102	Hum. Option	Hum. Option
Col. Alg. 103	Pre. Cal. 104	Cal. 121	Cal. 122
Intro. to Phy. 101	Intro. to Phy. 102	Basic 153	Fortran 154
Soc. 101	His. of U.S. 105	Educ. 201	Educ. 202
PE 101	PE 102		
JUNIOR YEAR		SENIOR YEAR	
Probability 207	Mod. Alg. 315	Lin. Alg. 306	Student Tchg. 401/402
Calculus 221	Math Stat. 303	Coll. Geom. 211	
Gen. Methods 204	Cal. 222	Tests & Msrmt. 301	
Elective	Elective	Elective	

Actuarial Science

<i>1st semester</i>	<i>2nd semester</i>		
FRESHMAN YEAR		SOPHOMORE YEAR	
Hum. 101	Hum. 102	Hum. Option	Hum. Option
Cal. 121	Cal. 122	Cal. 221	Cal. 222
Phy. Sci. 101	Phy. Sci. 102	Account. 203	Account. 204
Econ. 101	Econ. 102	Basic 153	Fortran 154
PE 101	PE 102		
JUNIOR YEAR		SENIOR YEAR	
Adv. Cal. 403	Adv. Cal. 404	Probab. 207	Math Stat. 303
Num. Anal. 402	Elective	Lin. Alg. 306	DE 321
Soc. Sci. Option	Elective	Soc. Sci. Option	Prob. Sem. 332
Elective	Elective	Bus. Law 334	Prin. Mgt. 335

Computer Science

Preliminary Program

<i>1st semester</i>	<i>2nd semester</i>		
FRESHMAN YEAR		SOPHOMORE YEAR	
Hum. 101	Hum. 102	Hum. Option	Hum. Option
Col. Alg. 103	Pre. Cal. 104	Cal. 121	Cal. 122
Basic 153	Fortran 154	Comp. Sci. Opt.	Comp. Sci. Opt.
Intro. Phy. 101	Intro. Phy. 102	Soc. Sci. Opt.	Elective
PE 101	PE 102		

BASIC COURSES

100. Basic Mathematics.

A study of the fundamental operations of addition, subtraction, multiplication and division of whole numbers, fractions and decimals. An understanding of the essential fundamental operations is developed prior to the introduction of short-cut methods. In addition, selected basic topics such as percent, measurement, bar

graphs and line graphs will also be introduced. Entry to the course is by departmental assignment only. Credit is allowed but the course does not satisfy the general education requirements.

101. Introduction to Mathematics.

A course designed to refresh arithmetic skills while developing basic algebraic skills. Topics: The natural numbers, the arithmetic and algebra of integers and rational numbers, equations,

ratio and proportion, measurement, graphs and elementary statistical concepts. The goal of the course is to assist students whose high school background is insufficient for the standard Math 103 course. Open for credit to those students who have less than 1½ units of high school algebra. This course satisfies the general education requirement. Entry to the course is by placement only.

103. College Algebra

Functions and graphs; quadratic equations and systems of quadratic equations; ratio, proportion and variation; progressions; binomial theorem; elementary theory of equations, combinations, probability; determinants.

104. Pre-Calculus.

Designed for the student who intends to study the Calculus. Topics to be covered will include: functions; rational and nonrational functions; techniques of graphing functions; exponential and logarithmic functions; circular and trigonometric functions; conics sections; sequences and series; mathematical induction.

Prerequisite: Math 103.

107. Finite Mathematics.

A course designed for students in the social sciences. The goal 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.

153. BASIC.

A course in computer programming with emphasis given to the BASIC language. The course will guide the student in creating strategies for problem solving on a digital computer.

154. FORTRAN.

A 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.

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)

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.

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.

306. Introduction to Linear Algebra.

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.

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.

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 func-

tions; 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 Black Studies, Education, Economics and Business Administration, History, Physical Education and Recreation, Political Science, Public Affairs, Psychology and Sociology are included in the division of the social sciences.

The social sciences division aims to equip students with an understanding of the civilization in which we live 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 among the social sciences.

The social sciences 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 requirements for majors. Students planning to major in any social science discipline should review courses of instruction offered by each department. Furthermore, they should consult with the various departments in planning 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 aspects of society. Social science courses attempt to relate these influences to national life and beyond that to the world scene. The division adheres to the philosophy of a basic liberal arts education.

BLACK STUDIES

Dr. C. L. Brock

Black Studies is a series of courses about Black people which is designed to re-examine the past, in order to understand the present and to plan for the future.

The courses explore the many aspects of the Black Experiences — the Black Family, the Black Community, Racism, Education, Economics, Politics, History, Art and Drama.

There is a need for Black Studies majors and minors in the Black community, the school system, business, industry, and the professions.

Black Studies majors and minors go into law, medicine, teaching, counseling, social work, international relations, and many other fields.

Most important, Black Studies courses should be taken by everyone so that we will all know about the cultural past of Black people and recognize that this group has made, and is making, worthy contributions to America and to the world.

A student majoring in Black Studies must complete ten courses which must include Black Studies 201, 202, 301, 304, 314, 315, 402, 403. The student must also elect two courses from the following courses:

A. Black Studies 313; Economics 316, 323; Political Science 306.

B. Black Studies 305, 306; English 319, 320; Music 315, and Afro-American Religion 307.

C. Black Studies 302, 303; Sociology 319; Psychology 309.

For the minor in Black Studies, a student must complete the following courses: Black Studies 201, 202, 301, 304, 314.

All students may take Black Studies 201, 202, 301, 304, 314, and/or 402 in fulfillment of the Social Science requirement or as electives.

Each course is a full course unless otherwise indicated. With the instructor's permission, Black Studies majors may take the following Black Studies courses as self-study courses: 302, 303, 305, 306, 313, 401.

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 struc-

tures 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 Socialist 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.

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, A. Applegate, M. Applegate, Ms.D. Book, Ms. J. Mullett, Ms. J. 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 a course 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, Spanish, and Music.

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 303, Teaching Developmental Reading and ED 401, Student Teaching. Students must complete the listed number of course units to qualify for a certificate in the following content areas:

PHYSICS:

Phy 103-104	General Physics
Phy 201-202	Ele. & Magnetism
Phy 309-310	Mechanics
Phy 411-412	Atomic & Nuclear
Phy 101-102	General Chem.
Math 121-122	Calculus
Math 221-222	Calculus
Math 321	Differential Equations

PHYSICS & MATHEMATICS:

(Major in Physics and take 4 course units in Mathematics.)

FOREIGN LANGUAGES

FRENCH:

Fr 301-302	Advanced French: Composition and Conversation
Fr 303	Civilization and Culture of France

Fr 305 French Phonology or Eng: 384 Introduction to Linguistics
Mod Lang 306 Teaching Modern Language Languages
Fr 407-408 Survey of French Literature

SPANISH:

Span 301-302 Advanced Spanish: Composition and Conversation
Span 303 Spanish Civilization
Span 305 Spanish Phonology or 384 Introduction to Linguistics
Mod Lang 306 Teaching of Modern Languages
Span 407-408 Survey of Spanish Literature

CONTENT AREA:

BIOLOGY:

Bio 101-102 General Biology
Bio 201 Comparative Anatomy of Vertebrates
Bio 202 Developmental Biology
Bio 301 Genetics
Bio 302 Vertebrate Physiology

CHEMISTRY:

Chem 101-102 General Chemistry
Chem 201-402 Analytical Chemistry
Chem 202-301 Physical Chemistry I and II
Chem 203-204 Organic Chemistry
Chem 310-311 Seminar

ENGLISH:

Eng 101-102 Humanities
Eng 203 Public Speaking
Eng 211-212 English Literature or 301-302 American Literature
Eng 384 Introduction to Linguistics
Eng 311 Advanced Composition
Eng 411 Seminar in English Literature
Eng 412 Seminar in American Literature

GENERAL SCIENCE:

(Major emphasis either in Biology, Chemistry, Mathematics or Physics; 5 course units.) (Minor emphasis in Biology, Chemistry, Mathematics or Physics; 4 course units.)

MATHEMATICS:

Math 103 College Algebra
Math 104 Pre-Calculus Mathematics
Math 114 Elementary Statistics
Math 121 Calculus I
Math 122 Calculus II
Math 221 Calculus III

Math 207	Probability
Math 211	College Geometry
Math 306	Linear Algebra
Math 301	Modern Algebra
Math 153	Introduction to Computing — Basic

***MUSIC:**

Mus 103-104	Choral Music
Mus 105-106	Elementary Theory I & II
Mus 201-202	Advanced Theory III & IV
Mus 203-204	Music Literature and Styles I & II
Mus 303-304	History and Literature of Music II & IV
Mus 305	Counterpoint, Theory V
Mus 306	Form and analysis, Theory VI
Mus 307-308	Conducting
Mus 332	Contemporary Trends in Music — Music Lit. VI
Mus 405-406	Methods of Teaching Music — Elementary and Secondary
Mus 415	Methods of Teaching Stringed Instruments
Mus 425	Methods of Teaching Brass Instruments
Mus 435	Methods of Teaching Reed Instruments
Mus 445	Methods of Teaching Percussion Instruments

SOCIAL STUDIES

HISTORY:

Hist 101-102	Modern European History
Hist 105-106	History of United States
Hist 205-206	History of Black People
Hist 401	Historical Methods
Eco 201	Introduction to Economics — a course in Geography
Soc 201	Anthropology
Soc 101	Sociology
PolSci 317	Legislative Behavior
	A course in Non-Western History
	Four elective history courses.

POLITICAL SCIENCE:

PolSci 101	Elements of Government
PolSci 103	American Government
Hist 105	History of United States
PolSci 204	International Politics
PolSci 207	Comparative Political Processes
PolSci 300-301	Man and State I & II

*Applied Music (each trimester) piano, voice, organ orchestral, instruments, Private instruction.

PolSci 313	Judicial Behavior State & Local Government
PolSci 317	Legislative Behavior
Hist 401	Historical Methods
Hist 305	History of Africa or 307 History of Russia
Soc 101	Introduction of Sociology
Eco 201	Introduction to Economics
Soc 201	General Anthropology

SOCIOLOGY:

Soc 101	Introduction of Sociology
Soc 201	General Anthropology
Soc 243	Introduction to Human Services
Soc 244	Social Policy
Soc 305-306	Social Research
Soc 410	Advanced topics in Sociology and Social Welfare
Hist 105-106	History of United States
PolSci 103	American Government Non-Western History
Eco 201	Introduction to Economics
Geo 201	Geography
PolSci 317	Legislative Behavior
Hist 401	Historical Methods

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. Be approved for admission 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.

Education 100: Reading and Study Skills.

The purposes of the Reading and Study Skills course are: 1. to develop in students the ability to read materials written at college level and above; 2. to provide students with practices in selected study skills such as locating information, selecting and evaluating, interpreting maps and graphs, and using SQ3R. Secondary purposes are to provide students with a measure of success during their first semester on campus and to increase their chances of competing successful in other courses during their second trimester.

201. Introduction to Education.

An overview of the aims, organization and procedures of education to provide a systematic view of the whole field. Information regard-

ing 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. Open to sophomores, juniors, and seniors.

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 Developmental Reading.

This is a course in methods of teaching developmental reading to secondary school students.

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.

ECONOMICS AND BUSINESS ADMINISTRATION

Messrs. Doscher, Gabbin, Huff, Setai

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 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 their senior year, and students will be encouraged to make use of their computer programming ability 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 (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 substitute 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.

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

Recommended Courses⁽¹⁾

Economics Concentration

Bachelor of Science (BS) Degree

1st Year, Fall Semester

Humanities 101
Coll. Algebra or Pre-calculus
Physical Science or Biology
American Government 103 or
Another Social Science
Physical Education

2nd Year, Fall Semester

Humanities Option
*Economics 201
Psychology 201 or
Another Social Science
Calculus for Business 131

3rd Year, Fall Semester

*Quantitative Methods 206
*Price Theory 301
Calculus I
Management 335 or
Another University Elective

4th Year, Fall Semester

Urban Economics 317 or
Another Economics Elective
*Senior Seminar 459
Advanced Composition 311 or
Another University Elective
Problems of Growth in Newly
Developing Countries 323 or
Another Economics Elective

1st Year, Spring Semester

Humanities 102
Finite Math 107
Physical Science or Biology
*Computer 154 (Fortran)
Physical Education

2nd Year, Spring Semester

*Economics 202
Computer 253 or another
University Elective
Humanities Option
Statistics 114

3rd Year, Spring Semester

*Quantitative Methods 207
Public Speaking or
Another University Elective
*Income Theory 302
Money & Banking 313 or
Another Economics Elective

4th Year, Spring Semester

Economics of Black Community
Development or Another
Economics Elective
Any University Elective
Any University Elective
Any University Elective

Recommended Courses

Economics Concentration

Bachelor of Arts (BA) Degree

1st Year, Fall Semester

Humanities 101

1st Year, Spring Semester

Humanities 102

(1) Students must maintain a major field grade point average of 2.0.

* Core courses are to be taken at Lincoln University. Exceptions must be cleared in writing by the Department.

College Algebra 103
 or Pre-Calculus 104
 Physical Science or
 Biology (1st course)
 Foreign Language
 Physical Education
2nd Year, Fall Semester
 Humanities Option
 *Economics 201
 *Computer 154 (Fortran)
 Foreign Language

3rd Year, Fall Semester
 *Quantitative Methods 206
 *Price Theory 301
 Calculus I or
 Another University Elective
 Management 335 or
 Another University Elective

4th Year, Fall Semester
 Urban Economics 317 or
 Another Economics Elective
 *Senior Seminar 459
 Public Speaking or
 Another University Elective
 Problems of Growth in Newly
 Developing Countries 323
 or Another Economics Elective

Finite Math 107 or
 Another University Elective
 Physical Science or
 Biology (2nd course)
 Foreign Language
 Physical Education
2nd Year, Spring Semester

*Economics 202
 Computer 253 or
 another University Elective
 Foreign Language
 Statistics 114, or
 Another University Elective
3rd Year, Spring Semester

*Quantitative Methods 207
 Psychology 201 or
 Another Social Science Elective
 *Income Theory 302
 Humanities Option

4th Year, Spring Semester
 Economics of Black
 Community Development or
 Another Economics Elective
 Money & Banking 313 or
 Another Economics Elective
 History of U.S. in 20th
 Century or Another Social
 Science
 Any University Elective

Recommended Courses

Business Concentration

Bachelor of Science (BS) Degree

1st Year, Fall Semester
 Humanities 101
 College Algebra 103
 Physical Science or Biology
 (1st course)
 American Government 103 or
 Another Social Science
 Physical Education

2nd Year, Fall Semester
 Humanities Option
 *Economics 201
 *Accounting 203

1st Year, Spring Semester
 Humanities 102
 Finite Math 107
 Physical Science or
 Biology (2nd course)
 *Computer 153 (Basic)
 Physical Education

2nd Year, Spring Semester
 *Economics 202
 *Accounting 204
 Humanities Option

Psychology 201 or
 Another Social Science
3rd Year, Fall Semester
 *Quantitative Methods 206
 *Management 335
 History of the U.S. in
 the 20th Century 110 or
 Another University Elective
 Advanced Composition 311
4th Year, Fall Semester
 Personnel Administration 437
 or Another Business Elective
 *Senior Seminar 459
 Social Research 305, or
 Another University Elective
 Logic or Another University
 Elective

Statistics 114
3rd Year, Spring Semester
 *Quantitative Methods 207
 Public Speaking
 Marketing or Another
 Business Elective
 Business Law or Another
 Business Elective
4th Year, Spring Semester
 Business Communications or
 Another University Elective
 Computer Science 253 or
 Another University Elective
 Any University Elective
 Any University Elective

Recommended Courses

Business Concentration

Bachelor of Arts (BA) Degree

1st Year, Fall Semester
 Humanities 101
 College Algebra 103
 Physical Science or Biology
 (1st course)
 Foreign Language
 Physical Education

2nd Year, Fall Semester
 Humanities Option
 *Economics 201
 *Accounting 203
 Foreign Language

3rd Year, Fall Semester
 *Quantitative Methods 206
 *Management 335
 *Computer 153 (Basic)
 Humanities Option

4th Year, Fall Semester
 Personnel Administration 437
 or Another Business Elective

1st Year, Spring Semester
 Humanities 102
 Finite Math 107 or Another
 University Elective
 Physical Science or
 Biology (2nd course)
 Foreign Language
 Physical Education

2nd Year, Spring Semester
 *Economics 202
 *Accounting 204
 Foreign Language
 Statistics 114, or
 Another University Elective

3rd Year, Spring Semester
 *Quantitative Methods 207
 Public Speaking or
 Another University Elective
 Marketing or Another
 Business Elective
 Business Law or Another
 Business Elective

4th Year, Spring Semester
 History of U.S. in
 20th Century or Another

*Senior Seminar 459
Psychology 201 or Another
Social Science Elective
Advanced Composition or
Another University Elective

Social Science Elective
Business Communications or
Another University Elective
Any University Elective
Any University Elective

The Department does not require a foreign language of all its majors and as a result graduates receive a Bachelor of Science degree instead of the traditional Bachelor of Arts degree. Students who opt for a B.A. degree must take four required semesters of a foreign language. However, the Department encourages many of its majors to follow the B.S. program. In lieu of the foreign language, students will select four courses from any of the following: Finite Mathematics, Pre-calculus, Fortran, Cobol, Calculus I and II, Linear Programming, Advanced Composition, Public Speaking, Linguistics and Logic. Students will not be allowed to substitute any of these courses for those offered by the Department.

The Department also offers minor programs which are delineated below and students in other departments are encouraged to take advantage of them.

