

1972

Ouachita Baptist University General Catalog 1972-1973

Ouachita Baptist University
Ouachita Baptist University

Follow this and additional works at: <http://scholarlycommons.obu.edu/catalogs>

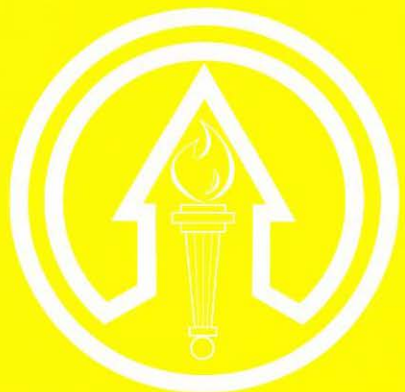
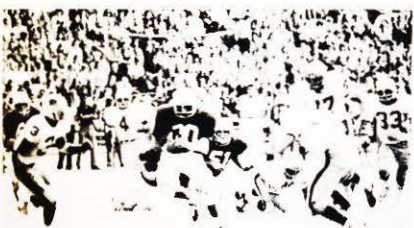
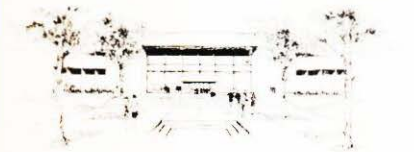
Recommended Citation

Ouachita Baptist University, "Ouachita Baptist University General Catalog 1972-1973" (1972). *Catalogs*. Book 38.
<http://scholarlycommons.obu.edu/catalogs/38>

This Book is brought to you for free and open access by the Archives and Special Collections at Scholarly Commons @ Ouachita. It has been accepted for inclusion in Catalogs by an authorized administrator of Scholarly Commons @ Ouachita. For more information, please contact mortensona@obu.edu.



**OUACHITA BAPTIST UNIVERSITY
GENERAL CATALOG / 1972-73**





Spec col 378.70749
0030 1972-73

Bulletin

of

Ouachita Baptist University

of the

SCHOOL OF ARTS AND SCIENCES

and the

SCHOOL OF MUSIC

with Announcements for

1972 - 1973

Eighty-Seventh

Session

Arkadelphia, Arkansas

1972 - 1973

RILEY-HICKINGBOTHAM LIBRARY
OUACHITA BAPTIST UNIVERSITY

EIGHTY-SEVENTH SESSION

JUNE, 1972

Published at Arkadelphia, Arkansas 71923, by Ouachita Baptist University,
410 Ouachita, Arkadelphia, Arkansas 71923. Entered as third class
matter in the Post Office of Arkadelphia, Arkansas 71923.

OUACHITA BAPTIST UNIVERSITY

UNIVERSITY CALENDAR

Fall Semester, 1972

August 27, 2:00 p.m.	President's Hour for Parents and New Students
August 28	Faculty Seminar
August 28, 29	Freshman Orientation
August 30, 31	Counseling and Registration of All Students
September 1	Classes Begin
September 15	Last day to register or add a course
September 22	Last day to drop a course
October 9	Six-weeks grades due
November 22, 5:00 p.m., to Nov. 27, 8:00 a.m.	Thanksgiving Recess
December 15, 18, 19, 20	Final Exams

Spring Semester, 1973

January 15	Faculty Seminar
January 16, 17	Counseling and Registration of All Students
January 18	Classes Begin
February 2	Last day to register or add a course
February 9	Last day to drop a course
February 5-9	Religious Emphasis Week
February 23	Six-weeks grades due
March 8	Last day to file for May graduation
March 16, 5:00 p.m. to March 26, 8 a.m.	Spring Recess
May 12	Commencement
May 14, 15, 16, 17	Final Exams

Summer, 1973

June 4-July 6	First Term
June 8	Last day to register or add a course
June 13	Last day to drop a course
June 18	Last day to file for August graduation
July 9-August 9	Second Term
July 13	Last day to register or add a course
July 18	Last day to drop a course
August 10	Commencement

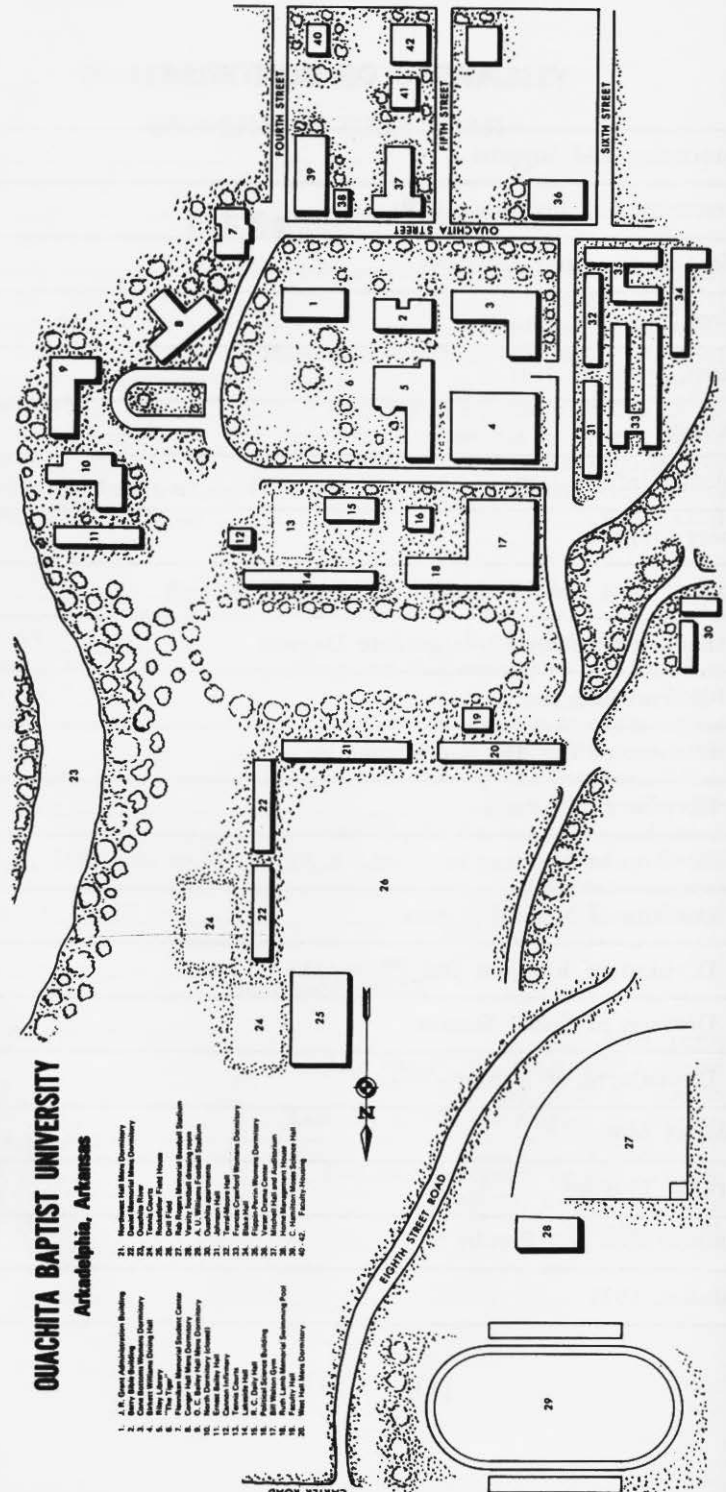
TABLE OF CONTENTS

Organization and Support	5
Government and Instructional Programs	7
Student Services and Activities	10
Student Expenses	16
Student Financial Aids	21
Admission	34
Academic Information	37
Honors Program	45
School of Arts and Science	48
Requirement for Undergraduate Degrees	49
General Education	53
Division of Business and Economics	56
Division of Education	65
Division of Humanities	88
Division of Natural Science	104
Division of Religion and Philosophy	125
Division of Social Science	132
Department of Military Science	142
School of Music	147
Board of Trustees	166
Administration and Faculty	167
Graduates, 1971	183

QUACHITA BAPTIST UNIVERSITY

Arkadelphia, Arkansas

- | | |
|--|--|
| 1. R. Gray Administration Building | 21. Northwest Hall, Men's Dormitory |
| 2. Allen's Bible Building | 22. David Memorial Men's Dormitory |
| 3. Clark Memorial Women's Dormitory | 23. Quachita Tower |
| 4. Clark Memorial Women's Dining Hall | 24. Quachita Tower |
| 5. Wiley Library | 25. Northside Food House |
| 6. "The Y" Gymnasium | 26. Great Hall |
| 7. O. C. Baker Hall, Men's Dormitory | 27. New Haven Memorial Student Station |
| 8. O. C. Baker Hall, Men's Dining Hall | 28. A. U. Williams' Faculty Building |
| 9. O. C. Baker Hall, Men's Dormitory | 29. Quachita Gymnasium |
| 10. Southside Dining Hall | 30. Quachita Gymnasium |
| 11. Christian Library | 31. Terrace Convalescent Home, Dormitory |
| 12. Leland Center | 32. Foye-Peterson Business Dormitory |
| 13. R. C. Dyer Hall | 33. Foye-Peterson Business Dining Room |
| 14. R. C. Dyer Hall | 34. Moore-Duncan Center |
| 15. R. C. Dyer Hall | 35. Moore-Duncan Center |
| 16. R. C. Dyer Hall | 36. Moore-Duncan Center |
| 17. R. C. Dyer Hall | 37. Moore-Duncan Center |
| 18. South Lakes Memorial Swimming Pool | 38. Hester Management's House |
| 19. Hester Management's House | 39. Hester Management's House |
| 20. Hester Management's House | 40. Hester Management's House |
| 21. Faculty Housing | 41. Faculty Housing |
| 22. Faculty Housing | 42. Faculty Housing |



ORGANIZATION AND SUPPORT

Origin

Ouachita Baptist University was founded in November, 1885, as Ouachita College by the Arkansas Baptist State Convention. In December of that year the trustees of the University voted to locate the institution in Arkadelphia, Arkansas. Classes began in September, 1886; and the institution has operated without interruption in the same location since that date. On January 14, 1965 the Board of Trustees voted to change the name from College to University.

Twelve president have guided its development: Dr. J. W. Conger, 1886-1907; Dr. H. S. Hartzog, 1907-11; Dr. R. C. Bowers, 1911-13; Dr. S. Y. Jameson, 1913-16; Dr. C. E. Dicken, 1916-26; Mr. A. B. Hill, 1926-29; Dr. C. D. Johnson, 1929-33; Dr. J. R. Grant, 1933-49; Dr. S. W. Eubanks, 1949-51; Dr. Harold A. Haswell, 1952-53; Dr. Ralph A. Phelps, Jr., 1953-1969; Dr. Daniel R. Grant, 1970 to date.

Location

Ouachita Baptist University is located in Arkadelphia, Arkansas, about seventy miles southwest of Little Rock and thirty-five miles south of Hot Springs. There is frequent bus service to and from the city. Facilities for air transportation are available both in Hot Springs and Little Rock.

Arkadelphia has a population of over 10,000 including the student bodies of Ouachita Baptist University and Henderson State College.

Aims

Ouachita Baptist University is a church-related, liberal-arts-centered university which seeks to prepare a student to live a responsible and satisfying life while making a living which will enable him to acquire the things his education has taught him to appreciate.

Originally Ouachita was a traditional liberal arts college; but as the needs of her constituents for specialized, professional, or vocational courses grew, her curriculum was amplified to meet these demands of a changing world. Quite purposely Ouachita has kept the liberal arts emphasis at the heart of her program; for it is the belief of the faculty and the administration that a person, regardless of his profession or business, is more effective, better equipped, better adjusted, and ultimately happier with a general knowledge of the arts and sciences than he would be with a narrow, exclusively specialized education. At the same time, it is recognized that most of the graduates of the University will have to earn a living; and courses are offered leading to careers in such fields as medicine, nursing, dentistry, teaching, busi-

Organization and Support

ness, the ministry, journalism, music, drama, chemistry, social work, and in the military.

Ouachita exists to meet the needs of people who want an education which will prepare them for places of leadership and service in tomorrow's world. The institution gives specialized attention to every student and tries to help him, regardless of the length of his stay on the campus, to experience growth in Christian ideals and character, to develop his mental and physical abilities, to think critically and creatively, to mature in his understanding of and appreciation for his world, and to accept his obligation to be of service to mankind in a changing and increasingly complex world.

While Ouachita's primary obligation is to her parent body, the Arkansas Baptist State Convention, the University has no restrictions as to belief or geographical location of persons whom it serves. The presence of students from many religions, states, and nations helps instill appreciation for other points of view and enriches the academic community. Ouachita welcomes students of all races.

As a Christian institution, Ouachita is more than a nominally church-related school. She takes seriously the person and teachings of Jesus Christ and seeks to relate these to the many disciplines and activities on the University campus. Nor does this orientation impose restrictions or deny academic freedom in the search for truth, for Jesus himself said, "You shall know the truth, and the truth shall make you free."

Status and Facilities of the University

The undergraduate program of the University is accredited by the North Central Association of Colleges and Secondary Schools. The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education on the Elementary and Secondary levels. The University is also a member of the Association of American Colleges, the National Commission on Accrediting, the Southern Association of Baptist Schools and Colleges, the American Association of Colleges for Teacher Education, the National Association of Schools of Music, and the National Association of Business Teacher Training Institutions. The Home Economics department is approved for the teaching of vocational home economics by the Arkansas State Board of Education.

The graduate program of the University has received preliminary accreditation by the North Central Association of Colleges and Secondary Schools.

Thirty-two permanent buildings are located on the campus, most of which are of red brick and of modern or colonial styles of architecture. Thirteen of the major buildings have been completed within the past twelve years. Apartments to house student families are located immediately adjoining the main campus.

The market value of the capital endowment as of May 31, 1969, was approximately \$2,000,000.00. The buildings and grounds were valued at \$7,470,841.00.

Riley Library, serving both the University and the community, has at present more than 85,000 volumes, plus a pamphlet collection, film strips, recordings, and other audio-visual materials. About five hundred periodicals are received, of which the more important are preserved in bound volumes. A cooperative library arrangement with Henderson State College, adjacent to Ouachita, makes additional volumes available to Ouachita students and staff.

GOVERNMENT AND INSTRUCTIONAL PROGRAMS

University Government

The University is governed by a Board of Trustees elected by the Arkansas Baptist State Convention. The general program is administered by the President of the University.

Undergraduate Instructional Programs

The School of Arts and Sciences instructional program is administered by the Dean of the School of Arts and Sciences with a faculty who are well trained in their teaching fields. Over twenty-five per cent of the faculty hold the doctoral degree. More than five hundred courses, organized into six broad divisions, are currently offered by the School of Arts and Sciences.

The School of Music instructional program is administered by the Dean of the School of Music with a highly competent faculty in each area of specialty.

The Regular Session. The regular session is administered by the officers of the University and consists of two semesters of eighteen weeks each. Work offered in twenty-nine departments leads to the seven degrees offered by the College. The spring commencement concludes this session.

The Summer Session. The summer session is administered by the officers of the University and consists of two terms of five weeks each.

Instructional Programs

A student may earn up to six hours each term. Selected faculty members teach in the summer session, and regular college courses are offered in all divisions. Special workshops are held in some departments with specialists in these fields supplementing the regular faculty. The summer commencement concludes this session.

The Graduate School

The Board of Trustees of Ouachita Baptist University, on July 24, 1958, authorized a program of graduate studies leading to the Master of Arts degree. After a period of intensive study of the need and facilities for such a program, the faculty voted on April 6, 1959, to institute a graduate program in the areas of religion and American Civilization. The first classes began in September, 1959. Classes in work leading to the Master of Music Education degree were first offered in September, 1961. The name of this degree was changed to the Master of Arts in Music as of September, 1965. A Master of Science in Education program was added in 1967. On March 14, 1968, the Board of Trustees voted to drop the Master of Arts degree programs in Religion and American Civilization.

The Graduate School of Ouachita Baptist University is administered by the Dean of the Graduate School and is designed to intensify personal and intellectual growth while preparing the individual to assume a role of leadership in the American society. The specific purposes of the program are as follows:

1. To provide students with opportunities and experiences which will contribute toward their intellectual, spiritual, and social maturity.
2. To provide students with opportunities and situations which tend to develop the ability to think critically.
3. To further prepare students for the teaching profession.
4. To furnish a sound basis for further graduate study.

The University recognizes two types of graduate students: first, students who enter and become candidates for a higher degree; and second, students who, after receiving a bachelor's degree, wish to broaden their education without meeting the specific requirements of a higher degree.

Announcements of the graduate program are contained in the **Graduate Bulletin Issue** of the **Ouachita Baptist University Bulletin**. Correspondence should be sent to the Dean of the Graduate School.

Study Abroad

Summer School in Europe and the Holy Land. From time to time Ouachita Baptist University sponsors tours abroad which will allow students to earn from two to six hours of credit depending upon the tour and the work assigned by the professor in charge.

Former Students Association

The University maintains a Former Students Office which gathers and publishes information concerning her graduates and former students.

The former students of the University are organized into a functioning body known as Ouachita Former Students Association. This association is not only concerned with the welfare of the graduates and former students of this institution but is vitally interested in developing a greater Ouachita.

The Former Students Association has no set dues, but each year a fund drive is conducted to give former students a chance to send gifts to Ouachita Baptist University.

Financial Support

The expenses of the University are met only in part by student fees. The rest is derived by income from the endowment fund, an annual grant from the Arkansas Baptist Convention, and by current gifts.

Friends desiring to make donations, conveyances, or bequests to the University are advised that its legal name is Ouachita Baptist University and that the institution is chartered under the laws of the State of Arkansas.

A form of bequest follows: "I give, devise, and bequeath to Ouachita Baptist University, Arkadelphia, Arkansas, the sum of \$..... to the general uses and purpose of said institution."

STUDENT SERVICES AND ACTIVITIES

Student services and activities are under the direction of the Dean of Students and his staff. The areas of the program involve housing, student government, clubs and organizations, health services, guidance and counseling, student social life, and traffic control. The official guidelines are published annually in **THE TIGER**.

FOOD & HOUSING

All unmarried students are required to reside in the campus dormitories as long as space is available, and all resident students must purchase a meal ticket. The only exceptions to this rule will be for (1) those students who live at home and commute daily and (2) those who are given special permission to live off-campus by the Dean of Students. This permission is granted only in unusual circumstances.

Housing for single men is provided in Daniel (North and South) Hall, Conger Hall, O. C. Bailey, Northwest Hall, West Hall. A section of each of these halls is designated for freshmen housing. Freshmen women live in Flippin Hall, Perrin Hall, and one section of Cone Bottoms Hall. Upperclass women choose between Cone Bottoms Hall and Crawford (East and West) Halls. Each dormitory is under the direct supervision of a Head Resident and a staff of resident assistants who work closely with the Dean of Students.

Housing for married students is provided in apartment or mobile units. Ouachita Apartments have sixteen units and are unfurnished. North Campus Park has thirty-five completely furnished mobile homes.

Reservations for housing both for single students and for married students are made in the office of the Dean of Students. Since waiting lists are sometimes necessary, reservations should be made as early as possible. The reservation fee, \$25.00 for dormitory room or \$30.00 for apartments and mobile units, will be refunded if the student notifies the Dean of Students before July 1, or by November 15 in advance of the forthcoming registration day that he has been prevented from coming. The deposit will be held by the University until the student leaves school, at which time it will be refunded to him less any amount owed the University on the school bill or for damage or breakage. The minimum charge for mobile units and apartments is one month's rent.

Students already in residence may reserve accommodations for the next year provided they do so by May 1; thereafter housing is accessible for old and new students on the same basis. A student must be approved for admission by the Registrar and a deposit of \$25.00 made before he can be assigned to university housing.