The Department offers two minor fields in Business Administration and Economics. These minor fields are open to all Lincoln University students irrespective of their majors. A student who selects one of the minor fields will not only improve his knowledge and appreciation of the field, but he will also better his chances for employment. In addition, a minor in economics fulfills the minimum requirements for entry into graduate studies in economics while a minor in Business Administration will give a student who may decide to take a Master of Business Administration a headstart.

The requirements for the minor fields are as follows:

Business Administration.

A student will fulfill a minor in Business Administration, by completing with at least a "C" average, the following courses:

Economics 201 or 202	Principles of Economics
Economics 203	Accounting I
Economics 335	Principles of Management
Any one elective	

Economics.

A student will fulfill a minor in economics, by completing with at least a "C" average, the following courses:

Economics 201	Principles of Economics
Economics 202	Principles of Economics
Economics 302	National Income Analysis
Economics 301	Price Theory

**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 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 or 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 economic 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 and 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 ap-

**The frequency each year of all course offerings depends on sufficient student registration.

plies 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 Analysis.

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 accounting, 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 121-120.

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.

**The frequency each year of all course offerings depends on sufficient student registration.

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 mone-

tary 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.

HISTORY

Messrs. Russo, Winchester, Foner, Moyana, Jones

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. 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 latter 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.

HEALTH, PHYSICAL EDUCATION, RECREATION, AND ATHLETICS

Mssrs. Gardner, (C) Jones, (M) Jones, DeBoy, Weagley, Mrs. White, and Miss Crittenden

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 Physical Education 101-102 during their freshman year; each student must achieve 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. Veterans' basic training in the armed services cannot be substituted for the physical education requirement for graduation.

A prescribed uniform is required of all those enrolled in physical education activity courses. This uniform may be secured in the campus bookstore. Swimming trunks for men and swimming suits for women are also available in the campus bookstore.

In addition to the required program in physical education, the department offers a major in health and physical education, and a major in recreation. (A prescribed uniform is required for all majors.)

Voluntary programs in intramural sports and in intercollegiate athletics for both men and women are also offered.

Requirements for the physical education major:

I. UNIVERSITY REQUIREMENTS

4 courses — Humanities

3 courses — Social Sciences (3 separate disciplines)

3 courses — Natural Science (mathematics), (2-Laboratory Sciences)

½ course — Physical Education (Freshman 101-102)

II. PROFESSIONAL PHYSICAL EDUCATION COURSE REQUIREMENTS

A. Activity Courses (¼ course)

- 103 Basic Gymnastics I
- 104 Basic Gymnastics II
- 205 Wrestling and Weight Training
- 208 Physical Education Activities I
- 209 Physical Education Activities II
- 230 Aquatics
- 301 Physical Education Activities III
- 302 Physical Education Activities IV
- 319 Dance — Afro and Carribean
- 320 Dance — Modern
- 321 Basic Rhythmic Skills

The student has an option of taking one of the Rhythmic courses 319, 320, or 321.

B. Theory Courses (1 full course)

- 106 Personal and Community Health
- 213-
 - 214 Officiating of Athletic Sports (½ course)
- 303 Philosophy and Principles of Physical Education and Recreation
- 305 Growth and Development of the Elementary School Child
- 307 Physiology of Exercise
- 308 Kinesiology
- 311 Methods of Teaching Physical Education
- 312 Health Service and Instruction
- 314 Athletic Injuries
- 315 Adapted Physical Education
- 402 Administration of Health and Physical Education
- 405 Methods and Techniques of Coaching
- 406 Leadership in Community Recreation

III. EDUCATION REQUIREMENTS

- 201 Introduction to Education
- 202 Education Psychology
- 204 General Methods in Secondary Education
- 301 Test and Measurements
- 303 Developmental Reading
- 401 Practice Teaching

IV. NATURAL SCIENCE REQUIREMENTS

- 101 General Biology
- 101 Mathematics
- 205 Anatomy and Physiology

The following program of studies is suggested

Freshman, 1st Semester:

- (1) Humanities
- (1) Biology
- (1) Math
- (¼) Basic Gymnastics I
- (¼) Activity

—

3½

Sophomore, 1st Semester:

- (1) Humanities
- (1) Introduction to Education
- (1) Anatomy/Physiology
- (1) Elective
- (¼) Physical Education Activities I

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4¼

Junior, 1st Semester:

- (1) Health Service & Instruction
- (1) Physiology of Exercise
- (1) Growth & Development of the Elementary School Child
- (½) Officiating
- (¼) Aquatics
- (¼) Physical Education Activities III

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4

Senior, 1st Semester:

- (1) Organization/Administration of Physical Education
- (1) Tests and Measurements
- (1) Methods and Techniques of Coaching
- (1) Adapted Physical Education
- (¼) Badminton/Tennis

—

4¼

Freshman, 2nd Semester:

- (1) Humanities
- (1) Elective
- (1) Social Science
- (1) Personal and Community Hygiene
- (¼) Activity
- (¼) Basic Gymnastics II

—

4½

Sophomore, 2nd Semester:

- (1) Humanities
- (1) Education Psychology
- (¼) Physical Education Activities II
- (1) Kinesiology
- (1) Community Recreation
- (¼) Basic Rhythmic Skills

—

4½

Junior, 2nd Semester:

- (1) Method of Teaching Health & Physical Education
- (1) Athletic Injuries
- (1) Philosophies and Principles
- (½) Officiating
- (¼) Physical Education Activities IV
- (¼) Track & Field

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4

Senior, 2nd Semester:

- (3) Student Teaching

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3

I. *Requirements for Recreation Leadership:*

- A. Humanities
 - Humanities 101, 102
 - Humanities option I, II
- B. Natural Sciences and Mathematics (3)

Biology 101

Biology 205

Mathematics 101 or 103

C. Social Sciences

Sociology 101, 241 or 243

Psychology 201, 202, 301, 304

Physical Education 101, 102, 106, 230, 303, 305, 307, 308, 311,
400, 401, 402, 404, 406, 408, Activities I, II, III, IV

D. Electives

E. Cooperative Education I, II, (strongly recommended) or 500
hours of field work experience in recreation.

II. *Requirements for Therapeutic Recreation:*

A. Humanities (4)

Humanities 101, 102

Humanities option I, II

B. Natural Sciences and Mathematics (3)

Biology 101

Biology 205

Mathematics 101 or 103

C. Social Sciences

Education 301

Sociology 101, 241 or 243, 343

Psychology 201, 202, 301, 304, 305

Physical Education 101, 102, 106, 233, 303, 304, 307, 308, 322,
400, 402, 404, 406, 408, Activities I, II, III, IV

D. Electives

E. Cooperative Education I, II, (strongly recommended) or 500
hours of field work experience in recreation.

III. *Professional Courses*

PE 106: Personal and Community Health

PE 233: Swimming for the Disabled
and other adapted activities

PE 303: Principles and Philosophy
of Physical Education and Recreation

PE 304: Principles of Therapeutic Recreation

PE 305: Growth and Development of
the Elementary School Child

PE 307: Physiology of Exercise

PE 308: Kinesiology

PE 311: Methods of Teaching Physical
Education and Recreation

PE 322: Movement Therapy

- PE 400: Field Work Seminar in
Community Recreation
- PE 401: Camping and Outdoor Education
- PE 402: Organization and Administration
of Physical Education and Recreation
- PE 404: Recreation Skills in
Music, Drama, Art, and Dance
- PE 406: Community Recreation
- PE 408: Senior Symposium on Recreation

IV. *Activity Courses*

- PE 101,
102: Freshman Physical Education
- PE 230: Aquatics
- PE Activities I, II, III, IV

V. *Cooperative Education*

Cooperative Education I, II or 500 hours of field work experience in recreation.

The following program of studies is suggested:

Option 1 — *Recreation Leadership*

Freshman, 1st Semester:

- (1) Humanities 101
- (1) Biology 101
- (1) Math 101 or 103
- (1) PE 106
- (¼) PE 101

Sophomore, 1st Semester:

- (1) Biology 205
- (1) Psychology 201
- (1) PE 303
- (1) Humanities option II
- (¼) PE Activities I

Junior, 1st Semester:

- (1) PE 308
- (1) PE 311
- (1) Psychology 301
- (¼) PE Activities III
- (1) Elective

Senior, 1st Semester:

- (1) PE 401
- (1) Elective
- (1) Elective
- (1) PE 305

Freshman, 2nd Semester:

- (1) Humanities 102
- (1) Sociology 101
- (1) Humanities Option I
- (1) Elective
- (¼) PE 102

Sophomore, 2nd Semester:

- (1) Sociology 241 or 243
- (1) Psychology 202
- (1) PE 307
- (1) PE 406
- (¼) PE Activities II

Junior, 2nd Semester:

- (1) PE 400
- (1) PE 404
- (1) Psychology 304
- (¼) PE Activities IV

Senior, 2nd Semester:

- (1) PE 402
- (1) PE 408
- (1) Elective

Option II: *Therapeutic Recreation*

Freshman, 1st Semester:

- (1) Humanities 101
- (1) Biology 101

Freshman, 2nd Semester:

- (1) Humanities 102
- (1) Sociology 101

- (1) Mathematics 101 or 103
- (1) PE 106
- (¼) PE 101

Sophomore, 1st Semester:

- (1) Biology 205
- (1) Psychology 201
- (1) PE 303
- (1) PE 304
- (¼) PE Activities I

Junior, 1st Semester:

- (1) PE 308
- (1) Humanities option II
- (1) Psychology 301
- (¼) PE Activities III
- (¼) PE 233

Senior, 1st Semester:

- (1) Psychology 305
- (1) Education 301
- (1) Elective
- (1) Elective

- (1) Humanities option I
- (1) Elective
- (¼) PE 102

Sophomore, 2nd Semester:

- (1) Sociology 241 or 243
- (1) Psychology 202
- (1) PE 307
- (1) PE 406
- (¼) PE Activities II

Junior, 2nd Semester:

- (1) Psychology 304
- (1) PE 322
- (1) PE 400
- (1) PE 404
- (¼) PE Activities IV

Senior, 2nd Semester:

- (1) PE 402
- (1) PE 408
- (1) Sociology 343
- (1) Elective

101-102. Freshman Physical Education.

First semester is devoted to beginning swimming and the Standard First Aid Course leading to the first aid certificate. Second semester is devoted to additional life-time sports skills — badminton, bowling, and concepts of physical education. (¼) course each semester)

205. 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)

PROFESSIONAL COURSES

(Each course is a full course unless otherwise indicated)

103. 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. Basic Gymnastics II.

A study and practical application of fundamental apparatus including the parallel bars, horizontal bar, side horse, and trampoline, associated with gymnastics class work 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; human sexuality; drugs and man; nature of communicable, chronic, degenerative, and acute diseases; air, water, and noise pollution.

209-210. Physical Education Activities I and II.

During the first semester, instruction and practice in touch football, archery, and volleyball. The second semester covers lectures and practice in track and field, softball, and movement exploration.

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. (¼ course)

230. Aquatics.

Aquatic activities for physical education majors. Development of personal skills in swimming for lifesaving with emphasis on teaching methods and techniques. (¼ course) Not open for beginners.

231-232. Bowling.

Development of skills and knowledge that will enable one to use bowling as a leisure time activity.

233. Swimming for the Disabled and Other Adapted Activities.

Techniques of adapting swimming, bowling, archery, and team sports to the needs of the disabled.

241-242. Badminton and Tennis.

Develops ability to play the game of badminton and tennis to a level of personal satisfaction. Strokes, strategy, and rules are analyzed on an individual basis. Instant video replay will be used to analyze individual performance.

251-252. Weight Training and Conditioning.

Develops knowledge and skill needed to train with weights for sport, hobby, or physical fitness. Guidance in planning individualized weight program for conditioning.

301-302. Physical Education Activities III and IV.

Analysis and fundamentals of basketball, bowling, fencing, and field hockey. The second semester is devoted to fundamentals of badminton, tennis, and golf.

303. Philosophy and Principles of Physical Education and Recreation.

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.

304. Principles of Therapeutic Recreation.

An introduction to the utilization of recreational programs in the therapeutic recreation environment. This would include an investigation of hospitals, nursing homes, detention centers, and other specialized programs utilizing activities for therapeutic programs.

305. Growth and Motor Development of the Elementary School Child.

This course has been designed to enable the student to gain an understanding of the developmental progressions of motor skill acquisition in the pre-school and elementary school child. The material covered in this course will better enable the physical education major to design developmentally appropriate exercises suited to the student's particular needs.

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. Prerequisites: Biology 205 or consent of instructor.

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.

Prerequisites: Biology 205 or consent of instructor.

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.

Prerequisites: P.E. 303.

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.

Care and prevention of injuries in athletic activities; safety procedures; proper care of equipment, support methods and therapeutic modalities; first aid and personal safety. Laboratory work will include clinical use of physiotherapy equipment.

Prerequisites: Biology 205 or consent of the instructor.

315. Adapted Physical Education.

This 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 205, Physical Education 307, 308 or consent of instructor.

319. 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. 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. This course is designed to prepare teachers in elements of modern dance activities that are employed in public school programs and hospitals. (¼ course)

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. (¼ course)

322. Movement Therapy: Theory and Techniques.

This course is an overview of the concepts, history, and skills in the use of body movement as a therapeutic technique. The process where dance movement becomes a psycho-dynamic modality will be explored in both didactic and experimental material.

400. Field Work Seminar in Recreation (Special Populations).

Provides an opportunity for the student to broaden his experience in community recreation. An overview of human motor development, mental retardation, cerebral palsy, emotional disability, aging, and corrections. Students will plan, direct and evaluate individualized prescriptive recreation programs for these special populations.

Prerequisites: P.E. 303 or consent of instructor.

401. Camping and Outdoor Education.

This course deals with problems and trends in camping, programming, administration, camping education, and games of low organization.

402. Organization, Administration and Supervision of Health, Physical Education, and Recreation.

Procedures in teaching, organization, administration and supervision of physical education in relation to the whole school program. Organization of pupils; selection and organization of activities; planning of time and space; utilization and care of equipment; procedures for effective administration.

Prerequisites: Physical Education 303

404. Recreation Skills in Music, Drama, Art and Dance.

This course is designed to provide the student with an understanding of the importance of music, drama, art, and dance becoming a part of the total recreation program. The student will learn and practice those skills necessary for the therapeutic use of these modalities in such programs. He will also learn to use materials from these modalities in a recreational way.

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.

408. Senior Symposium in Recreation.

The student will be given an opportunity to choose a topic or area of his/her own interest to research. A written seminar paper is required.

Prerequisites: P.E. 400 or consent of instructor.

413. Football and Soccer.

Schedule making; team management, scouting, officiating; theory of game play, the application of scientific principles and techniques of specific coaching situations and their importance in individual improvements and successful achievements. Theory and practice. (¼ course)

414. Baseball.

Team play and strategy will be given emphasis from offensive and defensive view points. Application of rules, officiating, and theory. Additional areas to be discussed and 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. 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, intramural and J.V. teams are included. (¼ course)

418. 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)

POLITICAL SCIENCE

Ms. Atherton; Messrs. G. Robinson, G. Lawrence, Mrs. Dinke

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 Affairs and/or 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.

201. State and Local Government.

A study of the organization, powers, functions and business methods of formal government at the state and local level; intergovernmental cooperation among federal, state and local agencies.

204. International Politics.

The political relationships among nations with special emphasis on historical and contemporary concepts and practices.

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.

Prerequisite: Political Science 101, 103, 201.

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 and political parties 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.

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.

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 101 and 103.

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 101, 103, 300, and 301.

313. The Legal System.

An introduction to the functions, structure and operations of the components of the legal system: Police, Courts, Corrections, Probation and Parole; the interrelationship of the legal system and political system.

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 101, 103, and 201.

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 101, 103, 201.

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 in-

volve 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.

404. The American Presidency.

A study of the constitutional origins and legal development of the American Presidency. Emphasis is placed on the role of the President as party leader, chief of state, commander-in-chief, moulder and executor of public policy, and chief administrator of the federal bureaucracy.

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 advance of preregistration. This course may be taken more than once for credit.

410. Seminar (Public Affairs).

An interdisciplinary seminar dealing with the major segments of public policy and systems of solutions. It is open to juniors and seniors expressly interested in public service, as well as History, Sociology, Economics, and Political Science. There will be one professor in charge of the course and the use of professors from different disciplines.

411. Seminar.

An honors seminar is provided for selected students who have demonstrated exceptional academic potential. This seminar will deal with topics to be decided upon by the instructor. There will be extensive writing and reading assignments.

PUBLIC AFFAIRS CONCENTRATION

Interdisciplinary Approach

An innovative interdisciplinary approach which concentrates on improving existing courses rather than creating many new additional courses, the Public Affairs program at Lincoln reflects a consolidation of courses now offered in the social sciences, humanities, and natural sciences. The program aims to acquaint the student with public policy issues and problems as viewed from several different perspectives: primarily, the sociological, political, and economic. This approach benefits both students and faculty by providing a catalyst for dialogue and exchange among three major departments in the Social Science Division. Students and faculty associated with the Public Affairs program are also involved in a variety of activities including seminars, workshops, field trips, conferences, and research projects that materially strengthen the quality of education offered. Thus, while the student draws upon course offerings and expertise in various departments to develop the concentration in Public Affairs, he is also able to satisfy the requirements for the baccalaureate degree in liberal arts.

General Regulations

- I. Concentration in the program must begin no later than the end of the student's sophomore year (preferably the end of the first trimester of the sophomore year).
Students must complete the application form provided by the Coordinator and must file with the Registrar his/her intended major.
- II. Transfer students desirous of majoring in Public Affairs will be notified as to the prescribed work they must do to complete the concentration.
- III. Students must have at least a 2.0 cumulative average to declare a concentration in Public Affairs and must complete the required courses with a minimum cumulative average of 2.3.
- IV. Students must also satisfy other university requirements.

V. At the end of each semester, the students in the program will confer with designated faculty members regarding the semester's work and receive approval on course selection for the next semester.

A.B. Degree Requirements

In order to satisfy the requirements for the A.B. degree, students must take two years of a foreign language and satisfy all other university requirements.

B.S. Degree Requirements

For students electing not to take a foreign language, they may then satisfy the requirements for the B.S. degree by substituting the following courses for the four semesters of language:

Required courses:

Mathematics 205 — Introduction to Programming and Computing (Section B)

Philosophy 103 — General Logic

Students may then select any two of the following courses:

Philosophy 105 — Ethics

Political Science 101 — Elements of Government

Humanities 203 — Public Speaking

Mathematics 103 — College Algebra

History 212 — History of Black People in the 20th Century

History 205 or 206 — History of Black People in the U.S.

Outlined below is a typical four-year program of study for the Public Affairs major:

FRESHMAN YEAR

First Semester

Humanities 101

Mathematics 103

Laboratory Science

*Foreign Language

Physical Education

Second Semester

Humanities 102

Introduction to Sociology

Laboratory Science

Foreign Language

Physical Education

*Students are encouraged to take Spanish to fulfill the foreign language requirement for the A.B. degree.

SOPHOMORE YEAR

Humanities Option

American Government

Principles of Economics-macro

Foreign Language

Humanities Option

State and Local Government

Recent American History

Foreign Language

JUNIOR YEAR

Public Administration

Urban Sociology **OR**

Urban Economics **OR**

Public Finance

Urban Politics
 Social Research
 Advanced Composition

General Psychology
 Social Research
 Elective

SENIOR YEAR

Senior Seminar
 Principles of Management
 Elective
 Elective

Senior Seminar
 Social Policy
 Elective
 Elective

Minor in Public Affairs

The Public Affairs minor is open to all students irrespective of their major fields of study. The student who elects the Public Affairs minor will not only broaden his knowledge and appreciation of major public policy issues but will also enhance his chances for employment in the government and other organizations in the public sector. A student will fulfill the requirements for a minor in Public Affairs by completing, with at least a "C" average, the following courses:

Sociology	101	Introduction to Sociology
Business/Economics	201	Principles of Economics-Macro
Political Science	103	American Government
Political Science	405	State and Local Government
Political Science	309	Public Administration
Business/Economics	315	Public Finance

Required Core Courses

Business/Economics 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.

Business/Economics 315. Public Finance.

An analysis of various sources of financing government, such as taxation, debt and other non-tax revenue, 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.

Business/Economics 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.

History 110. Recent American History.

This course surveys the history of the U.S. from 1945 to the present. It covers the major domestic and diplomatic events of the era and seeks to analyze cause and effect. Special em-

phasis will be given to the background of contemporary issues. (Open to all students — no prerequisite.)

Political Science 103. American Government.

The organization and operation of the national government from the standpoint of constitutional principles, structure and functions, programs and policies.

Political Science 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.

Political Science 405. State and Local Government.

Extension of American Federalism; political processes of state and local areas; citizen participation in government process — understanding of political and governmental concepts — contributions which states have made to the function of federal system; effects of sociological changes on political process — urbanization.

Psychology 201. General Psychology.

An introductory study of general psychology designed to prepare for more advanced work in the subject.

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Sociology 101. Introduction to Sociology.

An introduction to the basic concepts of sociology, including socialization, groups, institutions, and social change.

Sociology 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.

Sociology 305-306. Social Research.

Basic research methods in Social Science 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.

Business/Economics 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.

OR Political Science 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.

OR Sociology 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.

Humanities 311. Advanced Composition.

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

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.

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 experimental 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.

SOCIOLOGY, ANTHROPOLOGY, AND HUMAN SERVICES

Messrs. H. D. Gunn, Baber, Chand, Coleman, Johnson, Nichols, Simpson and Ms. Moore.

This Department offers curricula leading to a B.A. Degree with a concentration in Sociology and Anthropology, and to a B.S. degree with a concentration in Human Services, as well as to minors in these several areas. In addition, a B.Sc. in Sociology is offered students seeking teacher certification in social studies.

Departmental requirements for the baccalaureate are as follows:

- A. *B.A. with major concentration in Sociology: Sociology, 101, 243, 201; two additional courses, electing one from each of any two of the following four groups of courses —*

(1) 205, or 215, or 344;

(2) 209, or 334;

(3) 311 or 319 or 336;

(4) 202, or 212;

followed by 244, 318, 305, 306, and 410. (Total, ten courses.)

Generally speaking, the above required courses should be taken in the order indicated.

In addition, major candidates for the A.B. Degree who so desire may elect, in consultation with their Departmental advisor, two further courses in the Department, to qualify for a specialized concentration such as (1) Criminology (314 and 315), (2) Applied Sociology

(two of the following: 307, 308, 404-5), (3) Practicum (341 and 342), or (4) Ethnic Relations (303, and 209 or 321-2: Note that students who have taken 209 as a primary Departmental elective, and who elect the specialty in Ethnic Relations must take 321-2).

Alternative specialized concentrations of an interdisciplinary nature may be worked out individually by majors in consultation with their Departmental advisor.

- B. *B.A. with major concentration in Anthropology*: 101, 243, 201, 303; 204 or 209 or 304 or 321-2 or 334; 305-306, 341-342, and 410. (An alternative curriculum can be worked out in consultation with advisor, entailing the junior year at the University of Pittsburgh. Various further specialized concentrations of an interdisciplinary nature can be similarly worked out in consultation with advisor.)

Supplementing Lincoln University's general "Requirements for Graduation" (see p. 51) the Department requires the following courses of major candidates for the B.A. Degree (Sociology or Anthropology concentrations) to be included among elective courses:

1. Two years of a foreign language (or equivalent, which may be established by a placement examination);
2. Advanced English Composition;
3. Logic, in the Department of Philosophy.

Further, Lincoln University's general requirement of three terms in three separate disciplines in the social science division must be met outside of this Department: that is, a major in this Department must take courses in three social sciences other than Sociology/Anthropology/Human Services. (The third social science will count as a general requirement elective.)

In addition, it is recommended that A.B. candidates intending to proceed to graduate school should take Math. 114, if possible, prior to Soc. 305-306.

- C. *B.S. with major concentration in Human Services/Rehabilitation/Social Work*: 101, 243, 201, 244, 307, 308, 305 and 306 (or Psych. 402 or Math 114), 318, 341-342, and 410.

One or more specialized concentrations may be elected further from the following:

- (1) Rehabilitation (241, 340, and one course selected from the following: 300, 343, 354);
- (2) Social Work (401, with two courses selected from the following: 205, 311, 325, 327, 354, 404-5);
- (3) Corrections (212, 314, 315);
- (4) Ethnic Community Service (209, 303, 311; with Spanish or French 301-302, Advanced composition and conversation, as general requirements electives).

Supplementing Lincoln University's general "Requirements for Graduation" (see p. 51), the Department requires the following courses of majors with Human Services concentration to be included among the general requirements electives.

- (1) One year of a foreign language (or equivalent, which may be established by a placement examination) or Math. 114 and 205.
 - (2) Advanced English Composition;
 - (3) Ethics, in the Department of Philosophy.
- D. B.Sc. in Sociology, toward teacher certification in social studies: Sociology 101, 201, 204, 243, 305-306, 318, 343, and one elective in the Department; along with Economics 201, History 105 or 106, one semester of non-"Western" history, and 410, and Political Science 103 and 307. (Other requirements are determined by the Education Department: see pp. 112ff.)

Departmental requirements for a minor are as follows:

- E. *Minor in Sociology*: 101, 243, 201; 209 or 212 or 244; 215 or 319 or 336; 318 or 305 or 341.
- F. *Minor in Anthropology*: 101, 243, 201, 303, and two from among the following: 204, 209, 304, 321-2, 334.
- G. *Minor in Human Services*: 101, 243, 201, 244, 307, or 308, 341.

A grade of C- in each course is required for either the major or the minor. A C- average is required for the two semesters of research, 305-306. A cumulative average of C is required for all courses taken within the Department. Before receiving formal approval as a major/minor (normally in a student's fourth semester), a student must have completed Soc. 101, 243, and 201 with a grade of C- or above.

The Department aims to prepare students to pursue graduate studies, while at the same time stressing the need for awareness of the applications of knowledge. In particular, the program in Human Services is designed to prepare students also for professional careers in all Human Services settings, including social work and rehabilitation services, and for employment in entry-level positions in those areas. Employment opportunities in a variety of federal, state and local social agencies, as well as in commercial/industrial firms, are open to all graduates who have majored in the Department. Employment opportunities for each of the major concentrations should be discussed with the Departmental staff.

Revisions are made from time to time in course-offerings and requirements, so that it is essential for students to consult frequently with their Departmental advisor. Courses offered each year will depend on the availability of staff.

101. Introduction to Sociology.

An introduction to the basic concepts of sociology, including socialization, groups, institu-

tions, 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.

204. Human Geography.

A definition of the field of geography and its major subdivisions, with a survey of basic concepts, is followed by extended consideration of the role of the human species as a major factor, exploring the complex nature of the relationship among physical geography/climate/ecology, human biology, and culture.

Prerequisite: Sociology 201.

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, others.

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 intro-

duction 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 economic 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.

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 (Zaire) 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.

NOTE: In the immediate future, and till further notice, the above two courses (321 and 322) will be offered as joint "mini-courses" in a single semester, and designated 321-2.

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.

NOTE: In the immediate future, and till further notice, the preceding two courses (404 and 405) will be offered as joint "mini-courses" in a single semester, and designated 404-5.

410. Advanced Topics in Sociology, Anthropology and Human Services.

A senior seminar devoted to the intensive study of topics in the areas of sociology, anthropology and human services. Topics to be covered will vary from year to year in accord with the interests and concerns of students currently enrolled. This course is normally taken in student's senior year.

Offered each fall and spring semester.

MASTER'S DEGREE IN HUMAN SERVICES

Lincoln University, Eagleville Hospital and Rehabilitation Center, and eight other human service agencies, jointly developed and launched a Master's Degree of Human Services Program in 1977.

The Master's Degree Program was begun with assistance from the Fund for the Improvement of Post Secondary Education and the National Institute for Drug Abuse. The Program has adapted an educational model developed by the College of Human Services in New York. It is directed toward full time workers who have both experience and demonstrated skills in the human service field.

CURRICULUM

The Master's Program uses an educational approach that organizes skills and theories into eight basic competencies. These competencies have been identified by outstanding human services practitioners as generic to the field and as essential for the development of a professional career. They are broadly interdisciplinary and are constantly tested against practice.

Each competency is conceptualized metaphorically as a crystal combining the five dimensions of purpose, values, self and others, systems, and skills. During the classes held on Saturdays at Lincoln, Seminars address four of these dimensions, while purpose is addressed one evening during the week in a field integration seminar. These field seminars cluster students geographically, are held at agency sites and investigate the interrelatedness of work activities and theoretical material presented in the Saturday seminars.

For each competency a student is required to complete a "Constructive Action." The purpose of this project is to allow the student an opportunity to apply skills and knowledge derived from the program to client-centered tasks. The Constructive Action requires a contract in which the proposed task, methods, plan of action, and evaluation procedures are defined and justified. The final report and analysis assesses the project and is reviewed by the field integration instructor and the student's agency preceptor. The project is evaluated on the basis of the student's demonstrated understanding of theory, the analytic organization of ideas, the appropriate application of new concepts to practice, and the exploration of new steps to be taken.

REQUIREMENTS FOR THE MASTERS OF HUMAN SERVICES DEGREE

1. Complete the Program's required 50-56 credits with grades of C- or better.
2. Complete all Constructive Action field projects with a grade of C- or better.
3. Maintain the following averages in progressing through the program:
 - C- at the end of the first full term
 - C at the end of the second full term
 - C+ at the end of the third full term
4. Complete the Program with a B average.



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1978**

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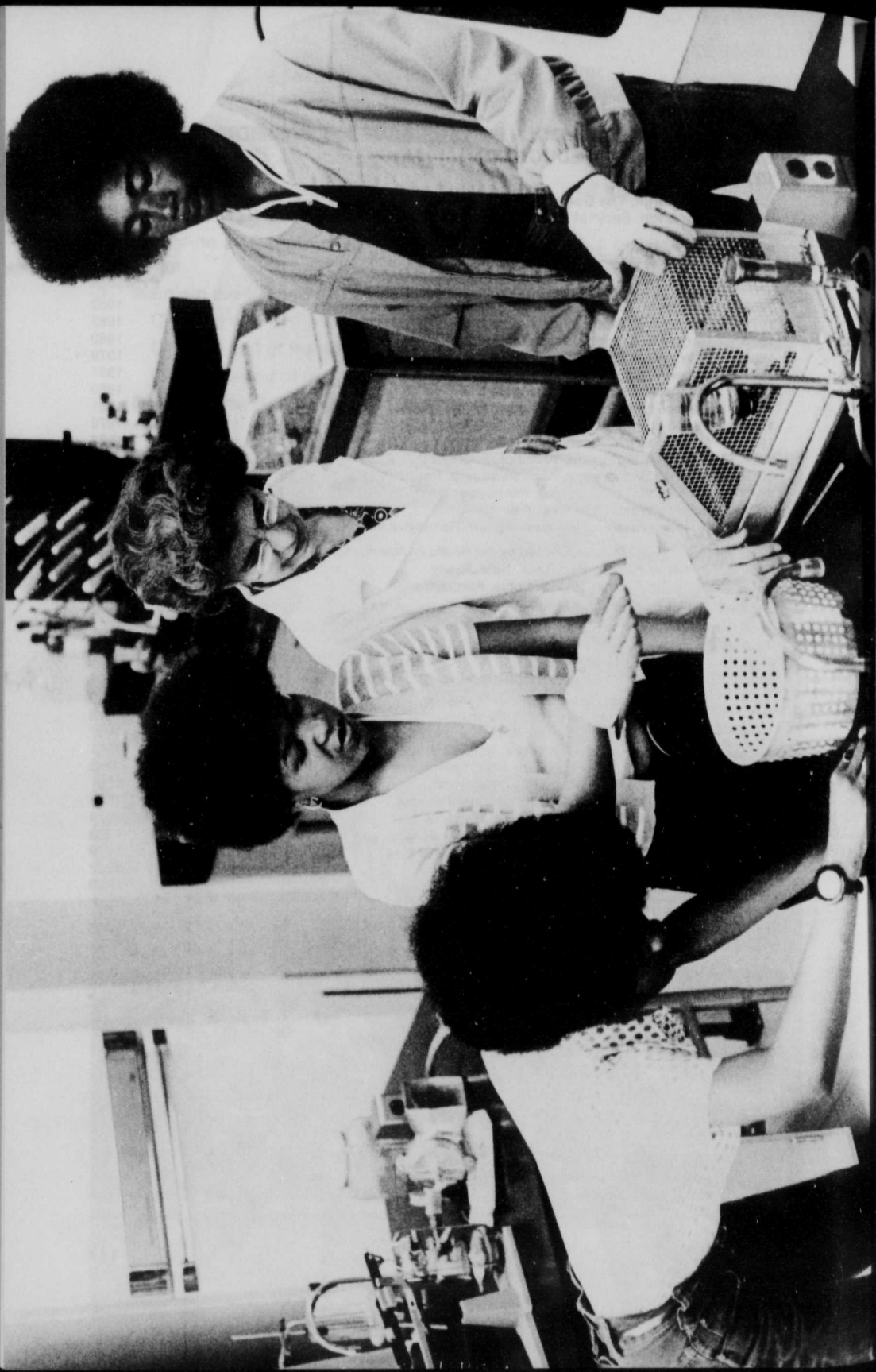
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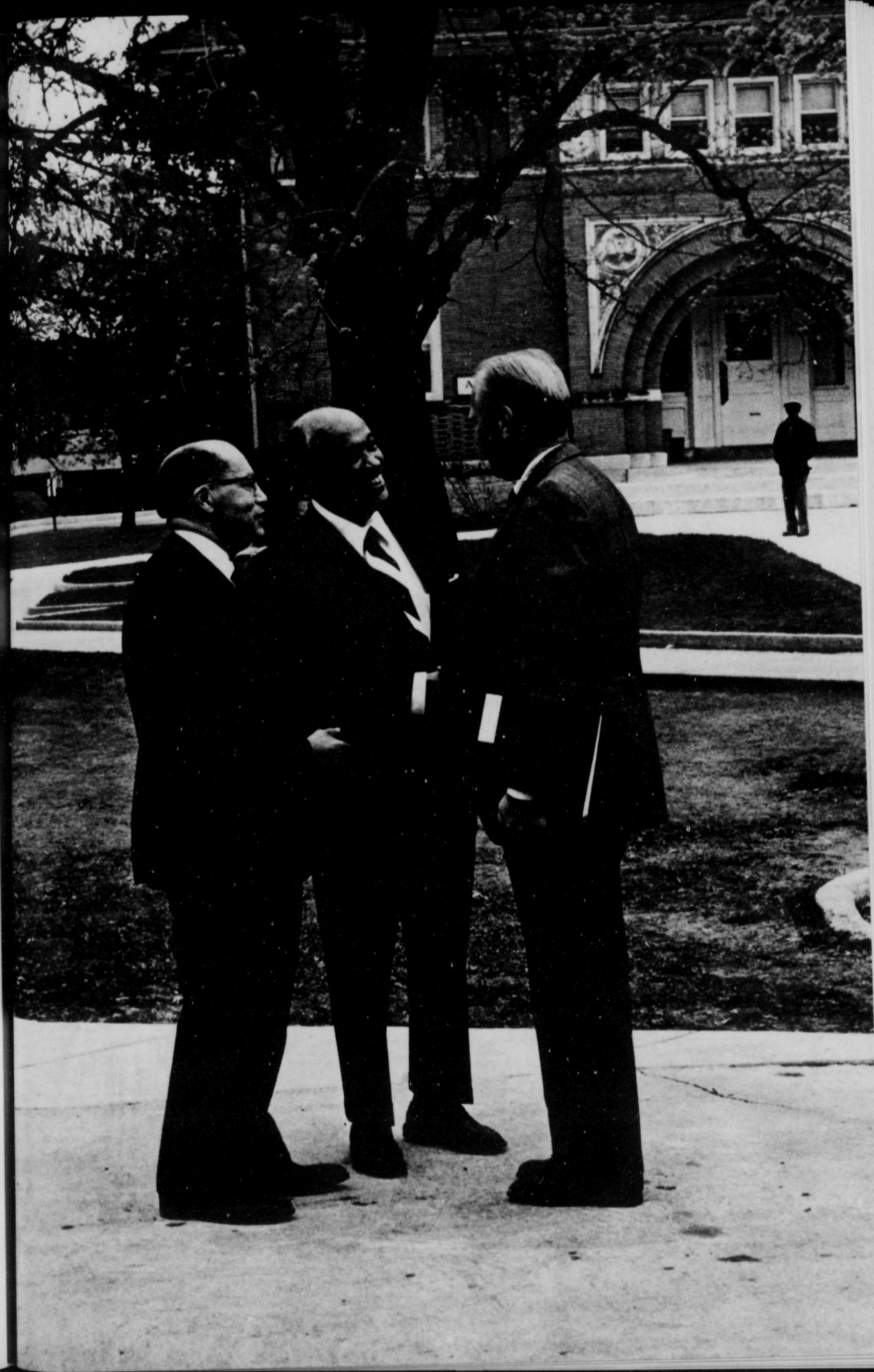
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B.A., Allentown College of St. Francis DeSales;
M.A., University of Delaware
Part-time Lecturer in English; T.I.M.E. Writing
Specialist (1976-; Acting Assistant Director of
T.I.M.E. Program (1978)