Medical Services

A physician, registered nurses, and a sixteen bed infirmary are provided on the campus. First aid, simple diagnosis and treatment for minor illnesses are available at little or no cost. Medical services for more serious cases may be had at the Clark County Hospital. The costs for drugs and supplies used during the illness are not included in general fees. Hospitalization insurance is available at a nominal cost; the student signs for this at time of registration. It is recommended that every student be covered by this or some other form of hospitalization insurance.

The Counseling and Guidance Program

A conscientious endeavor is made at Ouachita to help the student solve both his personal and his academic problems. In addition to the competent specialists provided, staff members are interested in assisting the student in developing a well-rounded personality.

This program, under the supervision of the Deans of the Schools, provides counselors who are ready to listen sympathetically, advise, and help seek solutions to the student's social, academic, or financial problems.

Guidance in one's studies is provided in two ways: (1) by the admission and degree requirements explained in the section on the instructional program; (2) by faculty members who advise individual students toward their vocational and educational objectives. When a student first comes to school, and has chosen his field of study, he is assigned to an instructor in that department for advisement. If he has not definitely chosen a field of study, he is assigned to a General Counselor. He will receive guidance in the selection of his studies, and his trial schedule will be signed. He will be encouraged to talk with instructors in areas of study that hold an interest for him. At such time as the student makes his selection of a field of study, he will be transferred to an instructor in that department who will serve as his academic advisor.

The **Orientation Program** during the first six weeks of the student's first semester is designed to inform him of the opportunities in the instructional program, to help him to adjust to campus life, to introduce to him vocational facts, and to help him to a successful and satisfying start in his college experience at Ouachita.

Remedial programs are provided for students with demonstrated deficiencies in essential skills. Courses of study are especially adapted in speech and written communication to assist students who encounter difficulties in such skills.

Student Services and Activities

Personal Counseling is done by many professors, and professional help is available through designated personnel. A battery of tests given to all entering freshmen during their orientation aids in this type of counseling.

Student Aids. The student aids program is administered by the Director of Student Aids. The program includes financial aid, scholarships, grants, and student loans.

Social Activities

Easy informality is the rule in Ouachita social life; however, group gatherings involving varying degrees of formality occur from time to time. The faculty reception for new students at the beginning of each school year and the President's reception for graduating students at the end of each year are perhaps the outstanding formal events. Smaller groups have parties and entertainments sponsored by campus organizations, local churches, or staff members.

Social activities and experiences in the dormitories range from the very informal group discussion to the more formal open house or reception. In the University dining hall good manners and table courtesies are expected always. Friendly greetings on the campus are traditional.

Ouachita has no national fraternities or sororities, but there are several local social clubs: for men, Beta Beta, Rho Sigma, Sigma Alpha Sigma, and Alpha Omega Eta; for women, E.E.E., Gamma Phi and Chi Delta. Within the framework of the College's objectives and ideals, these clubs pledge new students during stipulated periods in the Spring semester. Hazing and corporal punishment are forbidden, and no club can function without a faculty sponsor.

Standards of Conduct

In general, the rules, are based on the desire of the faculty and staff that students enjoy the maximum freedom consistent with good citizenship, respect for the rights of others, and achievement in their studies. Specific regulations are given in the official University handbook, **THE TIGER**.

Certain activities are considered undesirable and are not in keeping with the atmosphere of a Christian educational environment. These include such things as disorderly conduct, possession and/or use of narcotics and alcohol, gambling, smoking by women students, as well as any conduct not in keeping with the standards and principles of the University.

Dormitory rooms are to be kept neat and clean, and will be

checked by the Head Resident. The student who occupies the room is directly responsible for the furnishings and damage that might occur. The University reserves the right to enter any University owned residence (dorm room, trailer, or apartment) for the purpose of maintenance and checking for cleanliness.

Students who plan to be married during the school year must advise the Dean of Students of these plans two weeks in advance so as to avoid disciplinary action.

Ouachita recognizes the rights of students to express their ideas and causes so long as such expressions are orderly, peaceful, and in no way disrupting to the normal academic and/or administrative activities of the University. Students involved in any riot, mob demonstration, or any other unauthorized, disorderly or disruptive group spectacle will be subject to disciplinary action up to and including expulsion. Failure to obey orders of civil or University officials during a demonstration may result in immediate suspension from the University. Whether one is an active participant in such an incident or not, remaining at the scene will make one subject to discipline.

No speaker, film or program may be brought to the campus without advance clearance from the appropriate University authority.

Student Government

The Student Senate, composed of elected representatives of the student body, deals with matters concerning the student body as a whole. It is a deliberative and planning group which works in close liaison with administrative officials of the University, interpreting official policy to the students and student wishes to the administration.

The AWS Judicial Board and the Men's Judicial Board formulate the framework for the government of the students. These are committees composed of elected student officers and representatives from each dormitory.

Where and when needed, a special discipline panel made up of both students and staff members, may be convened to deal with the most serious cases.

Religious Life at Ouachita

Attendance at a weekly chapel program is required. Students receive a "chapel credit" for each semester they attend, and seven "credits" are essential for graduation. The programs are planned by a chapel committee composed of students, faculty members and administrators. The programs are designed to deepen the student's spiritual life, to broaden his cultural appreciation, and to realize his

role as a part of the OBU "family." Not all of the programs are religious in nature, and some are forum-like so that lines of communications remain open.

The Baptist Student Union, under the direction of the University chaplain, is the largest and most inclusive campus religious organization. The primary purpose of this organization is to deepen the spiritual ties of the students. The BSU Council, elected annually, plans, directs, and coordinates all types of religious activities, promotes the annual Religious Emphasis Week, and cooperates with the Department of Student Work of the Southern Baptist Convention with their projects of summer missions, campus evangelism, etc.

The Young Woman's Auxiliary. Affiliated with the Woman's Missionary Union and sponsored by a faculty member or faculty member's wife, this group endeavors to enrich the spiritual life of its members, train them for religious work, and enroll them in Bible and mission study courses.

The Ministerial Alliance. Composed of ministerial students, this organization promotes the devotional and intellectual life of its members and discusses their pastoral and professional responsibilities.

Academic and Service Clubs

There are 42 clubs and organizations that attempt to promote fellowship, stimulate academic and professional interest and foster a closer relationship with faculty members in a given area of concentration. They are as follows: Accounting Club, Alpha Chi (Honorary Scholastic), American Chemical Society, American Home Economics Association, Association of Women Students, Beta Beta Beta (Biology), Black American Student Society, Blue Key, Campus Gold Girl Scouts, Cheerleaders, Circle K, Collegiate Civitan Club, Diapason Club, Gamma Sigma Epsilon (Chemistry), Intimations (Literary), Kappa Delta Pi (Education), Mental Health Unit, Ministerial Alliance, Musicians Guild, National Collegiate Players, P. E. Majors Club, Pershing Rifles, Phi Beta Lambda (Business), Phi Mu Alpha Sinfonia (Music), Physics Club, Pre-Professional Club (Chemistry), Rangers, Religious Drama Guild, Rifle Team, Scabbard and Blade, Sigma Alpha Iota (Music), Sigma Gamma Sigma (Mathematics), S. N. E. A. (Education), Young Americans for Freedom, Young Democrats.

The Reserve Officers' Training Corps of Cadets

The Corps of Cadets consists of a brigade with two battalions, a band, and a drill team, and is organized to provide leadership training and to develop responsibility and self-discipline. The Corps, as a

student organization, participates in campus and local civic activities.

The Artists Series

Periodically, professional lecturers and artists bring first-rate programs to the student body. No charge is made for these programs.

Publications

The **Ouachita Signal**, weekly newspaper published by a student staff and sponsored by the Department of Journalism, is devoted to news about the University. Subscription price to non-students is \$1.50 per year; for students, it is included in general fees.

The **Ouachitonian**, the yearbook, contains pictures of students, clubs, and important events of the University year. Subscription price is included in general fees.

Ripples, a literary magazine published once each year, is written and edited by students and is sponsored by the Department of English. Its purpose is to discover and encourage literary ability among students and to make their literary productions available to other students. Subscription price to non-students is \$1.00 per year; for students, it is included in general fees.

Placement for Graduates

Students and graduates wishing help in finding employment opportunities or graduate fellowships should file their application in the office of the Director of Placement. Information about certain careers and specific positions is available in that office also.

Athletics

Ouachita strives for excellence in both intercollegiate and intramural sports. The objective is for all students to participate in some sport as well as to understand and enjoy spectator sports. Ouachita is a member of the Arkansas Intercollegiate Conference. Its teams compete in football, basketball, baseball, track, tennis, swimming, bowling, marksmanship and golf.

STUDENT EXPENSES

An inclusive fee of \$1,670.00¹ covers the cost to the resident student for instruction, room and board, and general fees for the regular academic year. Fees charged students not in residence in university dormitories include all privileges of the University except those pertaining to resident life. The University has no out-of-state tuition charge.

Music fees and library fines are charged in addition to the inclusive fee. The fee covers theoretical courses in music, but not individual instruction in voice, piano, organ, violin and other instruments.

All regular students are entitled to admission without charge to concerts, lectures, forensic and athletic events except where reserve seat charges are added. The fee also includes use of the infirmary, the University publications, laboratory, fees, social activities, and use of the University testing services.

Damage to University property, including laboratory equipment, will be assessed against students who are responsible at the cost of repairs or replacement.

The University encourages students to keep their personal finances within moderate limits. Students should allow approximately \$60 for books and reasonable amounts for clothing, travel, amusements, and incidental expenses.

The University does not provide banking services on the campus. There are, however, three banks in Arkadelphia, all of which carry personal accounts at a nominal monthly charge.

¹This is the minimum inclusive cost per academic year.



EXPENSE STATEMENT

General expenses, for one semester	
Tuition, 8 through 17 hours	\$350.00
Fees	90.00
Including medical fees, three publications, athletic events, laboratory fees, artist series and social activities. (\$2.50 earmarked for Student Entertainment and Lecture Fund.)	
Meals in dining hall	265.00
Daniel and Crawford	180.00
Flippen-Perrin	170.00
Conger	155.00
O. C. Bailey & West	140.00
Ernest Bailey & Cone Bottoms	130.00
Total minimum cost	\$835.00
Extra expenses where applicable	
Per semester hour, over 17 and under 8 hours	23.50
Special examination	7.50
Credit by examination fee, per semester hour	10.00
Course charge after registration week	5.00
Graduation fee	35.00
Transcript, after the first	1.00
Late registration, per day, maximum \$15.00	3.00
Handling charges on returned checks	1.00
General testing fee for all new students	4.00
Fees for admission	
Application for admission	20.00
Music Fees	
One lesson per week, per semester	\$ 40.00
Two lessons per week, per semester	75.00
Class piano or voice	25.00
Fees for practice teaching	
Per semester hour credit	7.00
Family housing, per month	
Ouachita Apartments	
One-bedroom apartments, utilities not included	55.00
Two-bedroom apartments, utilities not included	60.00
Trailer space	35.00
Trailers (utilities included)	85.00

Expense Statement

Deposits

Dormitory room reservation	25.00
Apartment reservation	30.00

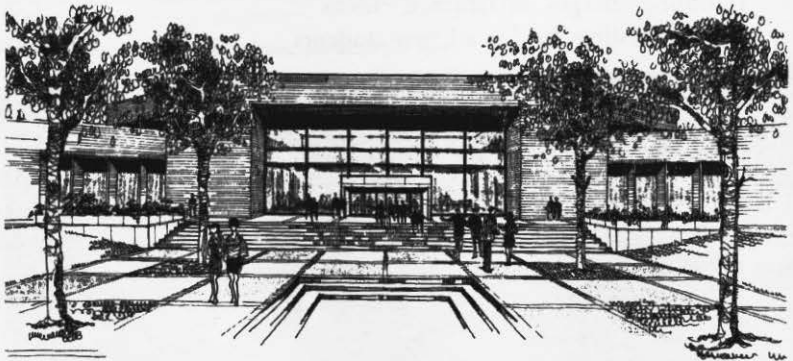
Summer school expenses

Tuition, per semester hour	23.50
Board, per week	14.00
Room, per week in all dormitories	6.00

Manner of Payment

Expenses quoted on these pages may be expected to remain constant within the year. If circumstances warrant, however, the University reserves the right to change the price of meals in the dining hall without advance notice and the rentals on housing on thirty days' notice.

All tuition and fees, dormitory rent, and payment for meals are payable in advance for the semester. Rentals for Ouachita Apartments, and trailer apartments are payable in advance on the first day of each month.



If a student is unable to pay the semester charges in advance, he may pay a minimum of \$100.00 down and then execute a note, bearing 6% interest, with the University for the remainder of his bill. The payments on this note must be made in not more than three equal installments on October 1, November 1, and December 1 of the fall term and on February 1, March 1, and April 1 of the spring term. If a student has not paid at least one-half of his account prior to the ninth week he will not be permitted to continue in classes nor will he be issued a meal card for the last nine weeks. A scholarship or grant-in-aid given by the University cannot be accepted as a part of the down payment.

Refunds

Housing reservation deposits may be returned to the student at the end of his stay at Ouachita provided the housing is in good condition and the student is not indebted to the University. In case the student does not take the housing reserved, the deposit will be refundable provided the student gives the school written notice before July 1, or by November 15th in advance of the forthcoming registration day that he has been prevented from coming.

Refunds upon withdrawal from college are handled as follows:

Tuition and Fees. If withdrawal occurs within two weeks of registration day, 20% of tuition and fees will be charged; during the third week, 40% will be charged; during the fourth week, 60% will be charged; during the fifth week, 80% will be charged; and during or after the sixth week, full charge will be made. Students withdrawing from the University may purchase a yearbook.

Room and Board. Advance payment of these will be refunded upon an official drop on a pro rata basis.

Meals in the dining hall. Students living in dormitories are charged for all meals served in the University dining hall during the semester, except in case of an absence of at least two weeks because of illness. In such case charges for meals will continue until the business office is notified. Students requiring special diets must pay the extra cost, if any, as determined by the dietitian and business office. The dining hall will be closed during school holidays.

The Infirmary

For minor illnesses of less than a week's duration, students are cared for by the University nurses. Cost of a physician's first call is borne by the University. The student must pay for subsequent services, for all prescribed medicines, for necessary surgery, for any



hospitalization away from the campus, and for services of any doctor other than the school physician.

Admission to Classes

Students will not be admitted to classes until the Dean of the school and the business office have stamped approval on registration cards.

Settlement of Accounts

Payments in full of all accounts must be made in the business office before a student may take final examinations, enroll for an ensuing semester, obtain transcript of credits, or graduate.

Private Lessons

Students taking private instruction in any field will be governed by the following in making up lessons missed:

1. Lessons will not be made up when student has an unexcused absence.
2. Lessons will be made up by the teacher at a time agreeable to both teacher and pupil if the student's absence is excused or if the teacher is absent. Practice periods connected with lessons missed are required to be made up also.

STUDENT FINANCIAL AIDS

Ouachita Baptist University has a program of financial assistance which will enable students with an academic aptitude and a demonstrated financial need to carry out their plan to obtain a college education. Parents of students seeking aid are expected to pay as much as they can reasonably afford, drawing on both their current income and their accumulated assets. Consideration is also given to a student's savings, summer earnings, and awards from agencies outside the University. Each student is required to submit to the American College Testing Program the "ACT Family Financial Statement" prior to any request for financial assistance, in order to determine financial need and eligibility.

Loan Funds

NATIONAL DEFENSE STUDENT LOAN. An undergraduate may borrow up to \$800 each academic year to a maximum of \$3,200. Since requests often exceed the availability of funds, loans usually range from \$200 to \$400 per semester. The repayment period and interest do not begin until 9 months after the student ends his studies. The loans bear interest at the rate of 3 per cent a year on the unpaid balance and repayment of principal may be extended over a 10-year period with a minimum monthly payment of \$15. If a borrower becomes a full-time teacher in an elementary or secondary school or in an institution of higher education, as much as half the loan may be forgiven at the rate of 10 per cent for each year of teaching service. Borrowers who elect to teach handicapped children, to teach in the Trust Territory of the Pacific Islands, or to teach in certain schools located in areas of primarily low income families, may qualify for cancellation of an additional 50 per cent of their total loan. A borrower need make no repayment of principal or interest while continuing his course of study at an eligible institution or while he is serving in the Armed Forces, the Peace Corps, or the Volunteers in Service to America (VISTA) program. A student, in order to qualify for a National Defense Loan, must show a financial need and maintain a scholastic average of 2.5.

GUARANTEED LOANS. Ouachita Baptist University participates in the Student Loan Guarantee Foundation of Arkansas, United Student Aid Fund, and the Federally Insured Student Loan Program to provide students with needed funds who do not qualify under other programs. A student may borrow, for each year, up to \$1,500 for undergraduate and graduate study. Repayment begins after the student has left school and may be extended over a period of from five to ten years, with deferment while serving in the Military, Peace Corps, or VISTA, or during periods of return to full-time study.



The Federal Government pays all interest charges (7 per cent a year) on behalf of a student whose adjusted family income is less than \$15,000 a year, while the student is in school and during any deferment period, until repayment begins.

An application must be endorsed by this institution with a statement that the borrower is enrolled or has been accepted for enrollment, and a statement of his annual educational expenses. The student then negotiates a loan with an eligible lending institution of his own choice. The loan, if granted, may be guaranteed by one of the agencies referred to above.

INSTITUTION LOANS. Loan funds totaling approximately \$50,000 have been donated by friends of the institution interested in making possible a Christian education for needy and worthy students. Good moral character, satisfactory scholarship, promise of usefulness, economy in use of time and money, and need of financial assistance will be considered in selecting the beneficiaries. Help which is received from other sources will also be considered in approving such loans.

General James P. Jernigan Memorial Loan Fund. Given by Colonel and Mrs. George C. Jernigan, Jr. in honor of General James P. Jernigan, the Colonel's brother, the fund is to provide loans to needy students.

James J. Pugh Student Loan Fund. This fund was established by Miss Cynthia Ann Pugh of Fayetteville in memory of her father, for aiding needy and deserving students.

John T. Daniel Student Loan Fund. John T. Daniel, Jr., of El Dorado, has provided a generous loan fund with liberal terms to aid worthy and needy students. It is particularly designed to help those in need of immediate, short-term help occasioned by an emergency.

Belk-Jones Fund. Established by E. M. Jones of the Belk-Jones Company of Texarkana, Arkansas. This loan fund is used at the direction of the President of the University to assist students in religious education.

Candace Freeman Memorial Fund. Given by Mr. and Mrs. Jay Freeman of Little Rock in memory of their daughter, Candace. This was established as a revolving loan fund to help needy students of good moral character. It is administered by the President of the University.

Henry Student Aid Fund. This fund, established in 1959 by Paul and Virginia Henry of Melbourne, Arkansas, was set up to provide scholarship help for, and loan assistance to, worthy students regardless of their vocational objectives. Mr. Henry is a Ouachita alumnus of the class of 1949. Mrs. Henry, nee Virginia Southerland, is also a former student.

Mike Power Memorial Student Loan Fund. This fund was given by Mr. Paul H. Power of North Little Rock in memory of his son, Mike Power. Student loans may be granted from this fund to undergraduate students and the loans are to be paid back within six years of graduation or leaving school. Interest must be paid on the unpaid balance annually from date loan is made. Interest earned by this fund provides the funds for the Mike Power Memorial Scholarships.

Earl and Nancy McCuin Student Loan Fund. The Earl and Nancy McCuin student loan fund is administered by the President of the University. Loans are made to worthy and deserving junior or senior students who need the funds in order to remain as students at Ouachita. Repayment of the loan will commence on the first anniversary of the students graduation from Ouachita or on the first anniversary date of the termination of his enrollment at Ouachita. The loans are to be repaid at an interest rate of 3 per cent per annum computed from the date on which the loan is granted.