CHRISTINA B. CARTER (1970-1976)
B.A., University of Pennsylvania; M.A., Temple
University; Ph.D., Princeton University
Assistant Professor of Sociology; AIDP
Freshman Studies

IAN P. CHAND (1975-
B.Th., Spicer Memorial College (India); M.A.,
Andrews University; M.S., Pennsylvania State
University
Assistant Professor of Sociology

CLEVELAND CHANDLER (1974-1975)
A.B., Morehouse College; M.B.A., Atlanta
University; Ph.D., University of Maryland
Visiting Professor of Economics

MAHINDER SAIN CHOPRA (1965-
B.S., M.S., University of Delhi, India; M.L.S.
Villanova University
Assistant Librarian in Charge of Reference;
Assistant Professor (1966-

MIR A. CHOWDHURY (1970-1975)
B.A., Dacca University, Pakistan; M.P.A.,
Karachi University, Pakistan; M.A., Williams
College
Instructor in Economics

SABINUS H. CHRISTENSEN (1966-
B.M.E., Pratt Institute; S.M., Sc.D., Harvard
University; Oak Ridge Institute of Nuclear
Studies
Professor of Physics; AIDP Freshman Studies
Program

NORWOOD J. COLEMAN (1975-
B.S., Delaware State College; M.S., Virginia
Commonwealth University
Assistant Professor of Human Services

JOHN DANGERFIELD COOPER (1973-1975)
A.B., M.Div., Lincoln University; D.M., Combs
College of Music
Visiting Associate Professor of Music

HENRY G. CORNWELL (1933-
B.A., Lincoln University; Ph.D., University of
Pennsylvania
Professor of Psychology (1959-; Lincoln-
Eagleville Masters Program in the Human
Services (1977-; Chairman, Department of
Psychology (1968-

SOPHY H. CORNWELL (1958-
B.S., Douglass College; O.T.R., Columbia
University; M.L.S., Columbia University
Special Collections Librarian; Assistant
Professor (1978-

- ANTHONY J. CRANE (1978)
B.A., Saint Francis College, New York; M. Ed., Temple University; Ph.D., University of Oklahoma
Associate Professor; Masters Program in the Human Services
- BARBARA J. CRITTENDEN (1976-
B.S., University of Illinois; M.S.T., University of Illinois
Instructor in Physical Education & Athletics; Women's Basketball Coach (1977-)
- HELEN S. DAIUTA (1968-
B.S., West Chester State Teachers College Cataloger; Instructor (1976-)
- JAMES L. DeBOY (1975-
B.S., Ursinus College; M.S., Springfield College
Instructor in Recreation; Coordinator, Rehabilitation Technology, AIDP (1977-)
- THOMAS F. DECARO (1977-
B.S., Rutgers University; M.S., University of New Hampshire; Ph.D., University of Pennsylvania
Associate Professor of Biology; AIDP Freshman Studies
- DANIEL J. DINUBILA (1975)
B.A., Iona College; M.A., Fordham University
Visiting Instructor in Spanish
- AARON P. DONSKY (1976-1977)
B.A., University of Illinois; M.A., University of Illinois
Visiting Lecturer in Sociology/Anthropology; Research Consultant, Environmental Protection Agency Energy Impact Project
- STANLEY DOSCHER (1977-
B.A., California State College; M.S., San Diego State College
Assistant Professor of Economics and Business Administration; AIDP Faculty Workshop
- JAMES E. DURKIN (1968-
B.A., Princeton University; M.A., Columbia University; Ph.D., Rutgers University
Associate Professor of Psychology; Masters Program in the Human Services (1977-)
- JANE F. EARLY (1975-1976)
B.S., St. Joseph's College; M.A., Temple University; Ph.D., Temple University
Assistant Professor of English
- ROBERT W. EATON (1969-1975)
B.A., Texas Tech.; M.A., University of Texas
Instructor in Spanish and Portuguese
- ROBERT W. EMERY (1967-
B.S., West Chester State College; M.A., Columbia University
Associate Professor of Music (1978-)
- LINDA S. EUBANK (1970-1975)
B.A., Duke University; M.A., University of North Carolina
Instructor in Spanish
- ARLINE B. FALLEN (1975-1976)
B.S., Frostburg State College
Visiting Lecturer in Physical Education
- DORIS O. FARNY (1967-
B.A., University of Puerto Rico; M.S., University of Chicago; Ph.D., University of Delaware
Associate Professor of Biology (1969-)
- CHARLES S. FARRELL (1976-1977)
B.A., Lincoln University
Visiting Lecturer in Journalism
- H. ALFRED FARRELL (1952-
B.A., Lincoln University; M.A., Ph.D., Ohio State University
Professor of English; Director, Alumni Relations (1962-)
- MARY V. FARRELL (1960-1969) (1974-
B.S., West Virginia State College; M.A., University of Delaware
Part-Time Instructor in English; Coordinator, T.I.M.E. Reading/Writing Laboratory; AIDP Freshman Studies
- JACQUELINE B. FAULCON (1968-
B.S., Temple University; M.Ed., West Chester State College
Part-Time Lecturer in Music for Voice (1977-)
- BERNARD J. FELCH (1967-
B.A., Dartmouth College; M.A., University of Delaware
Assistant Professor of Art (1968-; Chairman, Department of Fine Arts (1977-)
- RICHARD C. FERRY (1973-1976)
B.A., Temple University; M.A.T., Antioch-Putney College
Instructor in English
- MARSHALL W. FISHWICK (1966-1977)
B.A., University of Virginia; M.A., University of Wisconsin; Ph.D., Yale University
Professor of History and Art; Chairman, Department of Fine Arts (1967-1977); Director, American Studies Institute (1967); AIDP Faculty Development
- ISRAEL J. FLOYD (1976-1978)
B.A., Lincoln University; M.B.A., Temple University; J.D., Villanova University
Part-time Visiting Assistant Professor of Political Science (1978)
- PHILIP S. FONER (1967-
B.A., College of the City of New York; M.A., Ph.D., Columbia University
Professor of History
- IRVING F. FRANKE (1974-1977)
B.S., Wilson Teacher's College; M.Ed., University of Maryland; Ph.D., University of Maryland
Research Associate, Institute for Policy Analysis and Program Evaluation; Associate Professor of Sociology (1976-1977); Project Director, Environmental Protection Agency Energy Impact Studies (Ohio River Basin Study) (1976-1977)

- JAMES W. FRANKOWSKY** (1951-
B.A., M.S., New York University
Reuben J. Flick Professor of Mathematics
(1968); Chairman, Department of
Mathematics (1951-
- ANTONIO FUSTE** (1967-
Litt. B, Institute de Segunda Ensenanz; M.A.,
University of Delaware; Ph.D., University of
Havana; L.L.D., University of Havana
Assistant Professor of Spanish (1968-
- ALEXANDER L. GABBIN** (1975-
B.A., Howard University; M.B.A., University of
Chicago
Associate Professor of Business Administration;
Acting Chairman, Department of Business &
Economics (1978-
- JOANNE V. GABBIN** (1977-
B.A., Morgan State University; M.A., University
of Chicago
Part-time Assistant Professor of English
- ROBERT N. GARDNER** (1947-
B.A., Macalester College; B.S., M.Ed., University
of Minnesota
Professor of Physical Education (1969);
Chairman, Department of Health, Physical
Education and Recreation (1977-; Director of
Physical Education Program (1969-;
Coordinator, Freshman Studies Program,
Experimental Courses and Workshop, AIDP
(1977-; Director, T.I.M.E. Program (1972-
- WILLIAM E. GARDNER** (1973-
B.A., Morehouse College; M.A., New York
University; Ph.D., Michigan State University
Professor of Psychology and Education;
Chairman, Department of Education (1974-;
AIDP Faculty Development (1975-; Professor,
Lincoln-Eagleville Program (Summer, '77);
Coordinator, Freshman Studies Program,
AIDP (1978)
- PEGGY B. GELBER** (1968-
B.A., Vassar College; M.A., University of
Pennsylvania; Ph.D., University of
Pennsylvania
Assistant Professor of French
- JOHN P. GIBBONS** (1978)
B.A., La Salle College; M.A., Temple University
Visiting Lecturer in Skills Seminar, Lincoln-
Eagleville Masters Program in the Human
Services
- JOHN G. GRAHAM** (1977)
Visiting Lecturer in Economics; Tutor in
Economics
- CHARLES M. GRAUPERA** (1975) (1976)
B. Litt., Institute of Havanna; LL.B., La Salle
Extension University (Chicago); M.A.,
University of South Dakota
Visiting Instructor in Spanish
- JAMES E. GREEN** (1972-1976)
B.A., Elon College; M.A., University of Delaware
Instructor on English; AIDP Faculty
Development
- R. DEAN GREGG** (1974-1978)
B.S., West Chester State College; M.A., Trenton
State College
Instructor in Physical Education and Athletics;
Trainer
- EDWARD B. GROFF** (1963-
B.S., Temple University; M.A., University of
Pennsylvania; Ph.D., University Kansas
Professor of English (1970); #On leave 1978
- HAROLD D. GUNN** (1960-
B.A., Southern Methodist University; M.A.,
University of London
Associate Professor of Anthropology and
Sociology; Chairman, Department of
Sociology & Anthropology (1975-; Curator of
African Art Collections (1960-
- VIRGINIA B. GUNN** (1961-1967) (1970-
B.A., Swarthmore College; M.A., University of
Connecticut; M.A., Bryn Mawr College; Ph.D.,
Bryn Mawr College
Part-time Assistant Professor of French; AIDP
Faculty Workshop (1978-
- JOSEPH L. HARRISON** (1963-
B.S., Leland College; M.S., Ph.D., State
University of Iowa
Professor of Biology; Chairman, Department of
Biology (1968-
- RICHARD E. HAWES** (1969-
B.A., University of Rochester; M.A., University of
Pennsylvania
Assistant Professor of English
- PAUL E. HESS** (1977-
B.A., University of Delaware
Director of Instrumental Music; Lecturer
- CAROL J. HICKS** (1978)
B.A., Lincoln University; M.S.W., Smith College
School
Instructor, Lincoln-Eagleville Masters Program
in the Human Services
- PETER T. HOFFER** (1971-
B.A., Columbia University; M.A., Tufts
University; Ph.D., University of Pennsylvania
Part-time Assistant Professor of German (1977-
AIDP Experimental Program (1978-
- ENOCH D. HOUSER** (1964-
B.A., Alabama State College; M.S., Villanove
University; M.S., Bryn Mawr College; Ph.D.,
University of Delaware
Professor of Biology (1973)
- JANICE HOUSER** (1974-1975)
B.A., Dillard; M.S.W., University of Pennsylvania
Instructor, Human Services
- LOUIS A. HUFF** (1977-
B.A., Howard University; M.A., Howard
University
Assistant Professor of Economics

- GERALD Q. HURWITZ (1963-
B.A., George Washington University; M.A.,
Ph.D., Johns Hopkins University
Associate Professor of Philosophy (1970-;
Chairman, Department of Philosophy (1968-;
AIDP Faculty Workshop
- J. GLENN HUTCHINSON (1975-1976)
B.A., Emory University; M.A.; University of North
Carolina; Ph.D., University of Chicago
Associate Professor of Sociology
- SZABI ISHTAE-ZEE (1978-
B.S.W., Temple University; M.Ed., Temple
University; Ph.D., Union Graduate School
Assistant Professor, Lincoln-Eagleview Masters
Program in the Human Services
- PHYLLIS E. JACKSON (1975-1977)
A.B., Hunter College; M.S., Indiana University;
Ed.S., Indiana University; Ed.D., Indiana
University
Assistant Professor of Education; Director of
Freshman Studies, AIDP
- ROGER L. JANELLI (1974-1975)
B.S., Georgetown University; M.B.A., M.S.,
Ph.D., University of Pennsylvania
Instructor in Business and Economics
- AMBROSE JEARLD JR. (1975-1977)
B.S., University of Maryland; M.S., Oklahoma
State University; Ph.D., Oklahoma State
University
Assistant Professor of Biology
- CLARISSA H. JOHNSON (1976)
B.F.A., Philadelphia College of Art
Visiting Lecturer in Art
- GOLDYE K. JOHNSON (1955-
B.S., West Virginia State College; M.S.L.S.,
Drexel University
Circulation and Readers' Services Librarian
(1972-; Assistant Professor (1974-
- TRAVIS T. JOHNSON (1974-
B.E., Chicago State University; M.A., Loyola
University — Chicago
Assistant Professor of Sociology & Human
Services, Social Rehabilitation Services Grant
- WILLIAM T. M. JOHNSON (1963-
B.S., Virginia State College; M.S., University of
Pennsylvania; Ph.D., University of
Pennsylvania
Professor of Chemistry (1973); Chairman,
Department of Chemistry (1975-1978);
Director, Biomedical Research Program
(1975-
- CYRUS D. JONES (1974-
B.S., Florida A & M University; M.S., Indiana
University
Instructor in Physical Education & Athletics;
Track Coach
- PAULETTE J. JONES (1976-
B.A., University of Virginia; M.A., Ohio State
University
Director of Language House; Instructor in
Spanish
- THOMAS M. JONES (1946-
B.A., Earlham College; M.A., Haverford College;
Ph.D., University of Pennsylvania
Professor of History (1954); Chairman,
Department of History (1977-
- KALU M. KALU (1977)
B.Sc., University of Ghana; M.A., Yale University
Visiting Lecturer, Lincoln-Eagleview Masters
Program in the Human Services
- JUNG R. KIM (1969-
B.A., KON-KUK University (Seoul); MS.L.S.,
Villanova University
Cataloger; Instructor (1976-
- GEOFFREY C. KINDER (1974-1977)
B.S., University of Maine at Presque Isle; M.S.,
Ithaca College
Instructor in Physical Education & Athletics
- PENELOPE J. KINSEY (1966-
B.A., Florida A & M University
Part-time Assistant Professor of Psychology
(1975-
- RETHINASAMY KITTAPPA (1970-
M.A., Madras University, India; M.S., Ph.D.,
University of Delaware
Associate Professor of Mathematics; AIDP
Freshman Studies (1978-
- VASANTHA KITTAPPA (1977-
B.S., Madras University; M.S., Annamalai
University
Lecturer in Biology
- LEE KOENIGSBERG (1972-1976) (1978)
B.A., City University of New York; M.A., City
University of New York
Director of the Research Institute for Policy
Analysis and Program Evaluation (1972-
1976); Associate Professor of Sociology
(1973-1976); Visiting Lecturer, Lincoln-
Eagleview Masters Program in the Human
Services (1978)
- RAN LACHMAN (1975-1976)
B.A., Tel Aviv University (Israel); M.A., Tel Aviv
University; M.A., University of Pennsylvania
Visiting Instructor in Sociology
- JOHNNIE A. LANDON (1975-1976)
B.A., University of Texas; M.A., University of
Texas; J.D., Howard University Law School
Assistant Professor of Political Science; AIDP
Faculty Development
- GAYLE K. LAWRENCE (1976-1978)
B.A., Temple University; M.B.A., University of
Pennsylvania; Ph.D., University of
Pennsylvania
Professor of Political Science
- JEAN W. LEAVITT (1977)
Visiting Lecturer in English
- THOMAS K. LEIPERT (1976-1978)
Ph.D., University of Basel (Switzerland)
Assistant Professor of Chemistry (1977)