Scholarships

Scholarships are established in three separate categories: Univer-

Student Aids

sity, Departmental, and Restricted Funds. The duration of each scholarship, whether for one year or more, will depend upon the requirements established for each grant. A student may not hold two scholarships concurrently.

UNIVERSITY SCHOLARSHIPS

Better Speakers Tournament. State-wide winners in the Better Speakers Tournament, sponsored by the Training Union Department of the Arkansas Baptist Convention, are awarded scholarships in the amount of \$300 for one year. This is non-renewable.

Honor Graduate. A limited number of scholarships are granted each year to high school valedictorian and salutatorian graduates. The usual amount of these scholarships is \$100 per semester. These scholarships are good only for the freshman year of study.

Scholastic Achievement Award. The scholastic achievement scholarships are awarded to students who have an average of B or better for all their high school subjects exclusive of activity credit and who have a composite score of 25-28 on the American College Testing Program (ACT). The \$800 scholarship may be used at the rate of \$100 per regular semester, and it must be maintained by earning a 2.50 or better cumulative grade point average through the first 58 semester hours and a 3.00 or better cumulative average through the remainder of the semesters.

A \$1200 scholarship may be awarded to B students with a composite score of 29 or above on ACT, and may be used at the rate of \$150 per semester with the same rules of maintaining the grade point average as stated above.

DEPARTMENTAL SCHOLARSHIPS

A few scholarships in various academic departments of the University are available. The amount of each is determined by the department concerned and is to be applied to the person's school bill. Departments concerned, other than those mentioned below, include Business Administration, Economics and Journalism.

Accounting; Russell Brown & Company Foundation Award. A scholarship in the amount of \$150 to be applied to the fall tuition is awarded each year to the junior accounting student who shows the greatest aptitude for public accounting. In selecting the student, consideration will be given to personality, ability to adjust to different conditions and situations, and resourcefulness as well as academic standing.

Band. Applicants for a band scholarship should submit their requests to the Director of Bands. An audition date will then be decided

upon at the convenience of the applicant. Scholarships are granted on the basis of the student's ability, availability of scholarship funds and the band's current need. The scholarship is renewable annually without audition as long as the student maintains satisfactory enrollment in band.

Drama Scholarship. The National Collegiate Players offer each year a Drama Scholarship for an incoming freshman drama student. Details will be sent to high schools or to anyone who requests by writing: Mr. Dennis Holt, c/o Speech & Drama Dept., Ouachita Baptist University, Arkadelphia, Arkansas 71923.

Home Economics. A Home Economics Scholarship of \$100 is awarded to a freshman girl planning to major in the department. Personality and leadership ability will be considered in making the award. The applicant must submit evidence of better than average grades in high school and be recommended by her pastor and one teacher.

Mathematics Rowland Memorial Fund. The Rowland Memorial Fund was established by the gifts of Mr. S. A. Rowland and by the will of his sister, Miss Ruth Mary Rowland. It provides for awards for outstanding mathematics students. The awards are in the form of tuition scholarships in the amount of \$100, \$150 and \$200 for first, second, and third year students, respectively. It also provides for a cash award of \$250 to be made to the outstanding senior mathematics student. The awards are granted on the basis of competitive tests. Applicants must have had the normal amount of mathematics for their classification with grades of A or B. With the exception of graduating seniors, they must have the intention of continuing their education in the study of mathematics. The number of applicants in each grade may be limited, and the test may not be offered if less than three students in the class apply.

Music. The School of Music awards a limited number of \$800 scholarships payable at the rate of \$100 per semester on the basis of an audition which is usually scheduled in February. A student must be working toward a music degree to be considered for a scholarship. Students of piano, organ, voice, or an orchestral instrument should write for scholarship information to the Dean of the School of Music. A scholarship committee of the Music Faculty evaluates the auditions. The scholarship, once awarded, is renewable annually provided progress and performance have been satisfactory while the scholarship is held.

Science. Two \$1,000 Science Scholarships are awarded each year to entering students majoring in science (including mathematics) on the basis of high school grades, recommendations received and score made on examinations administered by Ouachita. To keep these scholarships

Student Aids

for the entire four years, at a rate of \$250 per year, the student must continue to major in science and maintain an acceptable grade average. Inquiries should be addressed to the Chairman of the Department of Chemistry. Dates for qualifying examinations will be announced from year to year.

Army R.O.T.C. The U. S. Army offers a limited number of one, two, three, and four-year scholarships to qualified students who are interested in careers in the U. S. Army. The scholarships pay tuition, fees, books and a monthly allowance. Academic excellence and leadership aptitude are desired. All applications are to be directed to the Professor of Military Science in the fall semester before the scholarship is desired.

NON-INSTITUTIONAL SCHOLARSHIPS

Scholarships provided for under these funds come from money given by friends of the University. Usually, each donor has made certain stipulations as to persons qualifying for the award.

Mr. and Mrs. Barney C. Baker Scholarship Fund. The scholarship fund has been established by Mr. and Mrs. Barney C. Baker. A selection of the beneficiaries of the scholarship will be determined by the Scholarship Committee. The following qualifications will be considered: members of the Wynne Baptist Church, residents of Wynne, Arkansas, applicants from the area surrounding Wynne, Arkansas.

Blakely Scholarship Fund. The scholarship fund has been established by the late Dr. M. N. Blakely of Benton, Arkansas. Ten scholarships of \$500.00 each will be awarded annually to deserving students. The selection of beneficiaries will be determined by the President and the Scholarship Committee.

Citizens National Bank Scholarship. This scholarship, established by the Citizens National Bank of Arkadelphia, provides \$250 each year to a worthy and deserving student selected by the Scholarship Committee. The student must be a citizen of Arkansas with preference given to students from Arkadelphia, Clark County, and Arkansas in that order, who has demonstrated a need for financial aid in order to complete his education at Ouachita. Entering freshmen must have a high school grade average equivalent to a 2.0 and all other students should have an over-all average of 2.0. Preference will be given students engaged in the study of Business, Economics, or Teacher Education.

John F. Gardner, Jr., Scholarship. A scholarship in the amount of \$100 will be awarded each semester to a worthy and deserving student, with preference given to junior or senior music majors. Selection of the recipient will be determined by the Scholarship Committee of the University.

Mary Noel Gregory Trust. The scholarship funds have been established by Mr. R. E. Gregory and Mr. Noel Gregory both of Augusta, Arkansas, as a memorial to their mother, Mary Noel Gregory. Two scholarships, amounting to \$150.00 each will be awarded each year to deserving students with preference for students for the ministry or will be determined by the President and the Scholarship Committee.

Great Commission Scholarship. This scholarship was provided by Mr. and Mrs. Charles Graves of Satellite Beach, Florida, in the amount of \$500 per year. The scholarship is to be applied to the student's account at the rate of \$250 per semester. The beneficiary shall be selected according to the following qualifications:

1. He must be a male citizen of the State of Arkansas who meets the minimum academic requirements for entrance to Ouachita Baptist University.

2. He must be an outstanding Christian; exhibit a belief in, and knowledge of, Southern Baptist doctrine; be an active member of a Southern Baptist church; a practicing tither through the local church and a practicing believer in the Great Commission, showing evidence of such belief through personal efforts toward winning others to a saving knowledge of Jesus Christ.

3. Each person desiring consideration for this scholarship shall submit in writing his personal convictions and reasons for these convictions on each item in paragraph two of these qualifications.

4. Recommendation of said beneficiary is to be made in writing by at least three persons: an ordained Southern Baptist pastor, an ordained Southern Baptist deacon, and a Christian layman.

It is desired that the beneficiary of this scholarship be a layman, but consideration will be given to qualified ordained ministers and ministerial students.

Paul and Virginia Henry Student Aid Fund. This fund, established in 1959 by Paul and Virginia Henry of Melbourne, Arkansas, was set up to provide scholarship help for and loan assistance to worthy students regardless of their vocational objectives. The fund provides a \$500 scholarship each year.

John H. McClanahan Speech and Debate Scholarship. A scholarship of at least \$100 will be awarded annually to a student selected by the Scholarship Committee who is outstanding in the field of debate and speech, in good standing at the University, and who demonstrates qualities of leadership potential.

Edward and Kathryn Maddox Scholarship Fund. The scholarship fund has been established by Edward and Kathryn Maddox "for the sole purpose of providing scholarships for worthy students." Two

Student Aids

scholarships of \$200.00 will be awarded annually. The selection of beneficiaries will be determined by the President and the Scholarship Committee.

Mineral Springs Central Baptist Church Scholarship. The scholarship fund established by the Central Baptist Church of Mineral Springs, Arkansas is administered by the Scholarship Committee of the University. Qualifications to be considered are (1) sound moral character and Christian commitment, and (2) above probationary academic status. Preference will be given to students from Central Baptist Church, Mineral Springs, Arkansas, students from Little River Baptist Association, students from Arkansas.

Ministerial Scholarship. A minister residing in Arkansas and licensed or ordained by a Southern Baptist church is eligible for a Ministerial Scholarship, amounting to one-half the regular tuition. This scholarship is made available by the Arkansas Baptist State Convention. The applicant must demonstrate conduct and a personal life that is worthy of a minister; his scholastic work must be satisfactory; he must agree to refund the scholarship if he does not follow the ministry in the future, and his work must be arranged in counsel with the Chairman of the Department of Religion to include the following courses as early in his college career as practical: Religion, 103, Introduction to Christian Ministry; Religion 223, Sermon Preparation; Religion 302, Southern Baptist History; and Religion 353, Christian Doctrine. Application must be made through the Chairman of the Department of Religion and may be renewed each semester.

Nell Mondy—E. A. Provine Chemistry Scholarship. Dr. Nell Mondy (class of '43 and Distinguished Alumna of '60) has established a scholarship fund to be used for worthy and deserving students of the University. A scholarship of \$150 will be awarded annually to the junior student majoring in Chemistry who has the highest over-all scholastic record of chemistry majors in the class. Selection shall be made during the second semester after the fall semester grades have been made available.

Dorothea Van Deusen Opdyke Scholarship. Each year, Ouachita receives four Opdyke scholarships in the amount of \$200 each, from the Executive Committee of the Southern Baptist Convention. These scholarships are awarded to needy students, members of a Southern Baptist Church who live in a mountain area.

Ouachita Memorial Fund. The Ouachita Memorial Fund has been recently formed as a combination of various memorial scholarships for investment purposes. The interest from this fund will be used to supply scholarship help for Ouachita Baptist University students. The

Ouachita Memorial Fund has formed in the names of the following scholarships:

Mrs. J. E. Berry Student Aid, Buchanan Ministers Gift Fund, Arlis Cross Scholarship, Vinnie Garrison Scholarship, Paul King Scholarship, Dr. Lucien Lanier Scholarship, Mr. and Mrs. S. D. Mitchell Nursing Fund, Murphy Shepherd Student Aid, Lillian Pearson Mission Volunteer, Jane Ross, Shadd Scholarship, W. I. Walton Scholarship, J. L. Bodie Fund, Eliza Elizabeth Cowger & Charles E. Scott, A. B. Hill Scholarship, Kruger Scholarship, John G. Lewis Student Aid, Nursing Scholarship Fund, C. T. Ray, Scarborough Scholarship, Johnny South Scholarship Fund, Waller Air Fund, Larry Wright Student Aid.

Mike Power Memorial Student Scholarship. A loan fund was established by Mr. Paul H. Power of North Little Rock in memory of his son, Mike Power. Interest earned and collected on student loans will be used to provide scholarships for tuition to students selected by a faculty committee from each of the following high schools; Sylvan Hills High School, North Little Rock; North Little Rock High School, North Little Rock; Nashville High School, Nashville, Arkansas; Hope High School, Hope, Arkansas. Selection will be made on the basis of ability and need for the scholarship and will rotate from school to school yearly, in the order given above.

Beulah Gresham Smith Memorial Scholarship. Faunt B. Smith of Camden, a 1939 cum laude graduate of Ouachita, painted the portrait of Dr. J. W. Conger, the first president of Ouachita to be placed in the gallery of presidents. He gave his commission to the University to establish a music scholarship for advanced music students in memory of his mother, Mrs. Beulah Gresham Smith. Administration of this scholarship rests with the Dean of the School of Music.

Stephens Scholarship. Scholarships amounting to \$1,400 each year have been made available by Stephens, Inc., to worthy and deserving students of the University, with preference given to sons and daughters of employees of Stephens, Inc., and their affiliates: Union Life Insurance Company; Union Management Corp.; Union Fund, Inc.; Hollis and Co.; Industrial Supplies, Inc.; Little Rock Airmotive, Inc.; Arkansas-Oklahoma Gas Corp.; Midwest Casting Corp.; and The Coachman's Inn. Consideration will be given to scholastic standing, general character, personality, attitude, and financial need of the applicant. Applications will be made to the Director of Student Aids.

Stiles Scholarship Fund. The scholarship fund has been established by the late Mr. L. E. Stiles of Hughes, Arkansas. Two scholarships amounting to \$200.00 each will be awarded annually "for the education of, by means of providing scholarships for worthy students at the

Student Aids

University who are students for the gospel ministry and/or who plan to become missionaries." The selection of the beneficiaries will be determined by the President and the Scholarship Committee.

Roy and Christine Sturgis Student Assistant Fund. Established by a generous grant from the Roy and Christine Sturgis Foundation, this fund was established to help worthy students continue their education at Ouachita. The grant is given to students who would not be able to continue their scholastic career without this help, and it is not given to students who have not worked to help themselves as much as possible. It is given with the understanding that the student receiving this grant will return it as soon as possible to help another student in similar need or that he will, at some time in the future, aid some worthy person not related to him by blood or marriage. Grants are made by the President of the University on the basis of character, scholarship, potential, and need.

Keith Tudor Journalism Scholarship. A \$100 scholarship, donated



by Mr. and Mrs. Keith Tudor of the Southern Standard Publishing Company of Arkadelphia, is awarded at the end of each fall semester to the student, usually a freshman, who in the opinion of the advisor and editor has contributed the most to the campus newspaper, the *Signal*.

Birkett L. Williams Scholarship. Two annual scholarships for students from Hempstead and Garland Counties have been provided by Mr. Birkett L. Williams of Cleveland, Ohio, who gave \$27,000. The interest provides these scholarships.

Yost Scholarship Fund. Established by the generous gift of Mr. and Mrs. C. C. (Pete) Yost of Little Rock, this fund provides scholarship assistance for men and women preparing for foreign mission service. The principal of the fund remains intact, but interest from it is used to assist mission volunteers who are both worthy and needy. The scholarships are granted upon recommendation of the President of the University and are renewable based on maintenance of satisfactory grade-point average.

Discounts

Baptist Children's Home. Ouachita Baptist University is happy to make an education possible for those young people coming from the Baptist Children's Home. A combination of discount and student employment is provided to cover all tuition, fees, room and board. A student is expected to work an average of 15 hours per week on the student employment program and the difference between the amount that should be earned and the cost is discounted. The individual provides his own books, personal money and any difference in cost due to his failure to work his allotted hours.

Commuters' Discount. A special discount is given students who are living in the school district where they graduated from high school and who are commuting from their homes. Under no circumstances is a student entitled to this discount simply because he is not living on campus; he must meet the aforementioned as well.

International Students. A few discounts are available to international students from the Southern Baptist Foreign Mission fields. The same requirements and benefits apply as are described for Children's Home.

Ministers' Wives and Children. Wives and children of ministers of Southern Baptist churches are eligible for a discount of \$75 per semester. Before this discount may be granted, such students must fill out an application form provided on request by the Director of Student Aids. The application must be renewed each semester.

Wives and Children of Ministers of Music and Education. The same discount described above will be made available to wives and children of **full-time** Ministers of Music and Ministers of Education of Southern Baptist Churches.

Children of Foreign Missionaries. Assistance is offered to children of Southern Baptist Foreign Missionaries who receive the Margaret Fund. A combination of discount, student employment, and Margaret Fund Scholarship is provided to cover tuition, fees, board and room. A student is expected to work 13 hours on student employment. The difference between his expenses and his work plus his Margaret Fund Scholarship is discounted by Ouachita Baptist University.

Student Employment

Student employment is offered on a part-time basis under the College Work-Study Program (CWS) and the University Student Employment Program (OBU), to enable a student to defray a portion of his school expenses. Any credit balance which a student builds up in his account by work in the University Student Employment Program (OBU) is not refundable by cash nor transferable.

College Work-Study Program (CWS). Through the College Work-Study Program students, particularly those from low-income families, have an opportunity to earn part of their college expenses. Any student who demonstrates financial need and is making satisfactory progress in his studies is eligible to work under this program. Preference is given to the students from low-income families. Students may work up to 13 hours weekly while attending classes full-time. The basic pay rate is governed by Minimum Wage Law.

University Student Employment Program (OBU). The University provides some employment for students who possess certain skills or experience needed by the University. A student may work up to 15 hours weekly while attending classes full-time. The basic rate of pay is governed by the Minimum Wage Law.

Off-Campus Employment. Ministerial students are assisted in securing part-time churches by the Chairman of the Department of Religion. The University does not encourage students to attempt to serve full-time in any church field or fields while enrolled as a full-time student.

Jobs are occasionally available in the city of Arkadelphia. The presence of two colleges in Arkadelphia makes the securing of such jobs very difficult. Information concerning such jobs may be obtained from the local Chamber of Commerce.

Summer Employment. Through the College Work-Study Program, students who qualify, particularly those from low-income families, may work full-time (40 hours per week) during the summer or vacation periods. Work may be for the University or for an approved off-campus agency. Application for summer employment must be made through the Director of Student Aids.

Grants

Educational Opportunity Grant. Educational Opportunity Grants are available to a limited number of undergraduate students with an exceptional financial need who, without the grant, would be unable to go to college. A grant can be no more than the amount of assistance the student receives from other sources (employment, scholarships, discounts, and loans). Grants range for \$200 to \$800 per year and may be renewed for three years. The amount of financial assistance a student may receive depends upon his need—taking into consideration his own financial resources, those of his parents, and the cost of attending the University.

Grants-in-Aid. Assistance may be awarded to selected students participating in the AIC intercollegiate sports of football and basketball, in keeping with the regulations of the Conference.

Veterans Administration Beneficiaries

Veterans of recent military service and the dependents of certain other servicemen may be entitled to educational assistance payments from the Veterans Administration.

Ouachita Baptist University is an approved institution for veterans and veterans' beneficiaries training.

Veterans of recent military service, widows, or children of men who lost their life in service or who are now totally disabled as a result of service should contact the nearest Veterans Administration Regional Office as far in advance of enrollment date as is possible for assistance in securing Veterans Administration benefits. Information on campus regarding this program may be secured from the Registrar.

ADMISSION

Requirements for High School Graduates

A person may qualify for admission by presenting a certificate from a class A or class B high school showing graduation with fifteen standard units. Of the fifteen required units, three must be in English, two in science or mathematics, and one in social science. A third of the remaining units must be in English, foreign language, social science, science, or mathematics.

A graduate of a high school ranking below class B will be admitted if he has fifteen standard units with grade average of C or better or if his principal or superintendent will recommend his admission.

Superior High School Student Program

High school students with a B average or better may be permitted to take up to six semester hours of course work during each summer term between their junior and senior years. Students must have the approval of their principals or their counselors. Credit will be recorded on a permanent transcript when the student qualifies for college entrance.

Requirements for Non-Graduates of High School

A non-graduate of class A or class B high school will be admitted if he has earned fifteen standard units, if he is recommended by his principal or superintendent, and if he is over 18 years of age.

A student may qualify for admission by completing at least fifteen standard units, including at least eleven units with a grade average of B or better from a class A or B high school and a maximum of four additional units from an accredited correspondence school or a recognized private preparatory school, provided all other general requirements are satisfied.

Any other applicant who is not a high school graduate will be admitted only on the basis of an examination showing that he has received the equivalent in his education of fifteen standard high school units. An applicant who is eighteen years old or older, whose certificate shows fifteen high school units before reduction by the State Department of Education and not less than thirteen standard units afterward, may be admitted upon taking the entrance examinations and intelligence tests.

If the applicant is twenty-one years old or older, he may be admitted upon taking the entrance examinations alone, provided that he meets all other requirements of the College. Veterans may be admitted on the basis of the G.E.D. test.

Non-graduates of high school will sometimes find it advisable to carry a limited academic load until they have demonstrated ability to carry a full load.

Requirements for Transfer Students

Transfer students may not enter Ouachita Baptist University unless they are eligible to return to the institution from which they came. Students from accredited junior or senior colleges will receive full credit for work done in such institutions, subject to certain limitations herein stipulated. No credit from a junior college may be transferred for junior-senior credit.

No more than sixty-six hours will be accepted from a junior college. No more than 104 hours from any other institution or institutions will be counted toward a degree from Ouachita Baptist University. No more than thirty hours from an accredited theological seminary will be accepted. At least twelve junior-senior hours in the area of concentration must be taken at Ouachita.

Tests will be given at the beginning of each semester for all new students who have not been tested and for all transfer students transferring less than sixty hours credit acceptable at Ouachita. Transfer students who have less than sixty hours credit acceptable at Ouachita, and who have had identical entrance tests at another institution within the last three years, may be exempt.

The nature and standards of courses accepted in transfer must correspond closely to similar courses taught here. All grades of all college-level courses will be transferred and used in calculating the G.P.A. except those with D and F grades which cannot be repeated at Ouachita.

Correspondence and extension work from accredited colleges will be accepted up to thirty hours, but not more than ten hours of such credits may be counted in the area of concentration. No D in any subject taken by correspondence will be accepted.

Students from unaccredited colleges will be tentatively admitted to Ouachita if they have had at least a 2.00 average and if their work is accredited at the state university in which the college is located. No grade of D will be accepted from an unaccredited college. Credits from institutions will be accepted in transfer only after the student has achieved a 2.00 average during his first semester at Ouachita.

Ouachita Baptist University has recently adopted a degree completion for military personnel. An individual may receive up to thirty hours academic credit for military service school study as recommended in the ACE guide. This credit can include work under USAFI, Advanced Placement subject matter tests, and the College Level Examination Program (CLEP).

Citizens of Other Countries

Qualified foreign students are considered for admission as freshman and transfer students. New students are accepted for admission only for the semester which begins in September. Final date for filing

Admission

applications and complete, official scholastic records is June 15. Applicants whose native language is not English are required to submit scores earned on the Test of English as a Foreign Language (TOEFL), a test designed to ascertain proficiency in English and administered in many overseas testing centers. Students who wish to take the test should write directly to: TOEFL, Education Testing Service, Princeton, New Jersey.

An amount to cover a semester's expenses (tuition, room and board and health insurance) or a scholarship voucher covering same must be deposited in the office of the Business Manager prior to the student's being issued an I-20 Form and acceptance into the University.

How to Apply for Admission

Application blanks may be secured from the office of the Registrar. All application forms should be filled out completely, commercial photographs two inches by two inches should be attached, and the application forms mailed to the Registrar. This application blank and an official transcript of all previous high school or college work should be in the office of the Registrar no later than August 15 for admission for the fall semester.

How to Prepare for Registration

After admission to Ouachita on either an unconditional or tentative basis the student will be asked to complete additional steps to qualify for registration. Necessary forms will be mailed to the admitted candidate by the University. These steps must be completed before beginning the registration process.

1. An application for housing must be filed accompanied by a twenty-five dollar deposit for a single student and a thirty dollar deposit for married students. Housing assignments will be made in the order of receipt of housing application and fee. This is not required of commuting students.

2. A current physical examination report by the family physician must be filed prior to admission. This report should include a tuberculin skin test.

3. A report of American College Testing scores must be on file. If Ouachita has been named by the student as a college choice at any time of testing before registration time, ACT will report scores directly to the counseling office. If they have not been received, a notice of the time of testing will be mailed to the student. Testing must be completed before the student's first meeting with his academic counselor.

4. A medical certificate indicating fitness to perform military duty is required for each male student not exempted from the mandatory basic ROTC program.

ACADEMIC INFORMATION

Time of Registration

Students who qualify for admission may enter at the beginning of the fall semester, the spring semester, or either summer term. It is best to register during the specified registration period. Late registration is discouraged and is forbidden after the beginning of the third week of classes. Students registering late may have to carry less than the average load and will be asked to pay a fine of three dollars for each day late, up to a total of fifteen dollars.

In registering, the student must consult with the assigned faculty advisor, develop a tentative schedule, fill out registration and class cards completely, and arrange for payment of charges with the business office.

The Student's Academic Load

The average course load is sixteen hours per semester. Less than fourteen or more than seventeen hours per semester is considered outside the range of the normal load. A person registered for less than fourteen hours is not classified as a regular student. A student carrying eighteen or more hours per semester must have the written permission of the Dean of the School in which enrolled. Such permission is based on consideration of the student's average for the previous semester or semesters and upon the requirements of his degree program. In no case may a student exceed a maximum of nineteen and one-half semester hours.

Students may not register in any one semester for more than three courses under the same instructor unless they have permission from the dean of the school in which enrolled and the approval of the departmental chairman. Enrollment in extension or correspondence courses or attendance at another college must be approved beforehand by the Dean of the College and the chairman of the Ouachita department offering the course. The maximum number of hours which may be taken by correspondence and/or extension is thirty. A regularly-enrolled student may not enroll in such courses if he is carrying over fourteen hours at Ouachita.

Changes in Registration

After a student and his advisor have arranged a semester's study program, changes in it are discouraged. Any change of course during the first two weeks involves a fee of five dollars for each course. Beginning with the third week of classes, a student may not add a course. He may not drop a course after the end of the third week. A change in registration requires the written permission of the student's counselor and the dean of the school in which enrolled. Permission to add a course during the first two weeks of classes of a semester may be granted by the Dean of the School. In cases of unusual circumstances

students may secure permission to drop a course after the third week of classes by making application to the Dean of the School. Only in unusual circumstances will such permission be granted. If a course is dropped without permission of the Dean, a failure is recorded. Even when permission is granted, a failure is recorded if the student is below a passing grade in the course at the time it was dropped. Credit will not be given in a course for which a student has not officially registered.

Application for changes in registration may be secured in the office of the Dean.

Junior-Senior Hour Regulation

For a student below the junior level to receive credit for a junior or a senior course, he must take the course in the proper sequence in that department. The proper sequence for courses in each area will be determined by the department head with the approval of the Dean of the School. This sequence will be placed on file in the Dean's office. The head of the department in which the course is offered will certify in writing before registration that the junior or senior course to be taken is in proper sequence. If the course is not taken in proper sequence no junior or senior credit will be allowed.

Courses By Conference

Seniors who encounter a scheduling difficulty may take a catalogue course by conference with the consent of the instructor, departmental chairman and the Vice President for Academic Affairs.

Advanced Placement

The University accepts courses taken with a grade of three or higher with tests and scores of the Advanced Placement Program of Educational Testing Service. Tests are given by the high schools in May of each year. Inquiry should be made directly to the teacher of the course or the principal of the high school where the course was taken.

Extension and Correspondence Study

As in the case with transfer students, a limit of thirty hours by correspondence and/or extension study will be observed. In addition, it should be understood that a student will not receive credit for a course by correspondence while enrolled at Ouachita (including summers between terms) if the course is available at Ouachita, except in unusual circumstances. In such a case, it will be necessary to obtain

approval of the head of the department at Ouachita in which the course is offered and approval of the Dean of the School. No grade lower than C will be accepted through correspondence study.

Credit for College Level Television Courses

Credit for college-level courses taught through the medium of television (educational or commercial stations) may be allowed on the same basis as for any other credit at Ouachita. It may be counted as resident credit if taught or coordinated by a resident Ouachita instructor and approved by the Dean and the Department. If it is taken at another institution, it may be transferred to Ouachita on the same basis as other transfer credit.

Definition of the Credit Hour

The semester hour is the basis for accreditation of academic studies. It represents one fifty-minute recitation or its equivalent per week for one semester. At least two hours of laboratory work are required to equal one recitation period. One recitation period per week presumes that the student must spend two additional hours for preparation.

Grades and Quality Credits

Scholastic achievement at Ouachita is rated on a four-point scale and is indicated by these symbols:

- A is equivalent to four quality credits per semester hour and denotes excellence, the quality of work expected of superior students doing their best work.
- B is worth three quality credits per semester hour and indicates better than average work.
- C is worth two quality credits per semester hour and indicates average but satisfactory work of the average student.
- D carries one quality credit per semester hour and indicates passing but unsatisfactory work.
- F indicates failure to achieve a passing quality of work. An F may not be removed from the record. It may be offset only by taking the course regularly in class again and earning a higher grade.
- I indicates that a student's required work is incomplete and is given at the discretion of the instructor for good and sufficient reason. A grade of "I" automatically becomes "F" unless the deficiency is made up during the next semester the student is in residence. A grade of "I" must be made up within one year as a maximum.
- S indicates satisfactory quality of work.
- WP indicates that a student officially withdrew from a course with a passing grade.

Academic Information

WF indicates that a student officially withdrew from a course with a failing grade.

Satisfactory-Fail Policy: With the approval of their advisors and of the professors of the courses, junior and senior students with a cumulative average of 3.0 or higher may take as electives, two courses not in their cores or related fields of study and be assigned a grade of S (Satisfactory)—F (Fail) for the course. This provision will enable students to explore certain areas of interest outside their major fields without feeling the pressure of competition with other students majoring in that program. No General Education courses may be taken on a Satisfactory—Fail basis.

Certain Courses Excluded from Quality Credits

S (Satisfactory) credit for work done on an elective basis under the Satisfactory-Fail system will not carry quality point credit. The credit given for Military Science 101, 111, 201, and 211 on the basis of previous military training will be recorded on the transcript as credit. For the purpose of computing academic honors, honors at graduation, probational status, and the total quality credits required for graduation, the credit mentioned above will not be considered.

Academic Honors Recognition

The honor roll compiled at the end of a semester lists the names of undergraduate students whose grade records are considerably above average. The minimum qualifying quality credit average is 3.50 or above on those courses for which credits are given. A special presidential citation goes to the students who have a straight A or 4.00 quality credit average. Students who have a grade point average of 3.50 up to 3.99 will be placed on the Dean's List. To be eligible for the honor roll, a student must not only have the stipulated quality credit average but also must be registered for at least twelve hours of academic courses and have no incomplete or failing grade for the semester.

Graduation with Honors is determined as follows: a degree is granted *cum laude*, *magna cum laude*, or *summa cum laude* if the student has a corresponding grade point average respectively of at least 3.20 or 3.50 or 3.80 on those courses for which quality credits are given and which are accepted for graduation. The faculty must also recommend that the student graduate with Honors.

UNDERGRADUATE ACADEMIC POLICIES

Academic Probation

An undergraduate student will be placed on academic probation at

Ouachita Baptist University if he does not satisfy the following minimum requirements:

1. A cumulative grade point average of 1.25 at the completion of any amount less than twenty-eight semester hours.
2. A cumulative grade point average of 1.50 at the completion of at least twenty-eight semester hours.
3. A cumulative grade point average of 1.75 at the completion of at least fifty-nine semester hours.
4. A cumulative grade point average of 2.00 at the completion of at least eighty-nine semester hours.

Any semester thereafter any student failing to make a 2.00 average in any given semester will be placed on academic probation for the following semester.

A student placed on academic probation for two consecutive semesters must remove his probationary status by the end of his second semester on probation, or be academically suspended. The student will be notified in writing that he has been placed on first probation, second probation, or that he has been suspended. Only the student, his counselor, his parents, the Director of Student Aids, the academic deans, the Registrar, and the President of the University will be advised of his being placed on probation or suspension. A student suspended for academic reasons may not apply for readmission until the lapse of one semester. Upon readmission, following the absence of one semester from the campus after academic suspension, a student must remove his probationary status during his first semester in residence, or be suspended again. If a student leaves the university while on probation and returns after the absence of one or more semesters, he will return under the same probationary status as if his residence had not been interrupted.

An F or a D may be offset by repeating the course and making a higher grade. A grade of F which is not made up will be figured in a student's cumulative grade-point average. If a student repeats a course on which he previously made a D or an F, his succeeding grade will be the only one computed in his cumulative grade average, regardless of the grade made.

A student on academic probation will be counseled by his regular counselor. The student's counselor will determine the academic load of the student on academic probation not to exceed more than fourteen and one-half hours of course work. The student's counselor will be his regular academic advisor assigned to him by the Dean of the School, the director of the counseling program. The counselor should be care-

ful to advise the student to arrange a program of study which will help make it possible for the student to remove himself from probation.

Classification of Students

An undergraduate student is not entitled to class privileges until he has been certified by the Registrar as a member of the class. A student is a freshman until he has earned twenty-eight semester hours and at least forty-six quality credits. Thereafter, a student is a sophomore until he has earned fifty-nine semester hours and at least 108 quality credits. Then he is a junior until he has earned eighty-nine semester hours and at least 168 quality credits, after which he is a senior, provided he has completed at least ten semester hours on a junior-senior level. An undergraduate student is classified as a special student if he is registered for less than eight semester hours, or if he is not pursuing a degree program from the University.

Enrollment as an Auditor

Enrollment as an auditor is permitted in all courses subject to the approval of the instructor and the Dean of the School. An enrollment as an auditor may be changed to one for credit if the change is made not later than the second week of classes of the semester or the first week of a summer term, and if the instructor and the Dean approve. Fees for enrollment as an auditor are the same as fees for enrollment for credit. The instructor will not accept from the auditor any papers, tests, or examinations. Courses taken by an auditor will be listed on the transcript with the designation **Audited**.

Credit by Examination

If, on the basis of previous training and experience, a student believes he can pass an examination for credit on a course offered in the Schools of Arts and Sciences and Music, he will be permitted, on approval of the dean of his school, to take such an examination. He may receive a maximum of twelve semester hours in this manner, and no more than nine semester hours earned in this manner may count toward the fulfillment of core requirements. A student may not receive credit by examination for any course which he has audited nor after he has taken more advanced work in the subject. No student will be approved to earn credit in advanced courses if he has received a grade lower than C on a course prerequisite to that advanced course.

Application forms for credit by examination may be obtained from the Dean of the School in which the course is offered. The examinations are planned and supervised by the chairman of the department in which the student desires to receive credit or by an instructor in the department appointed by the chairman. Application forms must be signed by the instructor who gives the test, the chairman of the

department, the chairman of the division, the Dean of the School and the Registrar.

A fee of ten dollars per semester hour for each examination must be paid to the office of the Business Manager and the receipt presented to the instructor before the examination may be taken.

After the examination is completed, the instructor must submit the examination papers, the signed application, and the fee receipt or the fee receipt number to the Dean. The dean of the school is responsible for having the credit recorded in the office of the Registrar. The examination must be completed with a grade of C or above. The examination must be taken before the student acquires junior standing or, if he is a transfer student, before he acquires senior standing. When credit is granted in this manner, credit rather than specific grade should be recorded on the permanent record.

Special Courses and Individual Studies

Group studies, readings and research courses are available in many of the departments of the School of Arts and Sciences. The purposes of these studies are enrichment of the curricula, involvement in current issues, employment of expertise of resident or visiting scholars or study under topics not included in standard courses. Topics may be proposed by an instructor or three students on application forms supplied by the Dean of the School of Arts and Sciences by mid-semester of the previous semester. The applications should describe briefly but specifically the bounds of the study, the design of the research, or the creative work to be pursued. If approved by the department chairman and the Dean of the School, announcement of the opening of the course will be made in the regular class schedule and news media. A student may take a maximum of twelve hours in such courses with not more than eight hours of these in his core. The course name shall be a brief but accurate limit of the subject of the study and shall be recorded on the student's transcript. The course should not parallel another course in the catalog.

Withdrawal from the University

A student may withdraw voluntarily or at the request of the university. He may be asked to withdraw if: (a) it is determined that his actions or attitudes are unworthy of a good campus citizen; (b) his scholastic record falls below normal expectations or if he fails to remove his probationary status, as explained above; or (c) his financial record is unsatisfactory to the university.

When the student withdraws for any reason, he is to report to the Academic Affairs Office, to the Dean of Students, to the Registrar and to the business office before he leaves the campus. Failure to do so will result in continued charges for food or housing as well as

causing an unfavorable entry to be made on his official record.

Transcripts

Whenever a student wishes to have a transcript sent to graduate or professional schools or to other institutions, he should request it at least a week before it is needed. The request must be approved by both the Registrar and the Business Manager. Satisfactory arrangements for accounts must be made before the transcript will be sent. The initial transcript is free; one dollar is charged for each additional one.

Class Attendance

As a matter of policy, students are expected to attend all classes in which they are enrolled. Freshmen and sophomores who are absent from the courses on the 100 and 200 level in excess of twenty-five percent of the total class meetings will receive a grade of "F" in those courses. Class attendance policies other than those applying to freshmen and sophomores are at the discretion of the instructor.

Chapel Attendance Requirement

Chapel attendance is required of each student unless excused for good reason by the Dean of Students.

Seven chapel credits are required, with exceptions noted below, for receiving a bachelor's degree at Ouachita Baptist University. In order to receive one chapel credit, a student must attend at least three-fourths of the regularly scheduled chapel services during a semester, or must be excused by the Dean of Students for absences in excess of one-fourth of the total number. Provisions for applying the spirit of these regulations to transfer students and to special hardship cases shall be determined by the President, upon recommendation from the chapel committee of the faculty and students.

Transfer or accelerated students who are unable to accumulate seven chapel credits are required to accumulate as many chapel credits as the number of regular semesters they are in residence for the Ouachita degree.

Makeup chapel credit may be earned by enrolling for a special chapel credit course offered on an accelerated schedule at the beginning of the semester after the deficit is recognized. A fee of \$20 will be charged for the special chapel credit course.

HONORS PROGRAM

Assistant Professor Wesley, Director

To further academic excellence and to inspire intellectual curiosity, an Honors Program is provided for selected students of Ouachita Baptist University. Students selected to participate in the Honors Program may pursue their search for knowledge through independent study and divisional and college-wide seminars.

Admission

Participation in the Honors Program is voluntary. Participation may be begun after the second semester of the freshman year. Invitations will be extended to students subject to the following requirements: (1) a cumulative grade point average of 3.00 or better; (2) recommendations by individual faculty members; (3) recommendations of the Honors Council; (4) approval of the faculty. When a student possesses qualities which indicate that he would profit from participation in the Honors Program, an exception to the grade point requirement may be made.

Honors Special Studies and Honors Seminars

Each student participating in the Honors Program will enroll each semester for 281 or 481-3, Honors Special Studies, in one of the divisions of the University. He may be permitted to take a maximum of twelve (12) hours in Honors Special Studies. Individual Honors Special Studies projects will be pursued under the guidance of a faculty member chosen by the student. Honors Program participants will not be charged for excess hours if their Honors Special Study causes them to register for more than 17 hours.

All Honors Students will enroll in 280, Division Honors Seminar, and will meet regularly. Periodically all Honors Students will meet in a college-wide seminar. Attendance in these seminars is required for participants in the Honors Program.