LAWRENCE J. LEVERONE (1974-1975)
B.S., Tufts University
Visiting Lecturer in Mathematics and Computing
Science

ANNABELLE W. LINNEMAN (1973-
Ph.B., Illinois Wesleyan; Ed.M., Ed.D., Temple
University
Part-time Instructor in English; T.I.M.E. Reading
Specialist; AIDP Freshman Studies (1974-

EDWARD M. LOPEZ (1976)
B.S., Millersville State College; M.Ed., Temple
University
Visiting Lecturer in Spanish

JOHN M. LOPEZ (1976-1977) (1978-
B.A., Morehouse College; M.A., Middlebury
College; M.Phil., Columbia University
Part-time Lecturer in Spanish; Language Lab
Clerk, AIDP

KENNY L. MCKEE (1978)
B.A., Lincoln University
Assistant Laboratory Instructor in Organic
Chemistry

OM P. MACHHAR (1970-1975)
B.S., University of Jodhpur, India; M.B.A.,
Atlanta University
Instructor in Economics & Business

THOMAS W. MAHONEY (1974)
B.A., Wabash College; M.A., Ph.D., University of
Pennsylvania
Lecturer in Political Science

WALTER K. MALLORY (1975-
B.S., Temple University; M.A., Temple
University; Ph.D., Rutgers University
Associate Professor of Mathematics (1978-

JAMES N. MARSHALL (1974-1975)
B.S., B.S., Massachusetts Institute of
Technology; M.B.A., University of
Pennsylvania
Instructor in Economics & Business

MOTHA E. MARUPING (1978-
B.A., University of Botswana; M.A., The
Catholic University of America; Ph.D., The
Catholic University of America
Part-time Visiting Assistant Professor of
Business & Economics

M. ELLEN MOFFETT (1978)
B.A., New York University; M.A., University of
Pennsylvania
Assistant Professor, Lincoln-Eagleview Masters
Program in the Human Services

ALFRED T. MOLEAH (1974)
B.A., Lincoln University; M.A., College of the
City of New York; Ph.D., New York University
Visiting Associate Professor of Political Science

SORAYA (DAVIS) MOORE (1976-1978)
B.A., Lincoln University; M.S.S., Bryn Mawr
College
Assistant in Public Affairs Program; Part-time
Instructor in Sociology (1977)

PHILLIP R. MORGAN (1978)
B.S., New Mexico State University; M.A.,
University of Colorado; Ph.D., University of
Colorado
Part-time Visiting Associate Professor of
Sociology

HENRY V. MOYANA (1974-
B.A., M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of History; Chairman,
Department of History (1975-; AIDP Faculty
Experimental Courses (1975-1977); = On
leave 1977

PEARL J. MULLETT (1973-
B.S., Fisk University; M.S., Tennessee State
University; Ed.D., University of Tennessee
Professor of Education; Director, Career
Services Center, AIDP (1976-

ANDREW E. MURRAY (1949-
B.A., University of Colorado; Th.B., Th.D.,
Princeton Theological Seminary
Abigail A. Geisinger Professor of Religion
(1959-; Chairman, Department of Religion
(1960-; Professor, Lincoln-Eagleview Masters
Program in the Human Services (1977-1978)

MAILU MUTURI (1975)
B.A., Lincoln University
Visiting Instructor in Economics

DAVID N. MUXO (1975-1976)
B.A., University of Delaware; M.S., University of
Delaware
Instructor in Spanish

GORO NAGASE (1971-
B.S., University of Tokyo; M.S., University of
Hawaii; Ph.D., University of Delaware
Associate Professor of Mathematics (1978-;
AIDP Freshman Studies

HAROLD J. NICHOLS (1974-
A.B., M.S.W., Howard University
Assistant Professor of Sociology; Director,
Human Services Program; AIDP Faculty
Development (1974-

JOYCE NOLEN (1974-1976)
B.S., Frostburg State College; M.S., Morgan
State College
Instructor in Physical Education & Athletics

DONALD J. ORNER (1978)
B.S., Kutztown State College
Teacher, Art Phase of Physical Education, AIDP

SHIRLEY A. ORSAG (1973-
B.A., Geneva College; M.A., Middlebury
College; Ph.D., University of Pittsburgh
Associate Professor of Spanish (1978-; AIDP
Freshman Studies and Workshop

SPYROS PAPANICOLAOU (1975-1977)
B.A., Queens College, CUNY; M.A., University of
Pennsylvania
Instructor in Business & Economics

- ROBERT A. PAPP (1978)
B.S., Shippensburg State College; M.A., St. Joseph's College
Visiting Lecturer, Lincoln-Eagleview Masters Program in the Human Services
- SHERMAN PATRICK (1978)
B.S., Ohio State University; M.P.H., Columbia University; M.A., New York University, Graduate School
Visiting Lecturer, Lincoln-Eagleview Masters Program in the Human Services (1977-1978)
- ROBERT M. PEARCY (1974)
A.B., Lincoln University; Ed.M., Temple University
Lecturer in Education
- ELLEN L. PELLA (1975)
B.A., Indiana University; M.Ed., Indiana University; M.A., University of Pennsylvania
Visiting Instructor in Spanish & Director of Language House
- ROMAINE G. PHILLIPS (1974-1975)
B.A., Lincoln University; J.D., Georgetown University
Visiting Assistant Professor of Political Science & Business
- DONALD L. PIERCE (1960-
B.A., Lincoln University; M.S., University of Pennsylvania
Assistant Professor of Mathematics (1968-; AIDP Freshman Studies
- ROSE BLAIZE PINCKNEY (1978-
Ph.D., Union Graduate School; M.A., New York University; B.S., New York University
Adjunct Professor; Director, Lincoln-Eagleview Masters Program in the Human Services
- DAVID L. PORRETTA (1974-1978)
B.S., Niagara University; M.S., Ithaca College
Instructor in Physical Education & Athletics Trainer
- DOUGLAS P. RANDOLPH (1974-1978)
B.S., Delaware State College
Director of Athletics (1977-; Coach & part-time Lecturer in Physical Education
- PEGGY A. REARICK (1978)
B.S., West Chester State College
Teacher, Music Phase of Physical Education; AIDP
- SAROJA K. REDDY (1973-1975)
B.Sc., Andhra Christian College (India); M.A., Ph.D., Sri Venkateswara University (India)
Associate Professor of Biology
- ALBERT G. RICHARDS (1973-1975)
B.A., Xavier University; M.A., Ph.D., Ohio State University
Assistant Professor of Spanish
- GRACE B. RIVERO (1933-1978)
B.A., Virginia Union University; M.A., Teachers College, (Columbia University)
Instructor in Humanities; AIDP Freshman Studies
- MANUEL RIVERO (1934-1977)
B.A., M.A., Columbia University
Professor of Physical Education; Chairman, Department of Health & Physical Education (1937-1977); Director of Athletics (1965-1977)
- GEORGE L. ROBINSON (1975-
B.A., New York University; M.A., New York University; Ph.D., New York University
Professor of Political Science; Chairman, Department of Political Science (1975-; AIDP Experimental Courses and Workshop
- JOSEPH J. RODGERS (1973-
B.A., Morehouse College; M.A., University of Wisconsin; Ph.D., University of Southern California
Professor of Romance Languages; Chairman, Department of Languages & Linguistics; AIDP Freshman Studies and Workshop
- WILBERT J. ROGET (1969-1975)
B.A., Xavier University; M.A., Indiana University
Assistant Professor of French
- EUGENE C. ROYSTER (1971-1977)
B.A., Antioch College; M.A., Ph.D., Yale University
Professor of Sociology, Anthropology, Lincoln-Eagleview Masters Program in the Human Services
- DeFOREST P. RUDD (1952-
B.A., Harvard University; Ph.D., University of California
Professor in Chemistry; AIDP Experimental Courses and Workshop
- MARY ANNE RUSHLAU (1978)
B.A., University of Chicago
Visiting Lecturer, Lincoln-Eagleview Masters Program in the Human Services
- MARIANNE H. RUSSO (1965-1978)
B.A., Mount Holyoke College; M.A., Columbia University
Part-time Instructor in Freshman Humanities Program; AIDP Freshman Studies
- PAUL A. RUSSO (1965-
B.A., Brown University; M.A., Ph.D., Columbia University
Associate Professor of History; \pm On leave 1978-1979
- WARNER H. SANFORD, JR. (1976-1977)
B.A., Olivet College; M.Div., Yale Divinity School
University Chaplain; Assistant Professor of Religion
- BARBARA D. SAUER (1975-1977)
Mus.B, University of Delaware; Mus.M., University of Rochester
Instructor in Music
- BRENDA M. G. SAVAGE (1974-
B.A., Tennessee State University; M.Ed., Ed.D., Temple University
Associate Professor of English (1978-; AIDP Freshman Studies

- SHEILA L. SAWYER (1972-1977)
A.B., Lincoln University; M.A.T., Harvard University
Lecturer in English; AIDP Freshman Studies
- RONALD A. SCHWARTZ (1976)
B.S., University of Idaho
Visiting Lecturer in Spanish
- BETHUEL P. SETAI (1975-
B.A., Columbia University; M.Ed., New York University; M.A., New York University; Ph.D., New York University
Associate Professor of Business & Economics; Chairman, Department of Business & Economics (1975-; # On leave 1978-1979
- EMILY S. SHIEL (1972-1975) (1977-
B.A., Lincoln University; M.S., Antioch College
Part-time Instructor in English, Lincoln-Eagleview Masters Program in the Human Services (1977-
- SUSAN M. SILBERSTEIN (1973-1975)
B.A., Douglass College; M.A., Ph.D., University of Pennsylvania
Assistant Professor of French
- PRINNICE W. SIMPSON (1977-
B.A., West Virginia State; M.A., Ohio State University
Assistant Professor Sociology
- DANIEL F. SINGER (1975-1976)
B.A., John Brown University; M.S., University of Wisconsin
Visiting Lecturer in Mathematics & Computing, AIDP Freshman Studies
- LELAND D. SMUCKER (1966-
B.S., Kent State University; M.S., Miami University; Ph.D., University of Delaware
Associate Professor of Chemistry (1970-
- CONNIE SOUTHERLY (1978)
B.A., West Virginia University; M.A., The George Washington University
Visiting Lecturer, Lincoln-Eagleview Masters Program in the Human Services
- RICHARD P. STEVENS (1964-1977)
B.A., University of Notre Dame; M.A., Ph.D., Georgetown University
Professor of Political Science (1968-1977)
- SAMUEL G. STEVENS (1951-1976) *Deceased*
B.A., S.T.B., M.Div., Lincoln University; Th.M., Union Theological Seminary Virginia; S.T.M., Western; D.D.
Professor of Religion; University Chaplain (1955-1976)
- JOHN B. STORM, III (1976)
Visiting Lecturer in Physical Science, AIDP
- CHRISTIAN STRALEY (1978)
Instructor in Chemistry
- SALIGRAMA C. SUBBARAO (1969-
B.Sc., Mysore University (India); M.Sc., Bombay University (India); Ph.D., Univ. of London
Associate Professor of Chemistry; Chairman, Department of Chemistry (1978-
- DAVID C. SULLIVAN (1970-1975)
B.S., State University of New York; M.S., University of Rochester
Instructor in Political Science
- ORRIN C. SUTHERN, II (1950-
B.A., Western Reserve University; M.A., Columbia University
Professor of Music; Chairman, Department of Music (1968-
- JAMES E. SYPHERS (1969-1975) (1977-
B.A., University of New Hampshire; B.D., Oberlin College; M.S.W., University of Pittsburgh
Assistant Professor; Lincoln-Eagleview Masters Program in the Human Services (1977-
- JUDITH A. W. THOMAS (1974-
B.S., Edinboro State College; M.Ed., Duquesne University; Ed.D., West Virginia Univ.
Associate Professor of Education; Director of Student Teaching (1974-; AIDP Experimental Courses and Workshop
- R. BRUCE THOMPSON, JR. (1972-1975)
B.A., University of Rochester
Visiting Lecturer in Geology
- JOYCE C. TOWNSEND-DINKE (1978-
B.A., University of Oklahoma; M.A., University of Oklahoma; M.P.A., University of Oklahoma
Assistant Professor of Political Science; Coordinator/Advisor, Public Affairs Program
- C. JAMES TROTMAN (1967-1978)
B.A., M.Ed., Pennsylvania State University; Ed.D., Teacher's College, Columbia
Assistant Professor in English (1973); AIDP Freshman Studies
- CARLTON D. TROTMAN (1966-
B.A., Lincoln University; M.A., New York University
Part-time Assistant Professor of Psychology (1977-
- STANLEY S. TSAI (1958-
B.S., Lafayette College; B.A., Lincoln University; MME., University of Delaware
Assistant Professor of Physics (1966-; AIDP Experimental Courses and Workshop
- CAROLYN H. TUCKER (1974-1977)
B.A., Mills College (Oakland, California)
Financial Aid Counselor; Visiting Instructor in Dance (1975-1976)
- REMS W. UMEASIEGBU (1972-1975)
M.A., University Sedmact Listopadu., Ph.D., University of Pennsylvania
Instructor in English
- JAMES K. VAN DOVER (1978-
B.S., Lafayette College; M.A., Bryn Mawr College; Ph.D., Bryn Mawr College
Part-time Assistant Professor of English
- PATRICIA VOSHELL (1974-1975)
B.A., M.S., University of Delaware
Lecturer in Mathematics

LINDALEE C. WALD (1973-
B.S., Salisbury State; M.S., University of
Delaware
Part-time Instructor in Mathematics; Part-time
Coordinator, T.I.M.E. Math Lab.; AIDP
Freshman Studies

MARY L. WALTERS (1970-
B.A., West Chester State College; M.S., Library
Science Drexel University
Acquisitions Librarian; Instructor (1976-
JAMES S. WEAGLEY (1978-
B.S., Lock Haven State College; M.S., East
Stroudsburg State College
Instructor & Athletic Trainer

BARRY E. WEINGARTEN (1975)
A.B., George Washington University; A.M.,
University of Pennsylvania
Visiting Instructor in Spanish

JEAN A. WHITE (1969-
B.S., Boston University; Ed.M., Temple
University
Assistant Professor of Physical Education;
Women's Volleyball Coach (1977-
JAMES V. WILLIAMS (1975-1977)
B.S., Delaware State College; M.B.A., University
of Delaware
Instructor in Business Administration

WILLIE WILLIAMS, JR. (1974-
B.S., Southern University; M.S., Ph.D., Iowa
State University
Associate Professor of Physics (1978-;
Chairman, Department of Physics (1975-;
AIDP Experimental Workshops

GLADYS J. WILLIS (1977-
B.S., Jackson State University; M.A., Michigan
State University; Ph.D., Princeton University
Associate Professor of English; Chairperson,
Department of English

FRANK H. WILSON, JR. (1974-1977)
B.A., Howard University; A.M., Rutgers Univ.
Instructor in Sociology

EMERY WIMBISH, JR. (1950-
B.A., Clark College, B.L.S., Atlanta University;
M.L.S., Columbia University
Librarian; Associate Professor (1967-
RICHARD C. WINCHESTER (1961-
B.A., Ursinus College; Ph.D., University of
Rochester
Associate Professor of History (1967-
JOHN YOUNG (1972-
B.M. Manhattan School of Music; M.M.,
Manhattan School of Music
Assistant Professor of Music (1978-

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Administration & Staff

1975-1978

MARK L. ARMSTRONG (1978)
B.S., University of Delaware
Part-time Professional Tutor in Mathematics
Laboratory, AIDP Program

GERALDINE ARNETTE (1975)
Laboratory Assistant, Department of Biology

LLOYD E. ASPARAGUS, JR. (1968-
B.A., Lincoln University
Business Manager (1974-

HARRIET A. AUSTIN (1977-1978)
B.S., District of Columbia Teachers College;
M.Ed., Howard University
Counselor, AIDP Program

HERSCHEL L. BAILEY (1970-
B.A., Lincoln University
Coordinator of Special Services and Director,
SPEED Program

H. MILTON BARBERHENN (1968-
B.A., University of Denver
Director, Instructional Media Center

ROBERT B. BARKER (1975-
B.A., Duke University; M.B.A., University of
Delaware; M.Ed., University of Delaware
Director, Personnel and Business Services,
(1977-

JANE B. BAUGHMAN (1949-
Executive Secretary to the Vice-President for
Fiscal Affairs & Treasurer (1975-

MAYO M. BELL (1970-
B.A., Lincoln University
Director of Student Housing (1973-

RUTH E. BENNS (1978-
M.Ed., Antioch, Yellow Springs, Ohio; B.A.,
Cheyney State College
University Counselor, T.I.M.E. Program

STEVEN RONALD BERRY (1978-
Counselor on Admissions

HERMAN BLACK (1977-
A.B., New York University; M.D., New York
University
Director of University Health Program &
University Physician

HERMAN R. BRANSON (1970-
L.H.D., Shaw College; LL.D., Western Michigan
University; L.H.D., Brandeis University; Sc.D.,
Lincoln University; Sc.D., University of
Cincinnati; Sc.D., Virginia State College;
Ph.D., University of Cincinnati; B.S., Virginia
State College
University President

JOANN E. BROWN (1978-
B.S., West Chester State College
Part-time Professional Tutor, Reading/Writing
Lab., T.I.M.E.; Assistant in Special
Collections, Hughes Library

JOYCE T. BROWN (1978-
B.S., Millersville State
Part-time Professional Tutor, Math Lab, AIDP

OLIVIA E. BROWN (1976-1977)
Admissions Counselor

BYRON S. BULLOCK (1977-
B.A., Lincoln University
Counselor on Admissions

YVETTE R. CARNEY (1976-1977)
B.A., Lincoln University; M.A., Columbia
University
Resident Director & Counselor for Lucy Laney &
Morris Halls