Credit by Examination in the Honors Program

A student who has been accepted in the University Honors Program may be permitted to receive credit by examination in the School of Arts and Sciences and the School of Music. The maximum credit received under this provision or in combination with any other provision of this catalog with respect to credit by examination shall not exceed 18 hours. Not more than one-half of the student's core which is presented for graduation may be taken by examination. When

Honors Program

credit is granted in this manner, credit, rather than a specific grade, will be recorded on the permanent record. Examination for credit under this provision may be taken at any time while the student is enrolled in the University Honors Program.

An application for credit by examination under this program may be secured in the office of the Director of the University Honors Program. The student must secure the approval of his advisor and the Director of the Honors Program and pay a five dollar fee for taking the examination. If the examination is completed with a grade of B or higher the student must pay the normal fee of ten dollars per semester hour for the credit he will receive. The five dollar fee he has already paid will apply to this ten dollar per semester hour charge.

Honors Program Recognition

If a student participates satisfactorily in the Honors Program for two or more years, including his senior year, this will be noted on his transcript and the commencement program at the time of his graduation.

Withdrawal From the Honors Program

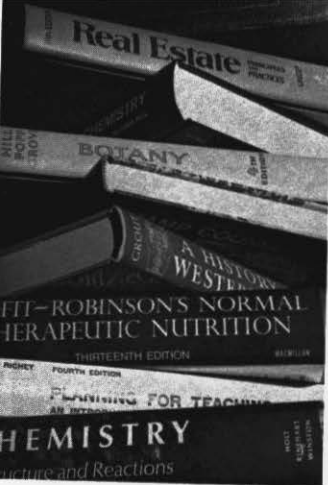
A student may be asked to withdraw from the Honors Program if: (a) his cumulative grade point average drops below 3.00 at any time; (b) he receives a grade of F in his Honors Special Studies; (c) he is uncooperative in the Honors Program; or (d) he does not attend regularly his Divisional Honors Seminar.

Administration of the Honors Program

The Director of the University Honors Program will be appointed annually by the President of the University. The Honors Program Director will in turn designate one faculty member and one student in each division to coordinate the Honors Program work and seminar in that division. The general administration and coordination of the University Honors Program will be the function of the Honors Program Director and the individuals in each division designated by him.



School of Arts and Sciences



REQUIREMENTS FOR UNDERGRADUATE DEGREES

The School of Arts and Sciences confers the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education.

Evidence of good moral character, fulfillment of all general and specific academic requirements, and formal approval by the faculty are the essential conditions for receiving any of the above degrees.

The Bachelor of Arts and the Bachelor of Science in Education degrees are conferred upon the student who meets the general requirements as listed below plus his core requirements. The Bachelor of Science is conferred upon the student who meets the general requirements and achieves a core in biology, chemistry, home economics, physics, or mathematics, plus at least twenty hours in the other sciences.

The Bachelor of Music, Bachelor of Music Education and Bachelor of Arts degrees are conferred upon the student who meets the requirements as outlined under the School of Music section of the catalog.

A student must successfully complete the general requirements for graduation in the catalog under which he entered or in a subsequent catalog if he chooses. A student out of school more than two years must re-enter under the catalog in force at the time of re-entrance.

A student desiring a second undergraduate degree at Ouachita must spend two additional summer sessions or an additional regular semester in residence. He may use the same basic requirements for both degrees but must have at least thirty additional hours above the 128 required for the first degree, and he must meet degree requirements for the second degree as approved by the dean of his school.

A student who anticipates further study on the graduate level should determine in advance the language requirements of the graduate school which he may attend. Fulfilling such requirement as an undergraduate will eliminate delays and additional expense as a graduate student.

A student may not graduate in absentia unless application in writing is made at least four weeks before graduation. Students desiring to graduate in absentia should make application to the President.

Summary of Requirements

1. General Education, 39 semester hours.
2. An area of concentration, 45 semester hours with at least 24 in a departmental core.
3. Religion, 6 semester hours.
4. Physical Education, 4 semester hours.
5. Military Science, 4 semester hours required of physically qualified men entering Ouachita with less than 40 semester hours.

Requirements for Undergraduate Degrees

6. Courses taken during the junior and senior years of 42 semester hours from the 300 and 400 level groups, 20 of these in the area of concentration and twelve in the departmental core.
7. Grade average of 2.00 in his area of concentration and at least twenty-four semester hours with grades of C or higher in the core.
8. Approved college work of 128 semester hours. 24 out of the last 32 must be taken in residence.

Specifics of Requirements

General Education. A student is counseled into the following sequence of courses in the general education core.

1. Mathematics: Applied Mathematics, Fundamental Mathematics, Fundamental Mathematics for Teachers or any course in Mathematics, for three hours credit.
2. English: Freshman English I and II, or upon demonstration of proficiency, Composition and World Literature I and II for six hours credit. A student showing a marked deficiency in English will be required to register for Basic English in addition to Freshman English I.
3. World Civilization for three hours credit.
4. Natural Science, Biology, or any four-hour course in Biology for four hours credit.
5. Natural Science, Physical, or any four-hour course in Physical Science for four hours credit.
6. World Literature I and The Arts and Humanities I to be taken concurrently during the sophomore year for four hours credit.
7. American Civilization or United States History to 1877 and United States History Since 1877 for at least three hours credit.
8. World Literature II and The Arts and Humanities II to be taken concurrently during the junior year for four hours credit.
9. Man and His World for four hours credit.¹
10. Philosophy for Living for two hours credit.¹
11. Contemporary Affairs taken during the senior year for two hours credit.

¹Students completing all of the science requirements for a degree in Professional Chemistry may substitute German 104, 114, 232, 242 for General Education 324 and 332.

Area of Concentration. The area of concentration requires a core of at least twenty-four hours, but not more than forty in one department, but permits the student to select from several departments the remainder of the forty-five hours in the area.

In consultation with his academic counselor, the student prepares a degree plan with possible alternates which will fill degree and core requirements. At the close of his sophomore year, but no later than the opening of the second semester of his junior year, his degree plan must be filed. The degree plan states his curricular and career objectives and outlines the courses contributing to meeting the objectives. The degree plan when approved by his academic counselor, the departmental chairman, and the Dean of the School becomes the program which, if completed successfully, leads to the conferring of the desired degree.

The area may include up to eight hours of courses in general education. It may cut across departmental or divisional lines, if this contributes to the student's educational objective. It may be directed toward pre-professional study such as medicine, law, engineering, or the ministry. Or it may seek specific career qualifications such as teacher education, business, professional chemistry, speech therapy, or dietetics. Or it may be concentrated in subject-matter areas, such as humanities, social sciences, religion, mathematics, or natural sciences.

The minimum requirements for the area of concentration as stated here may be exceeded by the requirements of some departments or divisions. The additional requirements are explained in the appropriate sections of the catalog.

Religion. The religion requirements may be met by taking Our Hebrew Heritage or Old Testament Prophets and Our Christian Heritage or The Life of Christ for a total of six hours credit.

Physical Education. Four semester hours credit are required in physical education activities, but not more than four may apply toward the 128 hours required for a degree. All physically able students below age 35 are required to take activities courses. Physical education majors fill this requirement by taking major activities courses. Others may fill this requirement by taking four or more health related courses in the department.

A semester of marching band or two semesters of military science may waive an hour each of the activity requirement, with a two-hour waiver limit. A student who qualifies for a waiver of physical education may not repeat a course for credit toward the four-hour requirement.

Military Science. All physically qualified male students are required to complete successfully the first year of military science or to have the credit therefore, subject to the conditions set forth in the Department of Military Science in the catalog.

NUMBERING OF COURSES OF INSTRUCTION

A course number is a three-digit number (extended one place where half-semester hour credits are indicated) that is assigned to each course of the whole curriculum. This number is unique within the department or division that offers the course. The first digit indicates the level of a course. One hundred courses are primarily for freshmen, two hundred courses are for sophomores, three hundred courses are limited to juniors and seniors except for those granted special permission, four hundred courses are primarily for seniors, and five hundred are for seniors and graduate students.

The second digit, zero to seven, designates the usual order within the level of the course. Eight is reserved for honors courses. Nine is reserved for special courses, individual studies and workshops.

The third digit indicates, in combination with the decimal point and fourth place, if any, the number of semester hours credit that is granted for the course.

For example, a number such as Applied Music 121.5, indicates that one and one-half semester hours credit are given for successful completion of the course.

Offering of Courses

All courses are open to duly registered students unless indicated in the course description. Courses are usually offered at the times indicated at the end of the course description.

The University reserves the right to withdraw or change courses; however, the indicated times of offering the courses will be observed as closely as possible.

The schedule of classes is available for distribution at least one month in advance of the opening of the term or semester. A call or letter to the Academic Affairs Office will make available information about the scheduling of specific courses.



SCHOOL OF ARTS AND SCIENCES

Carl E. Goodson, Dean

The instructional program of the School of Arts and Sciences is integrated through the grouping of courses into six divisions; each division includes two or more related departments. This program is under the general supervision of the Dean of the School of Arts and Sciences.

Department of General Education

General education in the School of Arts and Sciences is concerned with the mental, physical, cultural, and spiritual development of each student. It is believed that preparation for the many aspects of modern life is best obtained through an understanding of major events in man's history and of the physical, social, and spiritual world in which he lives.

General education, in so far as the individual is concerned, attempts to assist the student in developing a critical mind capable of making decisions which reflect intellectual insight and an appreciation of a Christian way of life. General education is concerned with problems all men have in common and is an interrelated, integrated experience designed to meet the basic needs of every student. It is concerned with knowledge, skills, and attitudes essential to the citizen who assumes moral and social responsibilities.

103. Applied Mathematics.

This course is designed for students who want to use mathematics in developing scientific and technical interest for themselves, in courses where mathematics is used as a tool, or in occupations requiring the use of mathematics with measurements. A practical application of common mathematical skills. **Fall, Spring.**

113. Fundamental Mathematics.

A study of such topics as ratio, proportions, exponents, variation, quadratics, functions, statistics, logarithms, progressions, and annuities. **Fall, Spring.**

123. Freshman English I.

This course is designed to help the student express his ideas clearly, coherently, and effectively. A review of the fundamentals of gram-

General Education

mar is followed by a study of the principles of rhetoric with frequent opportunities given the student to write short compositions. Must be repeated by all students who fail the course until it is passed satisfactorily. **Fall, Spring.**

133. Freshman English II.

A continuation of the course which includes an introduction to literature and the principles of scholarly research. Prerequisite: G. E. 123 or English 143. **Fall, Spring.**

143. World Civilization.

A survey of world cultures from the beginning of civilization to the present, with emphasis on art, literature, philosophy, institutions and great cultural and intellectual movements; the ideas, men and forces creating modern culture. **Fall, Spring.**

153. Fundamental Mathematics for Elementary Education.

This course covers the same areas as 113, but with emphasis upon teacher training in elementary education. **Fall, Spring.**

154. Natural Science, Biology.

A course dealing with the principles of science and their relationship to contemporary environmental problems as relating to the biological sciences. Three hours lecture plus laboratory and/or recitation per week. **Fall, Spring.**

164. Natural Science, Physical.

A course dealing with the principles of science and their relationship to contemporary environmental problems as relating to the physical sciences. Three hours lecture plus laboratory and/or recitation per week. **Fall, Spring.**

212. World Literature I.

An introduction to the elements of poetry and fiction, followed by a study of selections of great world literature in their historical setting from Classic Greece through the Renaissance. To be taken concurrently with G.E. 222. Prerequisites, G.E. 123 and 133 or equivalents. **Fall, Spring.**

211. Visual Art in the Humanities I.

An introductory study of the elements of visual art, followed by consideration of some of the great masterpieces in their historical setting from Classic Greece through the Renaissance. Prerequisites: G.E. 123 and 133; candidates for degrees in music. **Fall, Spring.**

222. The Arts in the Humanities I.

An introductory study of the elements of music and visual art, followed by consideration of some of the great masterpieces in their

historical setting from Classic Greece through the Renaissance. To be taken concurrently with G.E. 212. Prerequisites: G.E. 123 or 133 or equivalents. **Fall, Spring.**

243. American Civilization.

A survey of American culture from 1492 to the present, with emphasis on art, literature, philosophy, institutions and great cultural and intellectual movements; the ideas, men and forces creating modern culture. **Fall, Spring.**

312. World Literature II.

A study of great works of literature of the Western World from the Neo-Classical period to the present time. To be taken concurrently with G.E. 322. Prerequisites: G.E. 222. **Fall, Spring.**

311. Visual Art in the Humanities I.

A study of visual art from the Baroque and Neo-classical periods to the present time. Prerequisite: G.E. 211; candidates for degrees in music. **Fall, Spring.**

322. The Arts in the Humanities II.

A study of music and visual art from the Baroque and Neo-Classical periods to the present time. To be taken concurrently with G.E. 312. Prerequisite: G.E. 222. **Fall, Spring.**

324. Man and His World.

A study designed to help the student understand himself and his relation to the world in which he lives. A basic knowledge of his mental and emotional makeup, an understanding of personal, economic, and political problems, and an insight into inter-personal relations, such as ethnic and family. **Fall, Spring.**

332. Philosophy for Living.

This course includes such topics as the nature and basis of value judgments, the basic elements of logic, techniques and critical thinking, ways of obtaining knowledge, and various views of the *summum bonum* of life. The ideas of some of the great philosophers will be included and, consequently, some part of the history of philosophy. **Fall, Spring.**

402. Contemporary Affairs.

This course is designed to be the capstone of the general education program and to give an integrated understanding of current social, religious, and cultural problems. **Fall, Spring.**

491-3. Special Studies in General Education.

A course permitting a student to do independent study or engage in creative work beyond the areas covered by structured courses. **On Demand.**

DIVISION OF BUSINESS AND ECONOMICS

Professor L. Kelly, Chairman

The Division of Business and Economics is concerned not only with practical business administration, but also with the overall objectives of the university and the College of Arts and Sciences. Accordingly, this division is motivated by these specific objectives; to teach those skills and instill those attitudes which will develop competency in students for employment in positions requiring executive ability, to train students in subject matter required of business teachers in secondary schools, to prepare students for graduate study, to emphasize Christian ideals in business relationships, and to develop and encourage critical thinking and intelligent decisions.

The Division of Business and Economics includes the Departments of Accounting, Business Administration, Economics, and Office Administration. An area of concentration consists of a core in any one of the four departments with appropriate courses chosen as related studies from the offerings of other departments in both this and other divisions of the college. The related courses should be selected in consultation with the student's advisor.

280. Divisional Honors Seminar.

A one-hour course for students in this division who qualify for and participate in the University Honors Program. **Fall, Spring.**

281. Honors Special Studies.

A course designed to meet some special educational needs of sophomore Honors students. **Fall, Spring.**

481-3. Honors Special Studies.

Designed for the needs of junior and senior Honors students. **Fall, Spring.**

491-6. Workshop.

A course to provide upper division and graduate students an opportunity to approach current topics and problems in a cooperative and concentrated manner. **On demand.**

Department of Accounting

Assistant Professor M. Wright, Chairman
Assistant Professor J. Kelly

This department trains students for a career in either public or private accounting. The curriculum is designed to train the student for competency in general accounting procedures, auditing, preparation of income tax returns, and cost accounting.

Requirements for an area of concentration with a core in accounting; Accounting 203, 213, 303, 313; Business Administration 213, 233, 303, 313; Economics 203, 213, 223; Math 103; plus additional courses in Accounting to total twenty-four hours in this department and additional courses in related fields to total forty-five hours.

203. Principles of Accounting I.

Basic principles of accounting theory for individual proprietorships, partnerships, and corporations. Theory of debit and credit, books of original entry, ledgers, working papers, and financial statements. **Fall.**

213. Principles of Accounting II.

A continuation of Accounting 203. **Spring.**

303. Intermediate Accounting I.

Study of advanced accounting theory for the balance sheet accounts, covering current assets, current liabilities, and investments. Prerequisite: Accounting 213. **Fall.**

313. Intermediate Accounting II.

Study of advanced accounting theory for the balance sheet accounts, covering plant and equipment, intangible assets, long-term liabilities and capital accounts; statements from incomplete data, correction of errors, statement analysis, and changes in financial position. Prerequisite: Accounting 303. **Spring.**

323. Cost Accounting.

Basic principles of cost accounting with emphasis on job order cost procedure. Prerequisite: Accounting 213. **Fall.**

333. Advanced Cost Accounting.

A study of planning, control, and analytical processes with emphasis on the budget, standard costs, and the analysis of different costs. Prerequisite: Accounting 323. **Spring 1974 and alternate years.**

403. Federal Income Tax Procedures.

Study of federal income tax regulations and preparation of income tax returns for individuals. Prerequisite: Accounting 213. **Fall.**

413. Advanced Accounting.

Preparation for practice and CPA examinations. Advanced accounting theory for partnerships, joint ventures, branch accounting, and consolidations. Prerequisite: Accounting 313. **Spring.**

Division of Business and Economics

423. Principles and Procedures of Auditing.

Profession of public accounting, audit procedure, audit reports, internal control, ethics, and client relationships. Prerequisite: Accounting 313. **Spring.**

491-3. Special Studies in Accounting.

A course in advanced accounting theory for seniors with a core in accounting.

Department of Business Administration

Professor L. Kelly, Chairman

Instructors J. McCommas and Palmer

This department provides the broad business background required for a successful career in accounting, finance, management, marketing, government, business education, or advanced study of business administration.

Requirements for an area of concentration with a core in business. Accounting 203, 213; Business Administration 213, 233, 303, 313, 343, 473; Economics 203, 213, 323, 343; and additional courses in related fields to total forty-five hours.

The student is expected to select the majority of his related courses from the Departments of Accounting, Economics, and Office Administration; however, certain courses in other departments may be considered as related courses. The student should consult his advisor concerning related and elective courses.

103. Introduction to Business.

This course is designed to serve both the student who plans to use the course as a foundation and the student who wishes it as a survey not to be followed by any advanced study in business. It should enable the student to acquire a background dealing with the scope, purpose, organization, functions, and terminology of business. **Fall.**

113. Personal Finance.

The management of personal and family finances, including the monetary aspects of budgeting, consumer buying, personal credit, saving and investment, home ownership, insurance and retirement. Course is valuable to all students. **Spring.**

203. Fortran Programming. See MATH 203.

223. Oral Communication in Business.

A course designed for students in the professional college, particularly business administration. Attention is given to instructional and report presentation, promotional and sales talks, policy speeches,

speech for special occasions, use of visual aid in explanation and demonstrations, planning and conducting meetings and conference problem solving. **Fall.**

213. Principles of Management.

Fundamentals of management underlying the solution of problems of organization and operation of business enterprises. Prerequisites: Nine hours of 100 and 200 courses in this division. **Spring.**

233. Marketing.

Marketing functions, channels of distribution, agricultural and industrial marketing, wholesale, retail, and other institutions, legal aspects, marketing policies and research. Prerequisite or corequisite: Six hours of 100 and 200 courses in this division. **Fall.**

303. Business Law I.

The law of business transactions, interpreted whenever applicable according to the Uniform Commercial Code; the law and society; contracts. **Fall.**

313. Business Law II.

The law of bailments; sales, agency, and negotiable instruments. Prerequisite: BA 303. **Spring.**

323. Statistics for Business and Economics.

A study of the methods of collecting, analyzing, and presenting numerical data for business purposes: frequency distributions, averages, index numbers, dispersion, correlation, times series. **Spring.**

333. Labor Relations. See Economics 333. **Fall 1972.**

343. Business Communications. See Office Administration 343. **Fall, Spring.**

353. Principles of Advertising. See Journalism 353. **Fall 1972 and alternate years.**

363. Public Relations Principles and Problems. See Journalism 363. **Fall 1973 and alternate years.**

373. Principles of Organization.

The development and present status of organization theory; analysis and design of organization structure. Prerequisite: BUAD 213. **Spring.**

403. Corporation Finance.

Forms of business organizations, corporate securities, financing, facilitating institutions, financial management, expansion, reorganization, and termination. Prerequisites: Accounting 103 and 113, Economics 203 and 213. **Spring.**

Division of Business and Economics

413. Personnel Management.

Determination of personnel requirements, recruitment of needed employees, testing and training methods, supervision, compensation and benefits, introduction to labor relations, and legal matters. Prerequisites: Business Administration 213. Business Administration 343 and Economics 333 recommended. **Spring.**

433. Insurance Principles.

The principles underlying the sharing of measurable risks through insurance; the insurance contract, regulations, and practices; the types of insurance including fire, marine, liability, automobile, and life insurance. **On demand.**

443. Real Estate Principles.

Introduction to the field of real estate; consideration of economic, legal, and technical factors; real estate transactions, financing, and management. **On demand.**

473. Business Policies.

Using the case method, this course is designed to integrate the knowledge which the student has acquired in accounting, business law, economics, finance, marketing, and management in the formation of business policies. Open only to Seniors. **Fall.**

491-3. Special Studies in Business.