WILLIE R. CARTER (1978)
A.A., Gloucester Community College; B.A.,
Rutgers University; M.A., Glassboro State
College; Ed.D., Nova University
Director of Financial Aid

D. ROBERT CASEY (1978)
A.A.S., Delaware Technical & Community
College; A.A.S., University of Delaware
Systems Programmer

KENNETH W. CHANDLER (1977-
B.S., Guilford College
Resident Director & Counselor for the
Quadrangle Dormitories

CAROLYN W. CIANCUTTI (1975-1976)
Laboratory Assistant in Chemistry

TONI A. COHEN (1975-1976)
B.A., Mt. Holyoke College; M.S., University of
Delaware; Ph.D., University of Delaware
Computer Programmer, AIDP

SHIRLEY C. COLES (1977-1978)
B.A., University of Maryland
Financial Aid Counselor

WAYMAN R. COSTON (1968-
B.A., Lincoln University; M.D., Meharry Medical
College
Consulting Physician

CAROL E. COTMAN (1977-
B.A., Lincoln University
Director of Admissions

PATRICIA A. COULTER (1978-
M.Ed., University of Louisville; B.S., Knoxville
College
Job Developer in the Northeast, COOP Program

- BEVERLY Y. CUMBERBATCH (1977-78)**
B.S., Cheyney State College; M.Ed., Temple University
Counselor/Administrator, Lincoln-Berean Project
- THOMAS E. CURTIS (1978)**
B.A., Loyola College; J.D., Villanova Law School
Acting Coordinator, Public Affairs Program
- BEMBA DAKUGINOW (1978-)**
B.A., Lincoln University
Part-time Soccer Coach
- DWIGHT DAVIS (1978-)**
Ph.D., Columbia University; B.A., Howard University
Institutional Research Officer, A.I.D.P.
- WANDA M. DAVIS (1975-1978)**
B.A., Pennsylvania State University
Resident Director and Counselor
- THOMAS F. DEAHL (1974-1975)**
B.A., Ohio State University
Evaluator, "Family Planning in Pennsylvania," Pennsylvania Department of Public Welfare
- JOAN H. DE MICHEL (1976-1977)**
Part-time Assistant Mathematics Laboratory Technician, AIDP
- JAIZELLE J. DENNIS (1978-)**
B.S., Howard University; M.S., Southern Illinois University
Staff Assistant, Career Services Center
- GETAHOUN DINKE (1978-)**
B.B.A., University of Oklahoma; B.S., Howard University
Budget Officer, AIDP
- WILLIAM G. DOUBLE (1975)**
B.S., Temple University; M.A., Ohio State University
Senior Research Associate, "Family Planning in Pennsylvania", Pennsylvania Department of Public Welfare
- SONDRA E. DRAPER (1978-)**
M.Ed., Temple University; B.A., Lincoln University
Part-time Professional Tutor in the Reading/Writing Lab, T.I.M.E.
- MARY ELLEN EADIE (1977)**
Reading/Writing Tutor, T.I.M.E. Program
- JOHN C. EMPIE, Jr. (1972-1977)**
Kennett Square Study Center Supervisor, Upward Bound Program
- JOHN C. ERDMANN (1976-1978)**
B.A., DePauw University; M.S., Indiana University; Ed.S., Indiana University
Instructional Developer, AIDP
- AIDAN N. FARRELL (1978-)**
Junior Systems Programmer
- ELLA M. FORBES (1978-)**
Inter-library Loans Librarian & Reference Assistant, Langston Hughes Memorial Library
- GRACE J. FRANKOWSKY (1949-1954) (1954-)**
Executive Secretary to the President (1975-)
- WANDA Y. GARRISON (1975-1978)**
B.A., University of Delaware
Counselor in S.P.E.E.D. Program
- FRED GILLESPIE (1973-1977)**
B.A., Denison University (Ohio)
Assistant in the Computer Center
- JAMES O. GORDON (1975-1976)**
B.A., State University College of New York
Director, Upward Bound
- JOHN M. GORDON (1977)**
Instructional Developer, AIDP Program
- TERESA O. GREEN (1977-)**
A.B., University of Delaware; M.A., University of Delaware
Manager of Information Resources, AIDP
- BERNARD M. GROSS (1978-)**
B.S., Temple University; M.Ed., Temple University; Ed.D., Temple University
Dean of Student Services
- DEBRA A. HARRINGTON (1978-)**
B.S., University of Delaware
Computer System Attendant
- WILLIAM S. HAMMOND (1975-1978)**
B.M., SUNY at Potsdam; M.S., SUNY at Albany; Ed.S., State University of New York at Albany
Coordinator, Career Placement, AIDP
- GEORGE T. HEDGESPEETH (1971-1977)**
Consultant on Financial Aid
- PORTIA M. HEDGESPEETH (1977)**
B.A., Lincoln University
Assistant Project Director, T.I.M.E. Program
- BARBARA HENLEY (1976-1978)**
B.A., University of Illinois; Ph.D., Ohio State University
Director, Counseling Coordination and Testing, AIDP and Lilly Endowment
- ETHYLENE HILL (1978)**
Physics Tutor, Special Services Program
- KENNETH HILL (1975-)**
B.A., State University of New York at Oswego; M.S., State University of New York At Albany
Counselor, SPEED Program
- SUZANNE E. HUFF (1978)**
B.A., Howard University
University Counselor, Special Services Program
- JAMES E. HUNTER (1975-1976)**
B.A., University of Washington
Admissions Counselor
- DONALD E. HURFORD (1978-)**
B.A., Boston University; M.Ed., Bridgewater State; Ed.D., Temple University
Instructional Developer, AIDP
- SAMUEL E. IBHANESEBHOR (1978)**
B.A., Lincoln University
Assistant Laboratory Instructor in Chemistry

- SAMUEL JAMES (1976-1977)**
B.A., Pennsylvania State University; M.A., University of New Haven; M.B.A., University of New Haven
Assistant Project Director, Environmental Protection Agency Energy Impact Studies
- ANNA C. JEALD (1975-1977)**
B.A., Ohio Dominican College; M.S.W., University of Pittsburgh; Ph.D., University of Pittsburgh
Counselor, AIDP
- JOEL M. JETER (1975-1977)**
B.S., Hampton Institute; M.P.A., Howard University
Assistant Director, Cooperative Education Program, AIDP
- LEROY D. JOHNSON (1955-1978)**
A.B., Lincoln University; M.S., Pennsylvania State University; Ph.D., University of Pennsylvania
Dean of the College (1956-; Professor of Chemistry (1957-1977); Registrar (1968-1978)
- LESLIE A. JOHNSON (1973-)**
B.S., University of Maryland Eastern Shore
Assistant Director of Student Activities (1974-)
- RALPH R. JOHNSON (1975-1977)**
B.F.A., Howard University
Counselor-in-Residence, Quadrangle Dormitories
- BONNIE JONES (1976-1977)**
Occupational Analyst, Career Services, Center, AIDP
- MELVIN L. JONES (1978-)**
B.A., Florida A. & M. University
Director of Athletics; Basketball Coach & Tennis Coach
- SHANNON W. M. JONES III (1975-1976)**
B.A., Oglethorpe University; M.P.A., University of Pittsburgh
Special Program Officer, AIDP (Woodrow Wilson Fellow); Assistant to the President
- SHEILA H. JONES (1978-)**
B.A., Columbia Union College; M.A., University of the District of Columbia
Resident Director & Counselor
- URA M. JONES (1978-)**
B.S., Florida A. & M. University
University Counselor, AIDP
- CLARENCE L. KINNEY (1969-)**
B.S., West Virginia State
Comptroller and Bursar
- MARTHA H. LEWIS (1975-1976)**
B.A., University of Delaware
Mathematics Specialist, T.I.M.E. Program
- BARBARA M. LICHOTA (1977-1978)**
Mathematics Specialist T.I.M.E. Program; Assistant Mathematics Laboratory Technician, AIDP (1978)
- NORBERT N. LINDER (1974-1977)**
B.S., Elizabeth Gymnasium (Vienna); M.D., University of Vienna; Ph.D., University of Mexico
Director, University Health Program; University Physician
- ARNOLD W. LOCKETT (1974-)**
B.S., Youngstown State University; M.A., Wayne State University; Ed.D., Wayne State University
Program Coordinator, Advanced Institutional Development Program (AIDP); Assistant Vice-President for Academic Affairs
- KRISHNA P. MENON (1978-)**
B.Sc., Kerala University (India); M.B.A., McGill University, (Canada)
Assistant Director of Physical Plant
- CYNTHIA F. MORRIS (1976-1978)**
Coordinator & Job Developer in Washington, DC Area, Cooperative Education, AIDP
- DONALD L. MULLETT (1963-)**
B.A., Lincoln University; M.B.A., New York University
Vice President for Fiscal Affairs & Treasurer (1973-)
- SHEILA F. MURDOCK (1975-1976)**
B.A., West Virginia State; M.Ed., University of Pittsburgh; Ph.D., University of Pittsburgh
Director of Counseling and Testing
- FRANCIS NAGY (1960-)**
B.A., Francis Joseph Academy (Budapest); Ph.D., University of Pazmany, Budapest
Consulting Accountant
- LOUISE C. NICHOLS (1975-)**
B.S., D.C. Teacher's College; M.A., Howard University
Reading Specialist, T.I.M.E. Program
- BARBARA J. NORRIS (1974-1975) (1976)**
Study Center Supervisor, Upward Bound Program
- MICHAEL T. NOYES (1975-1976)**
B.A., Wheaton College; M.S., Clarion College
Instructional Developer, AIDP Program
- SHEILA Y. OLIVER (1976-1978)**
B.A., Lincoln University
Job Developer in the New York Area, Cooperative Education, AIDP
- WILLIAM S. OSBORNE (1959-)**
Assistant Vice-President for Facilities (1977-)
- RHONELLA C. OWENS (1976-1978)**
B.S., Western Michigan University; M. Ed., Antioch College
University Counselor, T.I.M.E. Program
- ARCHIE PERRY (1974-)**
B.A., Lincoln University; M.Ed., Pennsylvania State University
Counselor, SPEED Program

- SUSAN G. PEVAR (1975-1977)
A.B., Bryn Mawr College
Assistant in Special Collections
- VALERIA E. POPE (1975-1976)
B.A., Lincoln University
Counselor on Admissions
- JOHN A. PRESSLEY (1974-
Associate Financial Aid Officer
- JERRY B. RAVENELL (1976)
B.A., William Paterson College of New Jersey;
M.A., Howard University
Job Developer for Cooperative Education, AIDP
- MILDRED S. REYNOLDS (1975-
R.N., St. Joseph's Hospital School of Nursing
University Nurse
- CHARMAYNE B. RICHARDSON (1977-
B.A., Carnegie-Mellon University; M.S., Western
Illinois University
Resident Director & Counselor
- ANDRISTINE J. ROBINSON (1975-
B.A., Lincoln University; M.A., West Virginia
State College
Residential Life and Development Officer,
Advanced Institutional Development Program
- GWENDOLYN D. ROBINSON (1975-1976)
Study Center Supervisor, Upward Bound
Program
- GLENN D. ROUSH (1977-1978)
B.S., University of Delaware
Systems Programmer
- SONYA E. RYAN (1973-1977)
B.A., Howard University; M.Ed., Howard
University
Assistant Director T.I.M.E. Program
- MALLORY SANFORD (1974-
B.A., Lincoln University
Counselor on Admissions (1974-1978); Coach,
Junior Varsity Basketball Team; Assistant
Varsity Basketball Coach (1978-
- INDUMATI G. SANKPAL (1978-
B.Sc., University of Bombay; B.Ed., University of
Bombay; M.Ed., University of Delaware
Professional Tutor, Mathematics Lab., T.I.M.E. &
AIDP
- CLAUDE C. SCARBOROUGH (1973-1976)
B.A., Lincoln University
Placement Officer; Career Counseling and
Placement Officer, AIDP Program
- AGNES SETAI (1976-1977)
Mathematics Laboratory Technician, AIDP
- CHARLES H. SHAW (1976-1977) (1978-
Study Center Supervisor, Upward Bound
Program
- FRAN C. SIMMONS (1974-1975)
B.A., Lincoln University
Research Associate, Sociology; Component of
MISIP Summer Program
- CAROLYN L. SIMPSON (1978-
B.S., The Ohio State University
Assistant Director T.I.M.E.
- JEROME SMITH (1975-1977)
Study Center Supervisor, Upward Bound
Program
- WARREN E. SMITH (1968-
B.A., Lincoln University; M.D., Hahnemann
Medical College
Consulting Psychiatrist
- HELEN L. SONDROL (1977-
B.S., Simmons College; M.A., Clark University
Occupational Librarian, Career Services Center
- GRACE R. SPRATT (1956-
Office Manager, Business Office
- JEWEL H. STEWART (1974-1976)
B.A., Morgan State College; M.A., Ohio State
University
Institutional Research Officer, AIDP Program
- JOHN C. STITH (1973-1975)
B.Sc., North Carolina College; M.B.A., North
Carolina College
Accountant
- ANTHONY W. TAYLOR (1968-
B.A., Lincoln University; M.A., Case Western
Reserve University
Director of Student Activities (1973-; Chief
Deputy to the Vice-President for Student
Affairs (1977-
- EVONNE R. TAYLOR (1976-1977)
B.F.A., Tyler School of Fine Arts, Temple
University
Assistant in Special Collections
- J. JEFFREY TUCKER (1974-1975)
B.A., Whitworth College; M.F.A., Smith College
Director of Admissions
- THOMAS C. VARELLA (1975-
B.S., University of Rhode Island; M.A.,
University of Rhode Island
Assistant Director of Public Information (1976-
1977); Assistant Coordinator, AIDP (1975-
1976); Director of Public Information (1977-
- MARGARET E. VERGE (1978-
B.A., Lynchburg College
Junior Systems Programmer
- MARIE R. VERNON (1970-
B.A., Fisk University; M.A., Columbia University
Vice President for Student Affairs (1977-
- CHARLES WADE (1973-1978)
AB., Delaware State College; M.Ed., Wayne
State University; Ed.D., University of Montana
Vice President for Academic Affairs (1973-1978)
- PAUL F. WHITE (1978-
B.A., Ohio State University; M.S., Florida State
University
Coordinator of Placement, Careers Services
Center

LEONA I. WILLIAMS (1976-
B.S., Southern University
Junior Accountant, Business Office

REGINALD T. WILLIAMS (1978-
M.A., Temple University; B.A., Rutgers
University; A.A.S., Essex County College
Job Developer, Washington, D.C. Area,
Cooperative Education

FRANK T. WILSON (1977-
B.A., Lincoln University; M.A., Columbia
University; S.T.B., Lincoln University; Ed.D.,
Columbia University
Coordinator/Consultant for Religious Activities

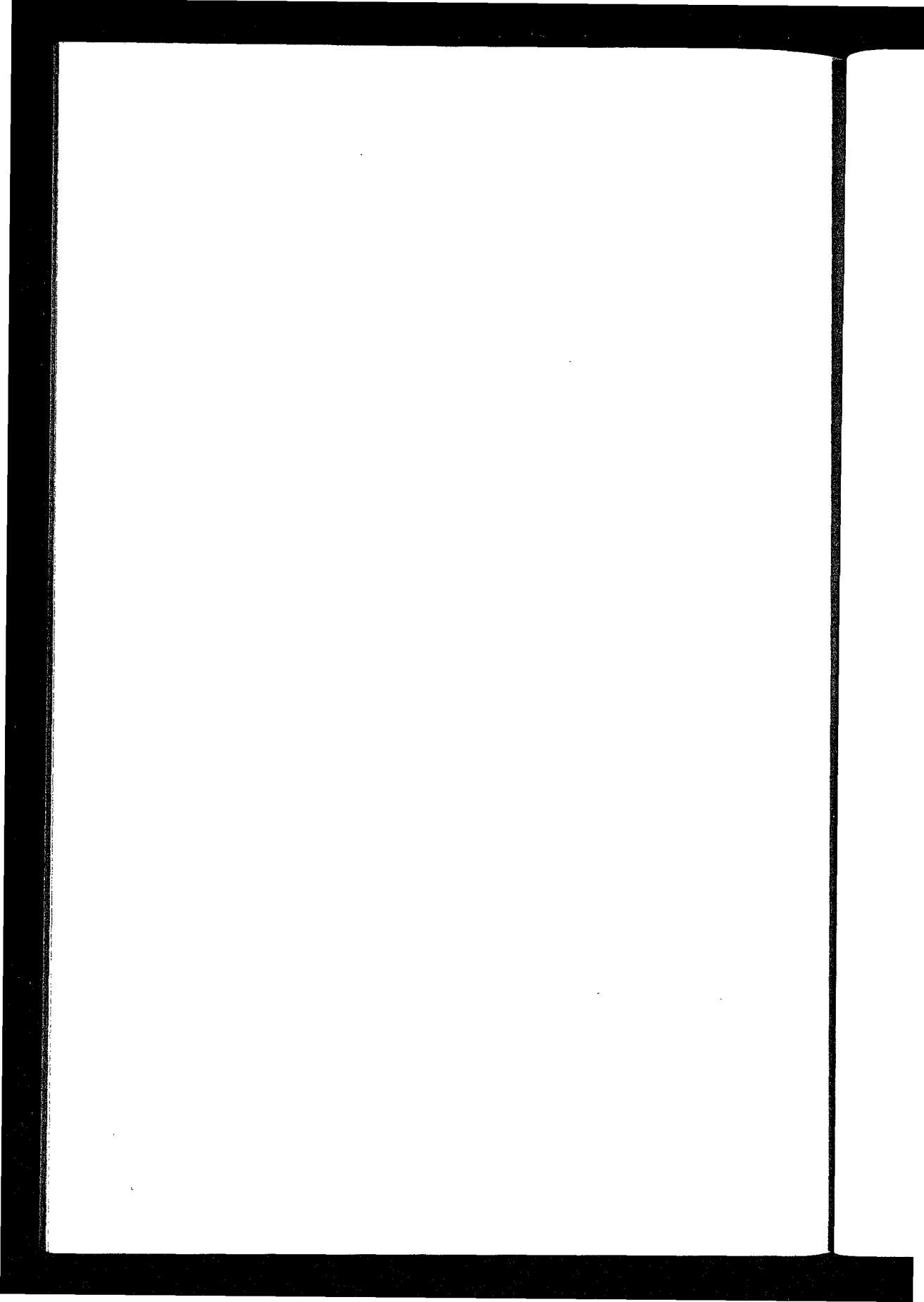
ELSIE M. WINCHESTER (1937-
Assistant Registrar