Advanced research in problems of business for seniors concentrating in one of the areas of business administration. **On demand.**

Department of Economics

Assistant Professor Lookingbill, Chairman

Economics studies the cost of choice in providing goods and services for the satisfaction of human wants.

The Department of Economics attempts to interest students both in economic theory and economic practice. The curriculum is designed for helping students (1) secure a college degree with a core in economics, (2) prepare for advanced studies, (3) qualify for employment in business and government, (4) strengthen the leadership capacity in their chosen vocations, (5) improve teaching ability in economic and other related subjects, (6) construct a theoretical framework for a

better understanding of business and economic affairs, and (7) deepen appreciation of the free enterprise system.

Requirements for an area of concentration with a core in economics. Accounting 203, 213; Business Administration 303, 313; Math 103; Economics 203, 213, 323, 343, 403; plus additional courses in related fields to total forty-five hours.

203. Principles and Problems of Economics I.

A study of the fundamental economic concepts, principles, problems, processes of production, consumption, exchange, and distribution of wealth; a consideration of some of our basic economic problems, such as money, prices, banking, insurance, tariff, taxation, wage systems, and industrial organizations. **Fall.**

213. Principles and Problems of Economics II.

A continuation of Economics 203. **Spring.**

323. Statistics.

A study of the methods of collecting, analyzing, and presenting numerical data for business purposes: frequency distributions, averages, index numbers, dispersion, correlation, time series. Prerequisite: Math 103. **Spring.**

333. Labor Relations.

The place and problems of the wage earner in our present industrial system; the history, doctrines, and problems of organized labor and its impact on society socially, economically, and politically. Prerequisite: Economics 203, 213. **Fall.**

343. Money and Banking.

The origin, characteristics, and functions of money and its relation to price; natural employment as a basis of credit expansion, organization, and operation of national and state banking systems. Prerequisite: Economics 203, 213. **Fall.**

403. History of Economic Thought.

The nature, importance, and development of economic thought. Analysis of ancient, Biblical, and medieval theories of production and distribution followed by study of modern economic theories. Prerequisite: Economics 203, 213. **Fall.**

413. Comparative Economic Systems.

A comparative study of the theories of capitalism, socialism, communism, and fascism. This course is intended to give the student an appreciation of the American way of life. Prerequisite: Economics 203, 213. **Spring.**

423. Constitutional Government and the Free Enterprise System.
See Political Science 423. Fall.

433. Public Finance.

The principles of taxation, kinds of taxes, and problems of tax administration, the nature and extent of public expenditures, modern theories of taxation, and fiscal policy as they apply in the United States. Prerequisite: Economics 203, 213. Spring.

463. National Income and Employment.

A study of national income concepts and measurements: analysis of factors influencing the level of national income, employment, production, with application to current problems. Fall.

473. Contemporary Economic Problems.

A study of current problems such as poverty, automation and employment, theory of economic growth, or technology and progress. (Nature of the study will vary depending on the specialized background of the individual instructor.) Spring.

491-3. Special Studies in Economics.

Given on demand and varied to suit the needs of seniors with a core in economics.

Department of Office Administration

Assistant Professor J. Kelly, Chairman
Assistant Professor Frazier

The Department of Office Administration offers training to those who are interested in entering the business world with the possibility of advancing to such positions as executive secretary, office manager, or church secretary. Business teacher training programs are also designed for those who desire to teach in the secondary schools.

A two-year terminal certificate program is also provided for those students who do not wish to earn a degree. Those who complete this program may decide later to complete the requirements for a degree in Office Administration without losing any hours.

Students who desire to be certified as high school business teachers may follow one of two plans. Those who wish to become certified for teaching all business subjects may do so by fulfilling the core requirements in office administration including Office Administration 202, 323, 343, 403, 413, 423; and the professional education requirements. Those who wish to teach bookkeeping and basic business may be certified by fulfilling the core requirements in business administration including Accounting 103, 113; Economics 203, 213; Business Administration 303, 313, 343; one course in typewriting; and the professional education requirements.

Requirements for an area of concentration with a core in Office Administration: twenty-four hours from this department; Accounting 203, 213; Business Administration (choose one of three) 213, 233, 323; Business Administration 303, 313; Economics 203, 213. At the discretion of the department chairman, the core in Office Administration may include up to six hours in other courses in this division.

102. Elementary Typewriting.

An introductory course in typewriting for beginners only. **Fall.**

112. Intermediate Typewriting.

Technique drills designed to regain and increase skill in the operation of the typewriter. Application of skill to problem typewriting. **Fall, Spring.**

202. Advanced Typewriting.

Letter writing with emphasis on syllabication, punctuation, and spelling; arrangement of reports and manuscripts involving tabulation and statistics. Prerequisite: Speed of fifty words per minute. **Spring.**

212. Production Typewriting.

Designed to teach the student how to meet the production standards of business offices. This course provides a wide variety of typing jobs which must be planned, typed, and assembled. Prerequisite: Office Administration 202 or two years of high school typewriting. **Spring.**

223. Elementary Shorthand I.

Introductory course in Gregg shorthand, Instructions and practice in reading and dictation. **Fall.**

233. Elementary Shorthand II.

A continuation of Elementary Shorthand 223. Includes a review of theory and speed development. Prerequisite: Shorthand 223 or credit for one year of high school shorthand. **Spring.**

302. Records Systems Management.

A comprehensive study of the fundamentals of filing and record management. Practice in filing and finding material, and a study in setting up various filing systems. **Spring.**

323. Advanced Dictation.

Intensive drill in dictation speed building. Student must achieve a dictation rate of 120 words per minute. **Fall.**

333. Advanced Transcription.

Intensive drill in office shorthand transcription with emphasis on business office standards in quality and quantity. **Spring.**

343. Business Communications.

The fundamentals of business letter writing and report writing. Form, composition, and grammar will be emphasized. See Business Administration 343. Prerequisite: Ability to type. **Fall, Spring.**

403. Business Machines.

Instruction and practice in operating ten-key machines, calculators, listing machines, duplicators and machine dictation equipment. Lecture and laboratory. Prerequisite: Ability to type. **Fall, Spring.**

413. Office Procedures.

A course designed to prepare the student for actual service as an executive secretary or supervisor. A study of the duties, responsibilities, and personal qualifications of a secretary and the best methods of performing office duties. **Fall.**

423. Materials and Methods in Business.

A study of the special learning situations required in typewriting, shorthand, and business machines. Provides resources, materials, and techniques needed to guide and direct learning in the skill subject areas. **Fall.**

491 - 3. Special Studies in Office Administration.¹

Two-Year Program in Office Administration

The two-year terminal program in Office Administration is designed to meet the needs of the student who wants to attain immediate employment skills in the office occupations. Upon successful completion of the terminal program the student will be awarded the Office Administration Certificate. A minimum of 61 semester hours is required for completion of the program.

Requirements for the two-year certificate include G. E. 123, 133, and 103; Economics 203; Accounting 203; Business Administration 103, 113, 303, and 313; two hours of P. E. activity courses, and a sufficient number of Office Administration courses to total 61 hours.

¹A student may choose to participate in a directed study course in Stenography. One hour special studies credit will be given and a lab fee of \$25.00 will be charged to cover the cost of machine rental and supplies.

DIVISION OF EDUCATION

Professor Chapel, Chairman

The Division of Education includes the Departments of Elementary Education, Health and Physical Education, Library Science, Psychology, and Secondary Education. Courses in basic general education foundations and professional education are required of all prospective teachers. The program for elementary teachers includes a minimum of 48 semester hours in an area of concentration and elementary education courses. The program in Secondary Education offers courses for areas of concentration and teaching cores in: art, commercial subjects, English, modern language, journalism, librarianship, mathematics, physical education, public school music, social studies, speech and drama, science (chemistry, biology, physics, general science, and physical science), and vocational home economics.

The Teacher Education Program is a college-wide responsibility coordinated through a Teacher Education Council composed of representatives from all academic divisions. The primary purposes of the Teacher Education Program at Ouachita Baptist University are the development of specialized scholarship in subject matter areas, vocational preparation through professional education courses, and competence in the teaching-learning process through the professional semester which includes responsible student teaching.

The curriculum sequence of professional education provides a systematic plan of orientation and evaluation designed to assist the prospective teacher to assess his vocational interest and aptitude for teaching after examining the requirements, responsibilities, and opportunities of teaching as a profession.

Objectives of Teacher Education

To accomplish the purposes of teacher education, faculty members strive to stimulate each student to achieve the following objectives:

1. To develop and impart ideas clearly and effectively.
2. To be able to apply the scientific approach to problem solving, and to participate in, as well as appreciate, creative endeavor.
3. To acquire the basis for objective evaluation of the physical, mental, emotional, social, and moral development of children and youth.
4. To develop the art and science of teaching through scholarship and professional skill.

5. To develop an understanding of curriculum planning, the means and techniques of motivating and guiding learning, and the methods of evaluating the outcomes of the teaching-learning process.
6. To understand and appreciate the contribution of education in the evolution of our culture and the requirements, opportunities, and responsibilities of teaching as a profession.

The Teacher Education Program

Admission

Admission to the Teacher Education Program is generally completed during the first semester of the sophomore year. Admission may be permitted at a later stage for transfers and students who desire to change their vocational objective to teacher education, but a late admission may require an extra semester to complete the requirements of a teaching core and teacher education sequence.

Procedures

A prospective teacher expresses an interest in the Teacher Education Program by enrolling in Education 202, Foundations of Education, after he has completed at least twenty-two semester hours including six hours of freshman English.¹ The purposes of Education 202 are three-fold: (1) to acquaint the student with the historical development of our schools and the modern concepts of education; (2) to acquaint the student with the requirements, opportunities, and responsibilities of teaching as a profession; and (3) to provide for the compilation of pertinent data on each student, individual and group counseling, and the administration of tests to be used as a basis for evaluating the student's potentiality as a teacher. Prerequisites for admission to the Teacher Education Program are listed under Criteria for Admission.

Policies

The Director of Teacher Education begins and continues the development of the applicant's record based on data secured through Educational Foundations 202. This record is presented to the Teacher Education Council as the applicant's profile of potentiality as a teacher. The Council gives approval, disapproval, or postpones admission of the applicant to the Teacher Education Program. Official minutes concerning the Council's action are maintained. A student who is denied admission may apply again through his counselor after he has completed at least one additional semester and removed the deficiencies stated by the Council.

¹Prospective elementary teachers may register for Education 202 the second semester of the freshman year by approval of the Chairman of the Department of Elementary Education.

Criteria

1. Have a minimum 2.0 cumulative grade average on a 4.0 scale in all course work completed and a grade of C or above in each course of freshman English for admission and retention. A student with an English grade below C in freshman English may be admitted on the basis of a satisfactory score on an English Proficiency Examination.
2. Receive a satisfactory evaluation of academic and personal qualities by counselor, department head(s) of his teaching core(s), and his instructor in Education 202.
3. Show evidence of high moral and ethical standards, good health, and freedom from serious physical handicaps.
4. Have approval of Teacher Education Council.

The Professional Semester and Student Teaching

The professional semester courses, which include professional education courses, student teaching and health and safety are offered on the "block" both semesters of the long session. Students will not take courses other than "block" courses during their professional semester.

Application for approval to do student teaching during the fall semester must be filed at the previous spring semester registration. Application to do student teaching during the spring semester must be filed at the previous fall semester registration.

A. Requirements for approval to do student teaching:

1. Have admission to the Teacher Education Program.
2. Have senior standing with a cumulative 2.2 grade average or above and 2.5 or above in teaching core. If a student meets all other requirements and has a 2.3 grade average in his first teaching core, he may upon recommendation of his counselor, the chairman of the department of his core, and the appropriate teacher in the Division of Education, be considered as a special case.
3. Have sufficient hours of acceptable credit in professional education so that the total is at least 18 semester hours at the completion of the professional semester which includes student teaching.
4. Receive a favorable evaluation as a prospective teacher by a faculty counselor and a faculty committee.
5. Have completed at least 36 semester hours in teaching core(s).
6. Have the approval of the Teacher Education Council.

280. Divisional Honors Seminar.

A course for students in this division who qualify for and participate in the University Honors Program. Fall, Spring.

281. Honors Special Studies

A course designed to meet some special educational needs of sophomore Honors students. Fall, Spring.

481-3. Honors Special Studies.

Designed for the needs of junior and senior Honors students. Fall, Spring.

491-6. Workshop.

Provides upper division and graduate students an opportunity to approach current topics and problems in a cooperative and concentrated manner. On demand.

Department of Elementary Education

Associate Professor Watson, Chairman
 Professors Chambliss and Wetherington
 Assistant Professor Durkee

The curriculum for prospective elementary teachers includes specific courses in: (A) General Education foundations, (B) area of concentration in subject matter and elementary education content, and (C) a professional development sequence which includes a study of the school, the teaching-learning process, and directed teaching. The following outline gives the requirements for the Bachelor of Science degree in Elementary Education:

GENERAL REQUIREMENTS

- A. Basic general education requirements for
 all students in the Arts and Sciences49-53 semester hours
 English elective 3 semester hours

Division of Education

B. Area of concentration and Elementary Education content requirements	40 semester hours
Art 313 (Arts and Crafts)	3 semester hours
Music Education 102 and 202	4 semester hours
U. S. History and U. S. Government	6 semester hours
Economic Education 323	3 semester hours
Children's Literature	3 semester hours
Mathematics 153 and 233	6 semester hours
Natural Science 303	3 semester hours
Physical Education 353	3 semester hours
Geography 103 or 203	3 semester hours
Psychology 203	3 semester hours
Speech 113 and 223	6 semester hours
Elementary Education content courses	9 semester hours
Materials and Methods in Reading and Other Language Arts, K-6 403	
Child Development, K-6, 333	
Special Methods, K-6	
C. Professional development	19 semester hours
Elementary Education 202	
Educational Media 412	
Elementary Curriculum Principles 433	
Measurement and Evaluation 423	
Student Teaching 446	
(Physical Education 353 is scheduled on the "block")	

General requirements for directed elective provide that the prospective elementary teacher earn at least 9 semester hours in any combination from two of the five groups listed below. By approval of the student's counselor, all electives may be used toward obtaining certification in one of the following subject matter areas: art, mathematics, science, public school music, modern languages, social studies, English, or library science. To obtain the extra certification it may be necessary for the student to plan an extra summer term of study though it is possible to complete it in a regular program of four years.

Requirements for teaching cores in the subject matter areas listed above are outlined in appropriate sections of the catalog.

Group 1—art, music, speech, and drama

Group 2—social studies: history, political science, economics, and sociology

Group 3—science, mathematics, and home economics

Group 4—modern languages including English

Group 5—elementary education workshops

**SUGGESTED PROGRAM FOR PROSPECTIVE ELEMENTARY
TEACHERS**

Freshman Year

First Semester	Second Semester
General Education 153	General Education 154
General Education 123	General Education 133
Religion 153 or 233	General Education 143
Geography 103 or 203	Religion 163 or 213
Speech 113	Psychology 203
Physical Education 1	Physical Education 1
16 hours	17 hours

Sophomore Year

First Semester	Second Semester
Educational Foundations 202 ¹	General Education 212
General Education 243	General Education 222
General Education 164	Music Education 202
English Elective 3	Elementary Education 213
Music Education 102	Mathematics 233
Physical Education 1	Political Science 3
15 hours	Physical Education 1
	16 hours

Junior Year

First Semester	Second Semester
General Education 312	General Education 324
General Education 322	General Education 332
Economic Education 323	Speech 323
Art 313	Directed Electives 4
Elementary Education 333	Elementary Science 303
Directed Electives 3	16 hours
16 hours	

¹A student may enroll for Education 202 if he has a minimum of 22 semester hours. By approval of Department Chairman, a second semester Freshman may enroll for Education 202, for a total of 17 hours, if he has a cumulative grade point of 2.2 or above.

Senior Year

First Semester		Second Semester
General Education	402	Elementary Education 412
Elementary Education	413	Elementary Education 423
Elementary Education	403 ¹	Elementary Education 433
Directed Electives	8	Elementary Education 446
	—	Physical Education 353
	16 hours	—
		17 hours

COURSES OF STUDY

202. Foundations of Education.

A course designed to acquaint the student with the historical development, purposes, current problems of education in America and other nations; and the professional and personal requirements, opportunities, and responsibilities of teaching as a profession. **Fall, Spring.**

213. Children's Literature.

A study of children's literature as a basis for the appreciation, selection, and presentation of suitable reading materials. Famous authors of children's books, graded lists of books, and methods of interesting children in good literature are studied. **Fall, Spring.**

303. Educational Psychology.

The principles of human behavior as applied to the teaching-learning process. **Fall, Spring.**

323. Economic Education.

A study of economic understandings and generalizations with specific application for the elementary classroom. This course is now required for certification. **Fall and on demand.**

333. Child Growth and Development.

The development of the child from birth through the sixth grade with special emphasis on the school-age child and his physical, mental, and social growth. **Fall and on demand.**

343. Education Procedures for Teaching the Mentally Retarded.

A survey of the more prominent theoretical approaches to the education of the mentally retarded with the emphasis being placed upon the practical application of various methodologies.

353. Curriculum for the Mentally Retarded.

Structuring programs for children with behavioral disorders. A study of curriculum materials for the retarded.

403. Materials and Methods in Reading and Related Language Arts.

Deals with instructional procedures in teaching the communication

¹Students who plan to take student teaching in the fall semester must plan to take Elementary Education 413 and 403 in the fall of the junior year or during summer school.

skills, with special emphasis upon current procedures in teaching reading in grades one through six.

412. Educational Media

Methods of developing and using resource materials in the classroom and for independent study. Includes a study of library resources, audio-visual equipment and aids, teaching machines and programmed learning to motivate and enrich learning. **Fall, Spring, on the professional block.**

413. Special Methods in the Elementary School, K-6.

A study of teaching techniques in grades K-6. (mathematics, science, social studies)

423. Measurement and Evaluation in the Elementary School.

A study of measurement and evaluation tools for the improvement of the teaching-learning process. Includes a study of tests, methods of measurement and evaluation, and counseling responsibilities of the classroom teacher. **Fall, Spring, on the professional block.**

433. Elementary Curriculum Principles.

A study of the modern trends in basic principles and philosophies and their implications for educational practices, procedures, and materials employed in teaching in the elementary school. **Fall, Spring, on the professional block.**

451-3. Effective Teaching in the Integrated Classroom.

Provides preservice and inservice teachers opportunities to acquire information and develop concerning: Interpersonal skills; learning processes for disadvantaged; and the individualization of instruction. **On demand.**

461-6. Contemporary Problems in American Education.