EARLE D. WINDERMAN (1962-
B.A., Union College; Agrege, University of Paris;
Ed.D., Nova University
Vice President for Development; Secretary,
Board of Trustees (1973-

GEORGE A. WOODLEY (1974-1976)
B.A., Monmouth College; M.S., Monmouth
College
Counselor T.I.M.E. Program

BERNARD R. WOODSON, JR. (1978-
B.S., Virginia State College; M.S., Howard
University; Ph.D., Michigan State University
Executive Vice President & Provost

VICTOR J. WRIGHT (1976-1977)
Director of Upward Bound



ADMINISTRATION AND STAFF 1978-1979

OFFICE OF THE PRESIDENT

PRESIDENT: Herman R. Branson — B.S., Ph.D., Sc.D, Sc.D, L.H.D., LL.D., L.H.D.
Executive Secretary: Grace J. Frankowsky
Secretary: Virginia S. Gray
Secretary: Jean C. Hardy

OFFICE OF THE EXECUTIVE VICE PRESIDENT

EXECUTIVE VICE PRESIDENT: Bernard R. Woodson, Jr. — B.S., M.S., Ph.D.
Secretary: Jeanne S. White

ACADEMIC AFFAIRS

PROVOST: Bernard R. Woodson, Jr. — B.S., M.S., Ph.D.
Secretary: Jeanne S. White
DEAN OF STUDENT SERVICES AND REGISTRAR: Bernard M. Gross — B.S., M.Ed., Ed.D.
Secretary: Gloria Anderson
Assistant Registrar: Elsie M. Winchester
Clerical Assistant: Jane H. Bryant
Data Entry Clerk: Sandra E. Twyman
Chairman, Department of Art: Bernard Felch — B.A., M.A.
Secretary: Helen M. Phillips
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Secretary: Vanessa R. Curry
Chairman, Black Studies: Clara L. Brock — B.A., M.A., Ph.D.
Chairman, Department of Chemistry: Saligrama C. SubbaRao — B.Sc., B.Sc., Ph.D.
Secretary: Elizabeth Tomlinson
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Chairman, Department of Education: William E. Gardner — B.A., M.A., Ph.D.
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Chairperson, Department of English: Gladys J. Willis — B.A., M.A., Ph.D.
Secretary: JoAnn L. Ross
Chairman, Department of History: Thomas M. Jones — B.A., M.A., Ph.D.
Clerk-Typist: Jane E. Temple
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Secretary: Elma Howard
Chairman, Department of Music: Orrin C. Suthern II — B.A., M.A.
Secretary: Betty Walls
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Secretary: Mary A. Adams
Chairman, Department of Physical Education, Health and Recreation: Robert N. Gardner — B.A., B.S., M.Ed.
Secretary: Pamela L. Deaver
Secretary: Beth S. Graham
Supervisor of Equipment and Outdoor Facilities: Vaughn L. Morgan
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Clerk Typist: Melanie E. Spotts
Chairman, Department of Psychology: Henry G. Cornwell — B.A., M.S., Ph.D.
Secretary: Mary A. Adams
Chairman, Department of Religion: Andrew E. Murray — B.A., Th.B., Th.D.
Chairman, Department of Sociology: Harold D. Gunn — B.A., M.A.
Secretary: Dorothy R. Hagy
Director, Professional Program in Human Services: Rose B. Pinckney — B.S., M.A., Ph.D.
Clerk-Typist: Dorothy A. Mathe
Director of Audio Visual: H. Milton Barbehenn — B.A.

Secretary: Ramona M. DeFrank
Director, Career Services Center: Pearl J. Mullett — B.S., M.S., Ed.D.
Secretary: Jessie D. Walker
Secretary: Deborah L. Jones
Clerk-Typist: Cynthia E. Hill
Clerk-Typist: Robin G. Campbell
Coordinator of Placement: Paul F. White — B.A., M.S.
Job Developer, Cooperative Education — Northeast Region: Patricia A. Coulter — B.S., M.Ed.
Occupational Librarian: Helen L. Sondrol — B.S., M.A.
Staff Assistant: Jaizelle J. Dennis — B.S.
Director of Institutional Research: Dwight Davis — B.A., Ph.D.
Institutional Reports Coordinator: Albie L. Lee

FISCAL AFFAIRS

VICE PRESIDENT FOR FISCAL AFFAIRS: Donald L. Mullett — B.A., M.B.A., Ph.D. (candidate)
Executive Secretary — Jane B. Baughman
Clerical Assistant — Elsie J. Bronston
Business Manager: Lloyd E. Asparagus, Jr. — B.A.
Director of Personnel and Business Services: Robert B. Barker — B.A., M.B.A., M.Ed.
Secretary: Arlene A. Harvey
Comptroller and Bursar: Clarence L. Kinney — B.S.
Secretary: Jeanette M. McDowell
Consulting Accountant: Francis Nagy — B.A., Ph.D.
Junior Accountant: Leona I. Williams — B.S.
Accountant Trainee: Nathan E. Sauth
Office Manager: Grace R. Spratt
Accounting Clerk: Artemis H. Kent
Assistant Bookkeeper: Janet B. Pierce
Assistant Bookkeeper: Jean E. Deaver
Assistant Bookkeeper: Hazel Windle
Cashier: Marcella A. Miller
Clerical Assistant: Karyn D. Warrick
Mailroom Supervisor: Suzanne Nagy
Mailroom Clerk: Ilse E. Booth
Switchboard Operator: Jennifer B. Pierce
Switchboard Operator: Norma C. Whitesell
Director of Computer Center and Manager of Information Resources: Teresa O. Green — B.A., M.A.
Secretary: Patricia A. Raser
Administrative Systems Programmer: Debra A. Harrington — B.S., M.B.A.
Junior Systems Programmer: Aiden Farrell — B.A.
Assistant Vice President for Facilities: William S. Osborne — B.S.
Assistant Director of Physical Plant: K. Prosad Menon
Secretary: Lois J. Cassidy
Superintendent of Maintenance: Chester H. Watson
Superintendent of Buildings: John P. Wolf
Sergeant — Police Division: Timothy S. Johnson
Captain — Security Service: Milton Bryant
Sergeant — Security Service: Charles E. Draper
Bookstore Manager: Pauline Maxwell
Director of Food Service: Parrish M. Perry — B.A.
Assistant Director of Food Service: C. Pepper Cook

STUDENT AFFAIRS

VICE PRESIDENT FOR STUDENT AFFAIRS: Marie R. Vernon — B.A., M.A.
Secretary: Leanna M. Nelson
Clerk-Typist: Joyce A. Malchione
Chief Deputy to the Vice President for Student Affairs/Director of Student Activities: Anthony W. Taylor — B.A., M.A.
Secretary: Helen G. McIver
Assistant Director of Student Activities: Leslie A. Johnson — B.S.
Assistant in Student Activities: Jodi C. Brunner
Supervisor, Student Mailroom: Frances V. Brown
Student Mailroom Clerk: Irma J. Bond
Student Mailroom Clerk: Dorismae Danielson
Director of Student Housing: Mayo M. Bell — B.A.

Secretary: Julie D. Beck
Residential Life and Development Officer: Andriline M. Robinson — B.A., M.A.
Resident Director and Counselor: Sheila H. Jones — B.A., M.A.
Resident Director and Counselor: Kenneth W. Chandler — B.S.
Resident Director and Counselor: Charmayne B. Richardson — B.A., M.S.
University Chaplain: Frank T. Wilson — B.A., S.T.B., M.A., Ed.D.
Director of Admissions: Carol E. Cotman — A.B.
Secretary: Alice R. Cullen
Secretary: Robin B. Brooks
Clerk-Typist: Rose Marie McGee
Counselor on Admissions: Byron S. Bullock — A.B.
Associate Financial Aid Officer: John A. Pressley — A.A.
Secretary: Sandra L. Roland
Clerk-Typist: Mary E. Phillips
Clerk-Typist: Betty Jane Neustadter
Clerk-Typist: Carrie Jackson
Director of University Health Program/University Physician: Herman Black — B.A., M.D.
Secretary: Patricia J. Lohse
Consulting Physician: Wayman R. Coston — B.A., M.D.
Consulting Psychiatrist: Warren E. Smith — B.A., M.D.
Head Nurse: Mildred Reynolds — R.N.
Nurse: Nancy Chandler — R.N.
Nurse: Dorothy Durman — R.N.
Nurse: Phyllis K. Lillard — R.N.
Nurse: Adrienne Mitchell — R.N.
Nurse: Catherine M. Tuinstra — R.N.
Nurse: Marion H. Watson — R.N.

DEVELOPMENT

VICE PRESIDENT FOR DEVELOPMENT: Earle D. Winderman — B.A., Agrege, Ed.D.
Secretary: Marion C. Ewing
Clerk-Typist: Brenda A. Miller
Director of Public Information: Thomas C. Varela — B.S., M.A.
Secretary: Diane H. Russell
Records/Mailing Supervisor: Helen J. Bowers
Director of Alumni Relations: H. Alfred Farrell — B.A., M.A., Ph.D.
Secretary: Carol E. Henderson

LIBRARY AND MUSEUM

LIBRARIAN: Emery Wimbish, Jr. — B.A., B.L.S., M.L.S.
Assistant Librarian in Charge of Reference: Mahinder S. Chopra — B.Sc., M.Sc., M.S., M.S.
Interlibrary Loan/Reference Assistant: Ella Forbes
Library Technician: Harriet E. Williams (on leave)
Circulation/Readers' Services Librarian: Goldye K. Johnson — B.S., M.S.L.S.
Library Assistant: Celestine Fowler
Library Assistant: Angela Kinslow
Library Assistant: Marcella McClain
Acquisitions Librarian: Mary L. Walters — B.A., M.S.
Specials Librarian: Robert J. Alexander — B.A., M.Div., M.L.S.
Special Collections Librarian: Sophy H. Cornwell — B.A.
Special Collections Assistant — Doris A. Hughes
Cataloger: Helen S. Daiuta — B.A., M.L.S.
Cataloger: Chung R. Kim — B.A., M.S.L.S.
Assistant Cataloger: Marjorie V. Cole
Cataloging Assistant: Edith Jones
Curator of African Collection: Harold D. Gunn — B.A., M.A.

SPECIAL PROGRAMS

ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM (A.I.D.P.)
Director: Arnold Lockett — B.S., M.Ed., Ed.D.
Secretary: Barbara W. Syphers
Secretary: Barbara J. Kirk
Clerk-Typist: Mary P. McCummings
Clerk-Typist: Robin S. Dunlap
Budget Officer: Getahoun Dinke — B.S., B.B.A.

Coordinator, Rehabilitation Technology: James L. DeBoy — B.S., M.S.

Clerk-Typist: Patricia H. Lohr

Language Laboratory Clerk: John M. Lopez — B.A., M.A., M.Phil.

Director, Planning, Management and Evaluation: Teresa O. Green — B.A., M.A.

Counselor: Ura M. Jones — B.S.

BIOMEDICAL RESEARCH NIH PROGRAM

Director: William T. M. Johnson — B.S., M.S., Ph.D.

Secretary: Dawn L. Franklin

FRESHMAN STUDIES PROGRAM

Director: DeForest P. Rudd — B.S., Ph.D.

Secretary: Dorothy E. Simpson

HUMAN SERVICES UNDERGRADUATE PROGRAM

Director: Harold J. Nichols — B.A., M.S.W.

Secretary: Dorothy R. Hagy

LINCOLN-DREXEL ENGINEERING PROGRAM

Director: Willie Williams — B.S., M.S., Ph.D.

SPECIAL SERVICES PROGRAM

Coordinator: Herschel L. Bailey — B.A.

Clerk-Typist: Patricia A. Hudock

Counselors: Archie Perry — B.A., M.A.

Kenneth Hill — B.A., M.S.

TALENT IMPROVEMENT AND MOTIVATION EXPERIENCE (T.I.M.E.)

Director: Robert N. Gardner — B.A., B.S., M.Ed.

Secretary: Kathleen C. Hamilton

Clerk-Typist: Alice M. Roberts

Assistant Director: Carolyn L. Simpson — B.A.

Counselor: Ruth E. Bennis — B.A., M.Ed.

Director, Reading/Writing Lab: Mary V. Farrell — B.S., M.A.

Reading Specialist: Annabelle W. Linneman — Ph.B., M.Ed., Ed.D.

Reading Specialist: Louise B. Nichols — B.S., M.A.

Coordinator, Mathematics Lab: Lindalee C. Wald — B.S., M.S.

Mathematics Specialist: Louise H. Amick — B.A., M.A.



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

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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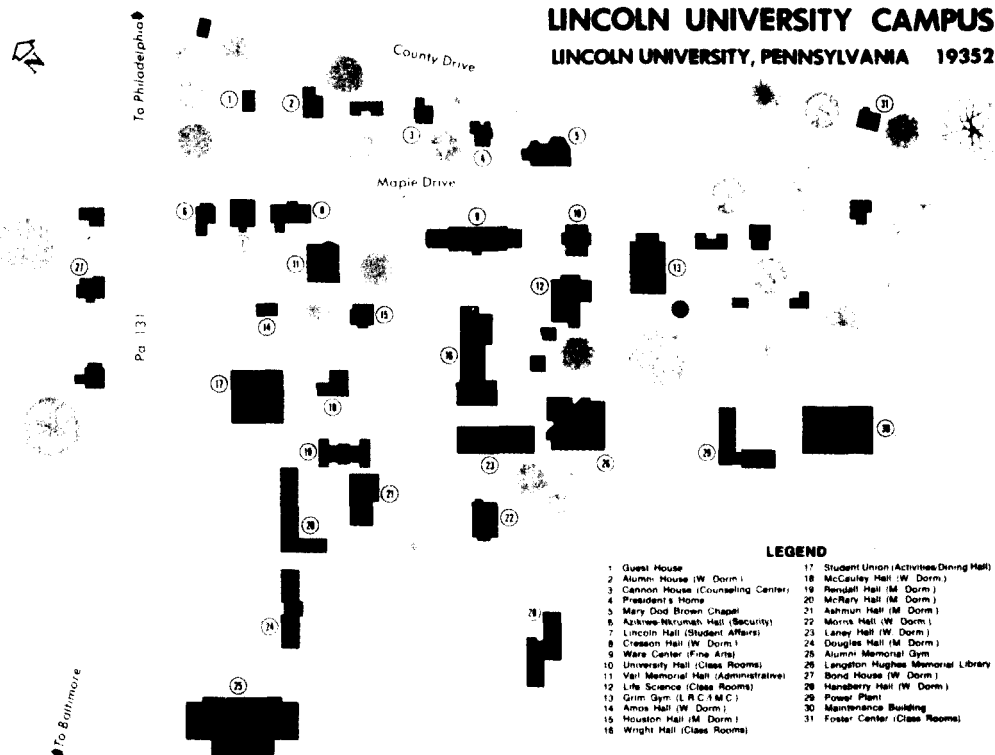
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LINCOLN UNIVERSITY CAMPUS

LINCOLN UNIVERSITY, PENNSYLVANIA 19352



LEGEND

- | | |
|--|---|
| 1 Guest House | 17 Student Union (Activities Dining Hall) |
| 2 Alumni House (W. Dorm.) | 18 McCauley Hall (W. Dorm.) |
| 3 Cannon House (Counseling Center) | 19 Randall Hall (M. Dorm.) |
| 4 President's Home | 20 McRary Hall (M. Dorm.) |
| 5 Mary God Brown Chapel | 21 Ashmun Hall (M. Dorm.) |
| 6 Akhwa-Nkrumah Hall (Security) | 22 Morris Hall (W. Dorm.) |
| 7 Lincoln Hall (Student Affairs) | 23 Laney Hall (W. Dorm.) |
| 8 Classroom Hall (W. Dorm.) | 24 Douglas Hall (M. Dorm.) |
| 9 Ware Center (Fine Arts) | 25 Alumni Memorial Gym |
| 10 University Hall (Class Rooms) | 26 Langston Hughes Memorial Library |
| 11 Vail Memorial Hall (Administrative) | 27 Bond House (W. Dorm.) |
| 12 Life Science (Class Rooms) | 28 Hansberry Hall (W. Dorm.) |
| 13 Gym (L.R.C. & M.C.) | 29 Power Plant |
| 14 Amos Hall (W. Dorm.) | 30 Maintenance Building |
| 15 Houston Hall (M. Dorm.) | 31 Foster Center (Class Rooms) |
| 16 Wright Hall (Class Rooms) | |