This course is of a workshop nature concerned with the problems of compensatory education and current issues in American education. **On demand.**

471-3. Elementary Education Seminar.

Concentrated courses of a workshop nature concerning modern trends in elementary education in curriculum, social studies, language arts, science education, modern mathematics, measurement and evaluation. **On demand.**

446. Student Teaching.

Provides opportunity for observation, participation, and responsible teaching experiences off-campus in a public school system. During off-campus experience all expense involved except for university supervision is the responsibility of the student. Prerequisite: Meet criteria for approval to do student teaching. **Fall, Spring on the professional block.**

491-3. Special Studies in Elementary Education.

Provides advanced students with an opportunity to pursue independent study on significant education problems.

Department of Health and Physical Education

Professor Gravett, Chairman

Associate Professors Benson and Vining

Assistant Professors Crews, Goff, and Moffatt

Instructors Baker, G. Jones, and T. Wright

National Teaching Fellow Newsome

Courses in the Department of Health and Physical Education provide basic instruction in health and safety, train physical education teachers for elementary and secondary schools, and teach the value of games and sports in the educative process.

The Intramural Athletic Program

All students are encouraged to participate in intramural or intercollegiate sports. Such participation enriches personality by developing desirable attitudes toward health, social-mindedness, sportsmanship, competition, cooperative effort, institutional loyalty, and other values and skills that carry over into later life.

Ouachita is a member of the Arkansas Intercollegiate Conference and abides by the eligibility and other regulations of that conference.

Requirements for an area of concentration with a core in health and physical education: forty-five hours of which at least twenty-five must be in the Department of Health and Physical Education and the remainder from related fields.

Required Courses of men: 253, 323, 363, 413, 443, 473, and a choice of two courses from 222, 343, 232, and 242. Four hours chosen from the activity program will complete the general requirements.

Required Courses for Women: 253, 323, 343, 363, 413, 443, 473. Four hours chosen from the activity program will complete the general requirements.

Special sections of the activities courses will be offered for Physical Education majors only. Majors are required to take at least four different activity courses from the special sections offered them.

Requirements for a teaching core in physical education for both men and women include the above listed requirements plus required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Academic Courses**102. Personal Hygiene.**

Emphasis on safety, personal health, sane living, community health, and the physical welfare of school children. **Spring.**

112. First Aid.

Instruction and practice in rendering first aid in cases of injury or accident. Completion of the course qualifies one for the Advanced First Aid Certificate of the American Red Cross. **Fall.**

132. Drivers Training.

This course is designed to teach the individual how to drive. It is divided into two phases; classroom work and at least six hours of behind-the-wheel driving per student. **Fall, Spring.**

202. Intramurals.

This course is designed to teach the organization of and offer practical experience in an intramural program. **Fall.**

203. Camp Leadership.

A course in developing programs for summer camps, with emphasis on the duties of camp counselors. **Spring.**

222. Basketball Coaching.

Theory and practice in the fundamentals of offensive and defensive basketball, with emphasis on team formation, officiating, purchase and care of equipment. **Fall.**

232. Football Coaching.

Theory and practice of offensive and defensive play, strategy and generalship, and playing various positions. Rules, ethics, sportsmanship, game values, early season practice, and the use and development of materials are also considered. **Fall.**

242. Track and Field.

Theory and practice in each event of intramural and intercollegiate programs of track and field athletics. **Spring.**

253. School and Community Recreation.

A survey of the nature and scope of school and community recreation, with emphasis on recreational problems in schools. This course is also designed to meet the needs of ministerial and religious workers who will be working with church recreation. **Spring.**

262. Techniques of Athletic Training.

This course deals with the prevention and care of athletic injuries, massage, taping, bandaging. Attention is given also to diet and physical conditioning. **Fall.**

272. Sports Officiating.

A study of the rules and rulebooks for various sports along with practice in officiating for the major sport. Designed primarily for prospective coaches. **Fall.**

312. Basic Drivers Education.

A basic course for certification in Driver Education and Traffic Education. This course is designed to prepare Driver Education teachers. This includes supervised teaching experience for classroom and practice driving. Prerequisite: 132 or Certificate of completion of high school drivers training. **Fall, Spring.**

323. Physiology of Exercise.

Is a course designed to give the non-specialized professional an understanding and knowledge of the fundamentals of exercise physiology. **Spring.**

343. Coaching Team and Individual Sports.

A study of the theory and practice of playing and coaching field hockey, volleyball, basketball, softball, golf, tennis, archery, tumbling, handball, badminton, and horseshoe pitching, with consideration for the administration and organization of these sports in intramural programs and physical education classes. **Fall, Spring.**

353. Health and Physical Education in the Elementary School.

A study of physical education methods, health and safety education, the first aid techniques and the elementary school. **Fall, Spring, on the professional block.**

363. Historical Bases to Physical Education Principles.

A course designed to improve understanding and appreciation of the development, purpose, value, nature, scope, and significance of physical education. **Spring.**

373. Health and Safety.

A course which satisfies state teacher certification requirements and deals with the principles of health and safety education in elementary and secondary schools, with methods of teaching health and safety, and with administration of the program in schools. **Fall, Spring, on the professional block.**

413. Administration of Physical Education Programs.

A study of the administrative programs and problems of both elementary and secondary schools in both rural and urban districts. **Fall.**

443. Kinesiology.

A study of body movements, of muscle and joint action in relation to physical activity. Mechanical analysis of the more commonly used physical skills. **Fall.**

473. Methods and Evaluation of Physical Education.

A study of methods of high school physical education programs, including time allotment, seasonal division of work, graduation of subject matter, and evaluation procedures. **Fall.**

Activity Courses

The prescribed uniform for participation in activity courses is as follows: for men, white shorts, white shirt, white socks and basketball shoes; for women, white shirt, white Bermuda or Jamaica shorts, white socks, and white tennis shoes. Each woman student is requested to furnish two complete suits of shirts and shorts.

The courses marked M are for men only; those marked W are for women only. The same activity course may not be taken more than twice.

121. Team Sports M.

Touch football, speedball, soccer, and volleyball. **Fall.**

121. Team Sports W.

Volleyball, speedball, and soccer. **Fall.**

131. Team Sports M.

Softball, basketball, and field hockey. **Spring.**

131. Team Sports W.

Softball, basketball, and field hockey. **Spring.**

141. Archery and Recreation Sports.

Billiards, ping pong and horseshoes (a small fee is charged for billiards). **Fall, Spring.**

151. Elementary Swimming M.

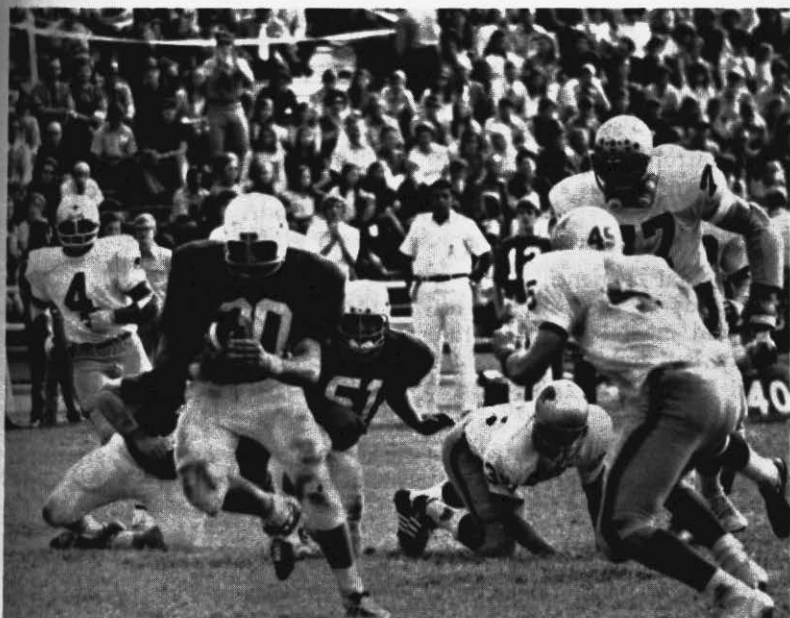
For non-swimmers. **Fall, Spring.**

151. Elementary Swimming W.

For non-swimmers. **Fall, Spring.**

Division of Education

- 161. Handball and Paddleball M.
Fall, Spring.
- 161. Handball and Paddleball W.
Fall, Spring.
- 211. Tumbling and Trampoline M.
Fall, Spring.
- 211. Tumbling and Trampoline W.
Fall, Spring.
- 221. Senior Life Saving and Water Safety M.
Fall, Spring.
- 221. Senior Life Saving and Water Safety W.
Fall, Spring.
- 231. Beginners Golf and Badminton.
Fall, Spring.
- 241. Beginners Tennis.
Fall, Spring.
- 251. Water Safety Instructor.
- 261. Marksmanship.
Fall, Spring.
- 271. Rhythms.
Fall, Spring.



Department of Psychology

Professor Hurley, Chairman

Associate Professor Vogt

National Teaching Fellow Arnold

Courses in psychology are designed to prepare those majoring in psychology for graduate school as well as to give a strong supporting area for those majoring in religion, sociology, teacher education, philosophy, pre-med, and other social service areas.

Requirements for an area of concentration with a core in psychology: Two options with a major in psychology are offered. Those majoring in psychology who are preparing for graduate study in psychology or social work must take psychology 203, 223, 233, 343, 353, 363, 372, and 403. Those who wish to use psychology as a supporting area or desire only a terminal degree will not be required to take psychology 233, 363, and 372. Enough additional courses to make 24 in the department will be required for either option. Additional courses will be taken in related fields to total forty-five hours.

All first option majors are required to write a research paper as a departmental requirement during their junior or senior year as part of psychology 372. This paper must be approved by and placed on file with the departmental chairman 30 days prior to graduation. Each major will be required to take the G.R.E. examination over the area of psychology in the last semester of his senior year.

203. General Psychology.

An introductory course dealing with elementary principles, terminology, and various aspects of different branches of the subject. **Fall, Spring.**

213. Mental Hygiene

A study of the psychological factors relating to personal adjustment and mental health, with emphasis on the well-integrated personality. **Fall and Spring.**

233. Statistics.

A course in descriptive statistical computations with attention given to the uses and misuses of elementary statistical techniques. **Prerequisite: Psychology 203. GNED 103 or 113. Fall.**

303. Educational Psychology.

See Secondary Education 303. **Fall, Spring.**

313. Social Psychology. See Sociology 313. **Fall.**

223. Developmental Psychology.

A study of the physical, mental, and social development of people from birth to adulthood. Prerequisite: Psychology 203. **Fall and Spring.**

343. History and Systems in Psychology.

A survey of the schools of psychology in this century with some attention given to their historical background; must be taken the same semester as Psychology 353. Psychology of Learning. Prerequisite: Psychology 203. **Fall.**

353. Psychology of Learning.

A study of the problems of human learning with some consideration given to learning theories. Prerequisite: Psychology 203. **Fall.**

363. Experimental Psychology I.

A study of research methods in psychology. Prerequisites: Psychology 203 and 233. **Spring.**

372. Experimental Psychology II.

A study of research methods in psychology. A research project will be done and the departmental paper completed. Prerequisite: Psychology 363. **Fall.**

373. Psychological Testing.

A survey of the major principles, concepts, and instruments employed in psychological evaluation. Students may elect to do all practical testing with retarded children and get credit for evaluation of retarded child. Prerequisites: instructor's consent and Psychology 203. **Spring.**

403. Psychology of Abnormal Behavior.

A study of the severe mental and emotional deviations and illnesses. Consideration is given to the incidence, causes, symptoms, therapy, and prognosis of various conditions. Prerequisites: Psychology 203. **Fall.**

413. Introduction to Counseling Psychology.

An investigation of counseling viewpoints as represented by selected modern approaches. Prerequisites: Psychology 203 and 403. **Spring.**

422. Psychology of Religion. See Religion 422. **Spring 1973 and alternate years.**

442. Personality.

A survey of personality theory, with emphasis on present-day approaches. Prerequisite: Psychology 203. **Fall.**

462. Seminar.

A course designed to strengthen area weakness in the training of the student and to give extensive experience in reading in the Journals. May be repeated once with permission of the department chairman. **On demand.**

463. Nature and Needs of the Retarded Child.

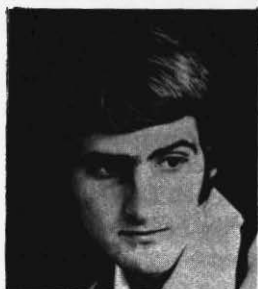
Descriptions of types and psychological problems related to the mentally retarded child and implications for adjustment and education. Prerequisites: Psychology 203 and 223. **Fall.**

473. Psychology of the Exceptional Child.

A study of psychological factors involved in dealing with retarded children with practical experience in conditioning and behavior modification. Prerequisite: Psychology 473. **Spring.**

491-3. Special Studies in Psychology.

A course designed to broaden the student's psychological knowledge through directed study or research. Prerequisites: 12 hours of psychology, senior standing, instructor's permission. **On demand.**



Department of Secondary Education

Professor Chambliss, Chairman
 Professors Chapel and Wetherington
 Associate Professors Ford and Shambarger

The curricula for secondary teachers include specific courses in (A) general education foundations and the professional development sequence required for all prospective secondary teachers and (B) area of subject matter concentration for the various teaching cores.

- A. Requirements for Bachelor of Arts degree, Bachelor of Science degree, Bachelor of Music Education degree, and Bachelor of Science in Education degree for all prospective secondary teachers are:

GENERAL REQUIREMENTS

- A. Basic general education requirements for all students in Arts and Sciences 49-53 semester hours
- English elective 3 semester hours
- Health and Safety 3 semester hours
- American Government elective 3 semester hours
- B. Professional Development sequence 21 semester hours
(includes a study of the school, the teaching-learning process and student teaching)
- Education 202 and 303
- Secondary Education Professional Semester:
- Materials, Methods, and Organization in Secondary Schools 403
- Educational Media 412
- Measurement and Evaluation 423
- Student Teaching 446
- C. Subject matter requirements for the Bachelor of Science in Secondary Education include either (1) or (2) as follows:
1. The completion of two certifiable teaching cores as outlined below.
 2. The completion of at least 42 semester hours in an area of concentration which includes a certifiable teaching core, and in addition, electives of six hours in any combination in an area related to the teaching core and/or professional education.
- D. Requirements for subject matter specializations for teaching cores are as follows:

Teaching Field Requirements

ART

Art 103, 113, 203, 233, 243, 303, 312, 322, 313 for a total of 25 hours.

BIOLOGICAL SCIENCE

Twenty-four semester hours of biological science.

CHEMISTRY

Chemistry 104, 114, 204, 305, 315, and at least 3 additional hours in chemistry for a total of 25 hours.

COMMERCIAL SUBJECTS

See p. 62 under Department of Office Administration.

ENGLISH*

English 223, 233, 253, 263, and at least 6 additional hours in both English literature and English elective for a total of 24 hours.

FRENCH

French 104, 114, 203, 213, 433, 443, and at least 6 additional hours in French for a total of 26 hours.

GENERAL SCIENCE

A minimum of eight semester hours each in physical and biological science plus sufficient electives to total 24 semester hours.

HOME ECONOMICS

Home Economics 103, 113, 203, 213, 223, 303, 313, 323, 342, 353, 373, 403, 413, 443, and Art 103 and Biology 114 or 124 and 214 and Chemistry 124 for a total of 53 hours.

JOURNALISM

Journalism 113, 223, 233, 333, and twelve additional hours for a total of 24 hours.

LIBRARIANSHIP

Library Science, 203, 303, 313, 403, 423 and three additional hours for a total of 18 hours.

MATHEMATICS

Mathematics 103, 113, 213, and at least 15 additional hours in mathematics for a total of 24 hours.

PHYSICAL EDUCATION

Physical Education 253, 363, 373, 413, 443, 473, and at least 4 hours selected from Physical Education 222, 232, 242, 343.

PHYSICAL SCIENCE

Chemistry 104 and 114 or 124 and 134 and Physics 103 or 203, 113 or 213, 121, and 131 and at least 8 additional hours of chemistry and physics for a total of 24 hours.

PHYSICS

Physics 103 or 203, 113 or 213, 121, 131, and 303 and at least 13 additional hours of physics for a total of 24 hours.

*It is recommended that students who plan to have English as their first teaching field complete an area of concentration in English with a certifiable core in English.

PUBLIC SCHOOL MUSIC

See requirements for Bachelor of Music Education degree in the section of the catalog for the School of Music.

SOCIAL STUDIES*

General Education 143 and 243, six hours of American history and three hours of European history or history of civilization, three hours of political sciences, three hours of economics, and three additional hours to be chosen from geography or sociology for a total of 24 hours.

SPANISH

Spanish 104, 114, 203, 213, 433, 443, and at least six additional hours in Spanish for a total of 26 hours.

SPEECH AND DRAMA

Speech, 103, 113, 202, 212, 303, 223, and Drama 103, 302, and 213.

**SUGGESTED SEQUENCE OF COURSES FOR PROSPECTIVE
SECONDARY TEACHERS**

Common requirements for all prospective secondary teachers as outlined on pages 80-81 of this catalog total 76-80 semester hours. The difference needed to total 128 hours, 52-48 hours, provides adequately for the requirements for two teaching cores or for an area of concentration which includes a teaching field. In several of the teaching cores, six semester hours in general education foundations can be counted which increases the 52-48 hours available for teaching core(s) and electives.

Freshman Year

First Semester		Second Semester	
General Education	123	General Education	133
General Education	113	General Education	154
General Education	143	Religion	163 or 213
Religion	153 or 233	Military Science	111
Military Science	101	Physical Education	1
Physical Education	1	Subject specialization and electives	5
Subject specialization and electives	3		
	<hr/>		<hr/>
	17 hours		17 hours

*It is recommended that students who plan to have Social Studies as their first teaching field complete an area of concentration in Social Science with a certifiable core in Social Studies.

Sophomore Year

First Semester	Second Semester
Education 202	General Education 243
General Education 164	General Education 212, 222
English elective 3	Military Science 212
Military Science 202	American Government elective 3
Teaching area and electives 5	Teaching area and electives 4
Physical Education 1	Physical Education 1
17 hours	17 hours

Junior Year

First Semester	Second Semester
General Education 312, 322	General Education 324
Education 303	General Education 332
Teaching area and electives 9	Teaching area and electives 7
	Physical Education 373
16 hours	16 hours

Senior Year

First Semester	Second Semester
General Education 402	Secondary Education 412
Teaching area and electives 14	Secondary Education 423
	Secondary Education 403
	Secondary Education 446
	Physical Education 373
16 hours	17 hours

202. Foundations of Education.

A course designed to acquaint the student with the historical development, purposes, current problems of education in America and other nations; and the professional and personal requirements, opportunities, and responsibilities of teaching as a profession. **Fall, Spring.**

303. Educational Psychology.

The principles of human behavior as applied to the teaching-learning process. **Fall, Spring.**

402. Special Methods.

Special methods for secondary teachers in the various teaching fields. **On demand.**

403. Materials, Methods, and Organization in Secondary Schools.

A study of resources and methods in stimulating, guiding, and directing learning and trends in organization for team teaching and flexible scheduling. **Fall, Spring, on professional block.**

412. Educational Media.

A course designed to acquaint the student with methods of developing and using resource materials in the classroom and for independent study. It includes a study of library resources, audio-visual equipment and aids, teaching machines and programmed learning to motivate and enrich learning. **Fall, Spring, on the professional block.**

413. The Secondary School Curriculum.

A course in principles and practices in the organization and development of the curriculum for the modern secondary school program. A study of the content, purposes and objectives of the secondary school curriculum. **On demand.**

423. Measurement and Evaluation in the Secondary School.

A study of measurement and evaluation tools for the improvement of the teaching-learning process. Includes a study of tests, methods of measurement and evaluation, and counseling responsibilities of the classroom teacher. **Fall, Spring, on professional block.**

451-3. Effective Teaching in the Integrated Classroom.