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

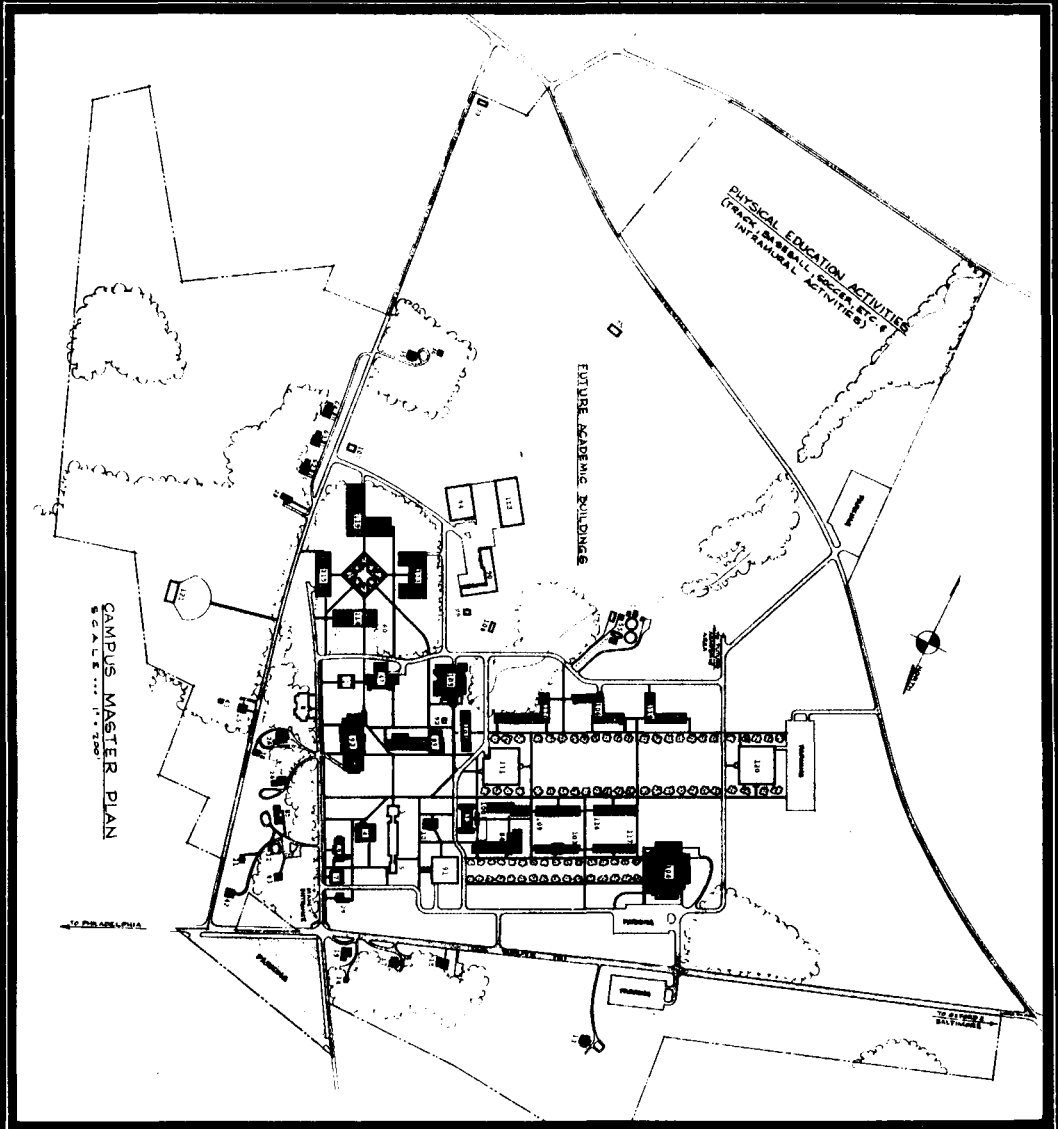
The Registrar

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.



CAMPUS MASTER PLAN
SCALE 1" = 100'

FUTURE ACADEMIC BUILDINGS

PHYSICAL EDUCATION ACTIVITIES
TRACK, BASEBALL, SOCCER, &
INDIVIDUAL ACTIVITIES

SCALE 1" = 100'

An Introduction To LINCOLN UNIVERSITY

of the Commonwealth System
of Higher Education

Lincoln University, Pennsylvania 19352

A Supplement to the University Bulletin

HISTORY

Founded in 1854 as Ashmun Institute, Lincoln University is the oldest college in the United States having as its original purpose the higher education of Afro-American youth. Since 1866 it has provided a superior liberal arts education to students "of every clime and complexion." In 1966 Lincoln University became a truly co-educational institution when its doors were opened to the first residential females.

Today, Lincoln University is a state-related, four year liberal arts college, thus becoming "The Lincoln University of the Commonwealth System of Higher Education." Lincoln students have a unique opportunity to equip themselves through a basic training in the liberal arts for the professions, business, education, government, and social service.

Lincoln University is accredited by the College and University Council of the State of Pennsylvania, by the American Medical Association, and by the Middle States Association of Colleges and Secondary Schools.

ACADEMIC PROGRAM

If academic institutions are to remain viable factors in the educational development of the members of our society, it is necessary that they adapt themselves to the real needs and desires of these individuals. Thus Lincoln University has adapted a trimester calendar and an optional cooperative education program. The trimester plan, which became fully operative in the fall of 1975, consists of three 15 week periods of study, running from

August to December, January to April, and from May to August, with a two-week vacation between the first and second periods and a three-week vacation between the second and third periods. The benefits of the trimester calendar are the longer 15-week periods of study and the possibility of graduating in 2 $\frac{2}{3}$ years if a student chooses to enroll each trimester (two trimester of study each year are needed to assure graduation in four years).

Majors and Degrees

Lincoln University offers two undergraduate degrees; the Bachelor

of Arts and the Bachelor of Science. Majors are available as follows:

Biology
Business Administration
& Economics
Chemistry
English
History
Mathematics
Modern Languages
Music
Philosophy
Physical Education
Physics
Political Science
Psychology



Public Affairs
Recreational Leadership
Religion
Social Welfare
Sociology/Anthropology
Therapeutic Recreation

Special Pre-Professional Programs

Pre-engineering, Pre-medical, Pre-dental, Pre-Law, Pre-theological, Pre-veterinarian, and Pre-international service.

Lincoln offers a wide variety of programs to enhance a student's needs and interests. Some are as follows: Career Services Center including Career Counseling and Placement, to assist students with career and graduate school planning, Cooperative Education, an optional program which provides students with the opportunity of alternating periods of academic study with periods of study-related or career-oriented employment. Students are paid while on assignments, which can be used to help defray the cost of their education and their assignments give them an introduction to the real world of work. The Occupational Library contains pertinent job information requirements for graduate and professional schools, and a wealth of audio-visual aids to assist students in career planning and development.

Cooperative Engineering Program: A 3-3 program with Drexel University and a 3-2 program with Pennsylvania State University or Lafayette College lead to a B.A. from Lincoln University and a B.S. degree from one of the above-mentioned engineering schools.

Exchange Programs: One-semester exchange programs exists with Colgate University and Franklin & Marshall College.

Foreign Exchange Program: Students are offered the opportunity to study in a number of foreign countries.

Cooperative International Service Program: A 3-2 B.A.-M.A. program exists with American University, Washington, D.C.

Project Good Neighbor: An open-door admission program for students living within a 30-mile radius of Lincoln University.

SPEED Program: Intensive tutorial and counseling assistance is offered to selected students in the freshman and sophomore years.

TIME Program: A voluntary program involving improvement of basic writing and reading skills with a similar math component.

The Lincoln University *Bulletin* is published by the Office of Public Information, Lincoln University, Pa. 19352, for further information contact the office, (215) 932-8300, Ext. 427.

Lincoln requires the study in depth of a single field of concentration. New students are assigned faculty advisors by the Dean and Registrar when they enroll, based upon their vocational intent as expressed in their application for admission. The normal load for a full-time student each semester is four courses plus physical education. The minimum load necessary to be registered as a full-time student is three courses. Students are not permitted to carry more than four and a half courses without the consent of their advisor and the approval of the Dean and Registrar. Upon the satisfactory completion of thirty-two academic courses, the student will be recommended by the faculty and the Board of Trustees for the degree of Bachelor of Arts or Bachelor of Science.

CAMPUS

Lincoln University is conveniently located on U.S. route 131, 45 miles southwest of Philadelphia and 55 miles north of Baltimore.

The campus is part of a tract of 422 acres of farm and woodlands owned by the University. There are 31 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. The Student Union was completed in January 1964.

The Ware Center for Fine Arts was opened in 1966 and the Harold F. Grim Science Hall has been doubled in size for student research in the life sciences.

The Langston Hughes Memorial Library, opened in 1972, houses over 145,300 volumes. It receives over 800 different periodicals a year and is considered to be one of the finest libraries for a college of Lincoln's size.

It 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 2,400 seat capacity gymnasium, in addition to classrooms, a wrestling room, dance studio, training room, bowling alley and recreation room.

Dormitory facilities are available and presently 97% of our students reside on campus.

There are 8 women's dormitories and 5 men's dormitories.

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.

CO-CURRICULAR AND STUDENT ACTIVITIES

The programs of Lincoln University include formally organized and informal student activities. Many such activities are centered in the Student Union Building under the direction of the Director of Student Activities. The Student Government Association provides a forum for student opinion and sponsors many of the functions on campus.

The following organizations are active on campus for students interested in complementing their academic learning with constructive extracurricular activities:

Lectures and Recitals Committee
The Lincoln University Gospel Ensemble
The University Chorale
The University Concert Band
The Varsity Club
The Lincoln University Players
Student Publication—*The Lincolnian* and *The Lion*

Pursuant to Title IX of the Education Amendments of 1972, Section 504, of the Rehabilitation Act of 1973, Lincoln University announces that it does not discriminate in admission, access to, or conduct of its educational programs and activities, nor in its employment policies, on the basis of: race, sex, color, national origin, religion, age, marital or parental status, or physical handicap, unless based on reasonable grounds. As required by Title IX and Section 504 Lincoln University shall afford any student, employee, or applicant for admission or employment, the right to file a grievance on grounds of discrimination.

The Jazz Ensemble
 The Dance Troupe
 The John Miller Dickey Service Society
 The Biology Club
 The Business and Economics Club
 The Pre-Engineering Club
 The Militants For Christ

There are seven fraternities and sororities on campus that provide cultural and social activities.

In addition to the above, the following organizations are available for students who qualify:

Alpha Kappa Alpha Honorary Fraternity, Lincoln Chapter — Philosophy
 Beta Kappa Chi Honorary Society, Alpha Chapter — Science
 Phi Kappa Epsilon Honor Society, Research
 Alpha Mu Gamma Honor Society, Theta Chapter — Foreign Languages
 Sigma Phi Iota Honor Society, NU Chapter — Foreign Languages
 The Thurgood Marshall Law Society
 The Tolson Society (Poet Melvin Tolson)

Lincoln University 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.

The varsity intercollegiate sports program for men includes soccer, cross country, track and indoor/outdoor track, basketball, and tennis. The women's program contains volleyball and basketball. Lincoln University belongs to the following conferences: N.C.A.A., E.C.A.C., I.C.4A, and the A.I.A.W.

About one half of the students enrolled participate in the intramural sports program. Sports include: swimming, karate, archery, touch football, table tennis, badminton, volleyball, track, softball and basketball.

STUDENT VEHICLES

Student vehicles are permitted at the university provided they are properly registered and the traffic and parking regulations are obeyed. Students receiving financial aid should check with any limitations on automobiles.



TESTING AND COUNSELING

The Counseling Center provides group and individual testing to assist students in selecting and planning an appropriate academic program. Services are available to all students.

FINANCIAL AID

Financial aid awards are based on need. An applicant for aid is required to file the Financial Aid Form with the College Scholarship Service and have the report forwarded to the University. The application deadline is March 15.

Over 90 percent of the students at Lincoln University receive some type of financial assistance. Aid is awarded in the form of packages, which may include scholarships, federal grants, state grants, National Direct Student Loans, guaranteed student loans, and College Work/Study Program awards.

Alumni Merit Scholarships are offered to prospective students with outstanding academic potential. The requirements are combined SAT scores of 900 or above, at least a 3.0 or B average and significant school and community involvement. Students should write to the Director of Admissions for further information.

ADMISSION REQUIREMENTS

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.

Applicants are welcome 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 admissions is desired in May or August. Applications should be made by December 15 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 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.

COURSES

BIOLOGY

General Biology
Developmental Biology
Comparative Vertebrate Anatomy
Anatomy and Physiology
Genetics
Microbiology
Special Problems
General Ecology
General Physiology
Histology
Cell Biology

CHEMISTRY

General Chemistry
Quantitative Analysis
Organic Chemistry
Physical Chemistry
Biochemistry
Seminar
Advanced Inorganic Chemistry
Chemical Research
Instrumental Analysis

GENERAL SCIENCE

Physical Science

PHYSICS

Introduction to Physics
General Physics
Electricity & Magnetism
Mechanics
Thermodynamics
Atomic & Nuclear
Special Topics

PRE-ENGINEERING

Introduction to Engineering
Engineering Drawing

FRENCH

Elementary French
Intermediate French
Advanced French Composition & Conversation
French Civilization
Survey of French Literature
Special Topics
Study Abroad

GERMAN

Elementary German
Intermediate German

MODERN LANGUAGES

Romance Phonology

SPANISH

Elementary Spanish
Intermediate Spanish
Advanced Spanish
Composition & Conversation
Spanish Literature in English
Translation
Special Topics
Study Abroad

ART

Introduction to Art
Special Directed Study
Studio (Sculpture)
Studio (Painting)
Ceramics
Theatre Workshop (Elements)
Theatre Workshop (Acting)
Introduction to Theatre Arts
Senior Seminar

BLACK STUDIES

Black Experience
Mass Media/Black Community
Racism & American Law
Black Family
Ideologies of Black Liberation

ECONOMICS & BUSINESS

Principles of Economics (Macro)
Principles of Economics (Micro)
Elementary Accounting
Senior Seminar
Introduction to Computing
Quantitative Methods
Price Theory
Urban Economics
Intermediate Accounting
Principles of Management
Business Law
Marketing
Personnel Administration
Income Theory
Economics of Black Community Development
Cost Accounting
Organizational Behavior
Business Communications

EDUCATION

Education
Educational Psychology
Test & Measurements
General Methods
Introduction to Education
Developmental Reading
Student Teaching

POLITICAL SCIENCE

Elements of Government
American Government
Comparative Political Process
Man & State
Public Administration
Selective Topics (State & Local Government)
International Politics
Urban Politics
American Constitutional Law
Public Affairs Seminar

HISTORY

Modern European History
Medieval History
Historical Methods
History of U.S. 20th Century
History of U.S. to 1865
Diplomatic History of U.S.
Modern Europe Since 1815
History of Russia
U.S. History—Civil War & WW II
Recent History
History of Black People in U.S. Before the Civil War
History of Black People in U.S. After the Civil War
History Africa Since 20th Century
History Black People Since WW I
History Africa Since 1885
Urban History of U.S.

HUMANITIES

Humanities

SOPHOMORE HUMANITIES

OPTIONS
Introduction to Art
Spanish Literature in English
Translation
Blacks in American Music
World Literature
Harlem Renaissance
Ethics
Major Religions of the World
Approaches to Literature
Introduction to Cinema
Oriental Philosophy
Religion of Old Testament
Jazz in American Culture

ENGLISH

English
World Literature
Survey of English Literature
Harlem Renaissance
Survey of American Literature
Romantic Literature
Journalism
American Novel
Public Speaking
Approaches to Literature
Introduction to Cinema
Victorian Literature
Linguistics
Modern Poetry

MATHEMATICS

Basic Mathematics
Introduction to Mathematics
College Algebra
Calculus—Business & Social Sciences
Calculus
Probability
Linear Algebra
Advanced Calculus
Introduction to Computing
Computer Science
College Arithmetic
Pre-Calculus Mathematics
Finite Mathematics
Elementary Statistics
Mathematical Statistics
Differential Equations

MUSIC

Ear Training & Sight Singing
Theory
Music Literature
Conducting (Choral)
University Chorale
Jazz in American Culture
Blacks in American Music
The University Band
Music Methods
The University Jazz Ensemble
Piano
Voice
Organ
Band/Orchestra Instrument
Class Piano
Voice Class

PHILOSOPHY

Logic
Ethics
Seminar
Introduction to Philosophy
Oriental Philosophy
PHYSICAL EDUCATION
Freshmen Physical Education
Basic Gymnastics
Activities
Modern Dance
Personal & Community Health
Growth & Development
Elementary Child
Philosophy & Principles of P.E.R.

Physiology of Exercise
Community Recreation
Principles of Therapeutic Recreation

Movement Therapy
Field Work Seminar
Methods of Coaching

PSYCHOLOGY

General Psychology
Experimental Psychology
Social Psychology
Statistical Methods
Advanced Statistical Methods
Developmental Psychology
Clinical Psychology
Psychology Seminar
Abnormal Psychology
Psychology of Learning
Social, Personality, Clinical
Perception, Learn & Motivation

RELIGION

Beginning of Christianity
Major Religions of the World
Religion of Old Testament
Religion in American Culture
Modern Religious Thought

SOCIOLOGY

Introduction to Sociology
General Anthropology
Class & Status
Social & Rehabilitative Services
Human Geography
Introduction to Human Services

Social Policy
Social Research
Methods

Theory
Urban Sociology
Child Welfare
Field Work
Senior Seminar
Marriage & Family
Institutional Racism
Crime and Delinquency
Gerontology
Population
Social—Psychological
Aspects of Disability

READING LAB

Reading Lab

SWAHILI

Swahili—self-study