Provides preservice and inservice teachers opportunities to acquire information and develop concerning: Interpersonal skills; learning processes for disadvantaged; and the individualization of instruction. **On demand.**

461-6. Contemporary Problems in American Education.

The course is of a workshop nature concerned with the problems of compensatory education and current issues in American education. **On demand.**

471-3. Secondary Education Seminar.

Concentrated courses of a workshop nature concerning problems and trends in secondary education in the organization and administration of the curriculum and secondary subject matter areas such as social studies, modern mathematics, science, English, and others, and the philosophy and science of the teaching-learning process. **On demand.**

446. Student Teaching. (See Elementary Education 446).

Provides for observation, participation and responsible teaching experience off-campus in a public school system. During off-campus experience all expenses involved except for university supervision are the responsibility of the student. Prerequisites: meet requirements for approval to do student teaching. **Fall, Spring, on professional block.**

491-3. Special Studies in Secondary Education.

Provides advanced students with an opportunity to pursue independent study on significant education problems on demand.

LIBRARY SCIENCE

Associate Professor Chapel, Chairman

Instructor J. Raybon

The objectives of the Library Science Department are: (1) to give classroom teachers a background for using media center resources as instructional materials and to offer the required courses to qualify librarians of elementary and secondary schools to administer school media centers effectively; (2) to prepare those who wish to qualify for library positions other than positions in schools.

The Arkansas Board of Education requires school librarians to have a total of eighteen semester hours of library science, including Library Science 203, 303, 313, 403, 423, and three semester hours of library science electives.

Requirements leading to a Bachelor of Arts degree include a core in Library Science: Library Science 203, 213, 223, 303, 313, 403, 413, and 423. Plus 21 semester hours in one related field in the School of Arts and Sciences (economics, psychology, art, English, journalism, French, Spanish, speech, drama, biology, chemistry, mathematics, physics, religion, philosophy, history, political science, sociology, and music.)

203. Reference.

A study of the basic reference collection in the library. Selection, evaluation, and use of reference materials will be stressed. **Fall.**

213. Children's Literature.

A study of children's literature as a basis for the appreciation, selection, and presentation of suitable reading materials. Famous authors and illustrators of children's books, graded lists of books, and methods creating interest in good literature are studied. **Fall, Spring.**



223. Literature for Secondary School Students.

A study of the reading interests and needs of the secondary school student; library materials and curriculum; books for special needs and interests; the role of the librarian and teacher in book selection; and methods of guidance in the use of library materials. **Spring.**

303. Organization and Administration of the School Media Center.

Studies in secondary and elementary school media centers, stressing general administration of the centers. Includes study of the technical processes and routines of the media centers. **Spring.**

313. Selection and Use of Materials for School Media Centers.

The principles of selecting adequate materials for secondary and elementary school media centers through the use of basic guides, evaluation of publishers, illustrators, and binderies. **Fall.**

403. Cataloging and Classification.

The technical processes involved in making a book available for use. Will include study of Dewey decimal system of classification, basic card forms, and filing. Prerequisites: Nine hours library science. **Spring.**

413. Educational Media.

For library science students only. Library science students enrolled for this course will attend classes with Elementary or Secondary Education 412 concurrently. The additional one hour will be taken with the Library Science instructor. **Spring, on the professional block.**

423. Practicum.

Media Center practice under the supervision of a trained librarian, Seventy-five clock hours. Prerequisite: 12 hours of library science, six of which must be taken at Ouachita. **Fall.**

491-3. Special Studies.

Special studies in library science and education media based on needs and interests of individual students on demand.

DIVISION OF HUMANITIES

Professor Sandford, Acting Chairman

Primarily concerned with the ideas of Western civilization as expressed in the languages and literatures of the West, the Division of Humanities endeavors to integrate such ideas with the whole of life and to develop in the student that which is best of the Renaissance concept of the complete man.

The division includes the Departments of Art, English, French, German, Journalism, Spanish, and Speech and Drama, each of which offers an area of concentration as explained in its section of the catalog.

280. Divisional Honors Seminar.

A one-hour course for students in this division who qualify for and participate in the University Honors Program. **Fall, Spring.**

281. Honors Special Studies.

A course designed to meet some special education needs of sophomore Honors students. **Fall, Spring.**

481-3. Honors Special Studies.

Designed for the needs of junior and senior Honors students. **Fall, Spring.**

491-6. Workshop.

Provides upper division and graduate students an opportunity to approach current topics and problems in a cooperative and concentrated manner. **On demand.**

Department of Art

Associate Professor P. Raybon, Chairman
Instructor Edwards

Education in art develops appreciation for the beautiful and harmonious in life. Courses in art are open to students wishing to develop critical and creative abilities and to students desiring professional art training.

Requirements for an area of concentration with a core in commercial art: Art 103, 113, 203, 233, 303, 312, 322, 323, 333, Business Administration 353, and enough hours from related fields to total at least 45 semester hours.

Requirements for a teaching core in art: Art 103, 113, 203, 233, 243, 303, 312, 322, 313, 402, plus the required courses in professional education and other general requirements as outlined in the secondary education section of the catalog.

Students usually furnish, with certain exceptions, their own art ma-

materials. The department reserves the right to use student work for exhibition purposes.

103. Elementary Design.

A study of basic principles in choice and arrangements of line, form, value, texture, and color. Emphasis on individual creative work. Fall, Spring.

113. Drawing I.

Drawing from still life, landscape, and portrait studies. Study of perspective and composition. Fall 1973 and alternate years.

203. Drawing II.

Continuation of Art 113. Spring 1974 and alternate years.

233. Techniques of Painting.

Emphasizing color and composition in representation of form and space, this course deals with creative problems in the various painting media. Fall.

243. Sculpture.

A basic study in the use of materials for sculptural pieces. Prerequisite: Art 103 or 113. Spring.

303. Advanced Painting.

The student may select a painting medium for a more detailed study in color and composition for individual, creative painting. Spring.

312, 322. Introduction to Art History I and II.

Emphasizing relationships of art to environment, and illustrated with visual aids, this course develops understanding of the aesthetic and expressionistic character of the visual arts from prehistoric to modern times. 1973-74 and alternate years.

313. Public School Arts and Crafts.

Emphasizing the place of art in elementary and secondary school systems, this course deals with the principles and procedures in teaching the arts and crafts, and with the selection and preparation of illustrative materials for pupils of various grade levels. Fall, Spring.

323, 333. Advanced Design I and II.

The student studies in greater detail the elements and principles of design as related to realistic and abstract design. Detailed problems in various commercial design fields are also studied. Prerequisite: Art 103 or equivalent. 1972-73 and alternate years.

402. Studio Problems I.

Work on advanced problems in a selected branch of art is encouraged according to needs and ambitions of the individual student. Fall.

413. Studio Problems II.

Continuation of Art 402. Spring.



Department of English

Professor Morris, Chairman

Professor Sandford

Associate Professors Holiman, B. McCommas

Instructors Crumpler, Flaig, Holt, and J. Quick

This department exists primarily to acquaint students with the masterpieces of literature in English and with the relations of this literature to the whole of Western culture. Secondary purposes are to develop language skills beyond the elementary objectives of the communication course and to indicate historical and geographical relationships of English to other languages.

Requirements for an area of concentration with a core in English: English 253, 263, 313, and 323, plus enough electives within the department to total at least twenty-four hours, plus twelve hours of one foreign language offered at Ouachita, plus enough courses in related fields to total at least forty-five hours.

Requirements for a teaching core in English: See page 82.

Satisfactory completion of General Education 123 and 133 or English 143 and 153 is prerequisite to any course offered by this department. Students electing this area of concentration should schedule 253 and 263 in proper sequence during the sophomore year. Other students may schedule courses as suggested by their advisors.

Students electing this area will often be advised to schedule courses in excess of minimum requirements. Courses from other departments will not be accepted toward the core in English, but may count toward completion of the area of concentration.

Suggested Related Fields. For the student seeking a core in English, the following related fields are suggested: Drama, Journalism, Speech, and the literature courses in French, German, or Spanish.

102. Basic English.

Designed for students who have low scores on college entrance examinations, this course offers an intensive study in the fundamentals of reading and writing. Students will be required to take this course concurrently with Freshman English I if an English deficiency is diagnosed. **Fall, Spring.**

143. Composition and World Literature I.

An advanced course in freshman English open to students who have high scores on college entrance examinations, this course introduces students to world literature (essays, poetry) and coordinates a research paper with the literature offered. **Fall.**

153. Composition and World Literature II.

A second semester course for students who achieve advanced standing on college entrance tests in English, this course presents longer pieces of world literature (drama, novel) and encourages creative writing. **Spring.**

223. Advanced Grammar.

This course combines an intensive review of the traditional grammatical concepts and an introduction to the recent grammatical theories. It is designed primarily for prospective teachers. **Fall and on demand.**

233. Advanced Composition.

This course is designed to serve as advanced training in expository writing and as an introduction to creative writing. **Spring and on demand.**

253. American Literature to 1877.

Intended as a survey course to cover the span of national literature from Bradford to Whitman, the course stresses the major writers Hawthorne, Poe, and Melville. **Fall.**

263. American Literature Since 1877.

This course is a survey of national literature from Whitman to the present, and emphasizes Whitman, Twain, James, and Steinbeck. **Spring.**

273. Literature of Twentieth Century.

Within the broad framework established by the title, this course selects specific areas of contemporary literature for consideration each semester it is offered. The topics are announced in each catalog for the forthcoming year. May be taken twice for credit providing that the topics are different. The following topics are offered: **Fall, 1972**—Modern Drama; **Spring, 1972**—The Cinema as Art and Literature.

313. English Literature to 1800.

This course presents the chief periods, movements, and greatest authors of English literature to the period of Romanticism. Emphasis is given to ideas and historical factors as reflected in the literature. **Fall.**

323. English Literature Since 1800.

The second part covers the Romantic Age to the present. The major writers of prose and poetry are studied. **Spring.**

343. Masterpieces of World Literature.

A variable-topic course similar to 273. May be taken twice for credit providing the topics are different. Offered: **Spring, 1973.** Great Novellas from Dostoevsky to Faulkner.

353. Poetry of the Romantic Movement.

The poetry of Blake, Wordsworth, Keats, Coleridge, Byron, and Shelley is studied with special attention to theories of poetry and the philosophy of Romanticism. **Fall 1973 and alternate years.**

403. The British Novel.

A survey is made of the British novel with special attention being given to twelve to fifteen representative novels. **Fall 1972 and alternate years.**

413. The American Novel.

A survey is made of the genre with a study in depth of twelve to fifteen representative American novels. **Fall 1973 and alternate years.**

423. History of the English Language.

Beginning with a study of the Indo-European languages, the course presents the various influences of Old English and Middle English upon the development of the English language of today. **On demand.**

433. Chaucer.

A preliminary study of Chaucer's language is followed by reading *Canterbury Tales* and minor poems with attention to Middle English types and values of the work. **Spring.**

443. Shakespeare:

A study of the major plays of Shakespeare. Fall.

491-3. Special Studies in English.

Directed studies in English based on the needs and interest of the student.

Graduate Study in English

The Department of English offers graduate work as a cognate field leading to the Master of Science in Education degree to those interested in teaching on the secondary level and who wish to increase their preparation in this area. The professional education requirements for secondary certification will have to be earned outside this master's degree program. See the Bulletin of the Graduate School for further information. A copy of this catalog may be obtained by writing to the Dean of the Graduate School.

Department of Journalism

Associate Professor Downs, Chairman

Courses in journalism are designed to train the student for employment in mass communications or for teaching of journalism in the public schools.

Students planning a professional mass communications career should choose supplementary courses from the related fields of sociology, political science, economics, art, speech, English, or history. Students planning to teach journalism in the public schools should plan to take at least eighteen semester hours of English in addition to a core in journalism since English is the subject which they most likely will teach in addition to journalism. They must also complete the required courses in professional education and other general requirements outlined in the secondary education section of the catalog. Students are expected to be able to use the typewriter or to acquire the skill soon after enrolling in journalism courses, and should expect to write for the University newspaper.

Requirements for an area of concentration with a core of journalism: Journalism 113, 223, 233, 303, 403 and 423 and enough additional courses in this department to total at least twenty-four hours plus enough courses in related fields to total forty-five hours.

100.5 Journalism Practicum.

Students working on the staff of the Signal or Ouachitonian may receive credit for meritorious work. Such credit will be given in one-half hour credits up to a total of four hours. The practicum includes such work as news and feature story writing, photography, layout and editing. **Fall, Spring.**

113. Reporting.

Assignments on the city daily and weekly, and the University newspapers; discussion and exercises in writing leads, organizing stories, overcoming grammatical and spelling deficiencies, avoiding libel, and writing various types of news stories, including follow-up and rewrite, illness, obituary, suicide, accident, disaster, speech, interview, local government, crime and court stories. Associated Press Stylebook used as guide. **Fall.**

223. Editing.

A laboratory and lecture course involving headline writing and correcting and preparing copy for the printer, make-up, staff organization, newspaper law, and laboratory assignments on the University newspaper. Prerequisite: Journalism 113. **Spring.**

233. Public Affairs Reporting.

Study of current reporting in the specialized fields of state and local government, labor, science, crime, foreign affairs, Washington news and politics. Content analysis of news, with practical experience in covering state news. Prerequisite: Journalism 223. **Fall.**

303. Feature Writing.

Theory and practice in selecting ideas, gathering materials, and preparing and selling manuscripts to newspapers and magazines. **Fall.**

313. Introduction to Radio-Television.

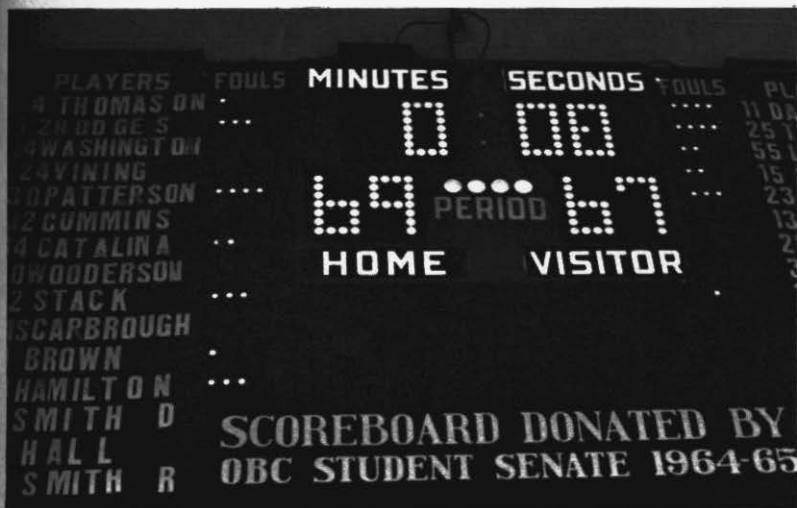
Theory and practice in the fundamentals of radio-television production. Attention to special problems of communication via radio and television. **On demand.**

323. Press Photography.

The fundamentals of photography, developing and printing, enlarging, use of photographic equipment and standard techniques are studied by lecture and laboratory. **Spring.**

333. Production and Editing of High School Publications.

Designed for prospective sponsors of high school or college yearbooks and/or newspapers. The course covers such topics as basic news writing, newspaper design, production, development of a yearbook theme, planning the book in detail, pictorial coverage, writing and editing copy. **On demand.**



353. Principles of Advertising.

Analysis of marketing and campaign techniques, layout, testing, legal and ethical aspects, and vocational opportunities. Fall 1972 and alternate years.

363. Public Relations Principles and Problems.

Studies of human relations problems relating to industry, commerce and social and political organizations with emphasis on methods which have proved most effective in building public understanding and good will. Fall 1973 and alternate years.

403. History of Journalism.

The story of the rapid development of the American Press, with emphasis on those who made it great and how it affected the general growth of democracy. Fall 1973 and alternate years.

413. Literature of Journalism.

Writings by and about the great journalists and other practitioners in the field. Spring 1974 and alternate years.

423. Proseminar in Communications.

Contemporary problems and issues underlying broad areas from which news is emanating; preparation of editorial features for publication. On demand.

491-3. Special Studies in Journalism.

Special studies in journalism based on needs and interests of individual students. On demand.

Department of Modern Foreign Languages

Associate Professor Estes, Chairman

Associate Professor Nisbet

Assistant Professor Hamm

The Modern Foreign Language Department seeks to meet the needs of the following groups of students: first, those who are required by other departments of the University to take a foreign language; second, those who are planning to teach French or Spanish; third, those who are planning to continue their work in graduate and professional schools and need a foreign language as a tool for research; fourth, those who desire the cultural enrichment which comes from the study of a foreign language. An area of concentration is offered in French and Spanish.

The department believes that the oral-aural approach is best designed to meet the needs of all groups of language learners. The electronic language laboratory makes possible the utilization of the most modern methods of language instruction.

French

Associate Professor Estes

Requirements for an area of concentration with a core in French: at least twenty-four hours in French including French 433 and sufficient courses from related fields to total at least forty-five hours. Related fields may include courses in speech, history, sociology, English, and other modern languages.

Requirements for a teaching core in French: See page 82.

104, 114. Elementary French I and II.

The fundamentals of French with emphasis on pronunciation, oral comprehension, grammar, and composition. Both semesters should be taken.

203, 213. Intermediate French I and II.

A course designed to further develop language skills through readings in French literature. Prerequisite: French 104, 114, or its equivalent.

322. Conversation.

Training in diction and conversation for students wishing to acquire fluency in the spoken language. Prerequisite: Consent of instructor. **Fall.**

332. Advanced Grammar and Composition.

Designed to give advanced training in grammar and composition. Prerequisite: Consent of instructor. **Spring.**

343. Contemporary Literature.

Directed reading of outstanding literary works of 20th century. Prerequisite: French 213. **Spring.**

403. Great Masterpieces of the 19th Century.

A study of major works of this period. **Spring.**

413. Great Masterpieces to 1800.

A study of major works from the Middle Ages to 1800. **Fall.**

433. French Culture and Civilization.

A study of France and her people. **Fall.**

443. Methods of Teaching French.

A study of modern methodology of foreign language teaching. **On demand.**

491-3. Special Courses in French

Special topics and individual studies based on needs and interests of students. **On demand.**



Spanish

Assistant Professor Hamm

Requirements for an area of concentration with a core in Spanish: at least twenty-four hours in Spanish including Spanish 433 plus sufficient courses from related fields to total at least forty-five hours. Related fields may include courses in speech, history, sociology, English, and other modern languages.

Requirements for a teaching core in Spanish: See page 83.

104, 114. Elementary Spanish I and II.

A course in the fundamentals of grammar and composition, using the conversational approach. Readings on elementary level stimulate interests in Hispanic culture.

203-213. Intermediate Spanish I and II.

Extensive reading of Spanish and Latin American literature on the intermediate level with oral resumés and class discussions. Prerequisite: Spanish 114 or equivalent.

322. Conversation.

Training in diction and conversation for students wishing to acquire fluency in the spoken language. May be taken with Spanish 203. Prerequisite: Consent of instructor. Fall.

332. Advanced Grammar and Composition..

Designed to give advanced training in grammar and composition. Prerequisite: Consent of instructor. Spring.

403. Spanish-American Literature.

Readings from works of outstanding Spanish-American writers. Fall 1972 and alternate years.

413. Spanish Literature to 1800.

Study of outstanding works of this period. Fall 1973 and alternate years.

423. Spanish Literature from 1800 to present.

Study of outstanding works of this period. Spring 1974 and alternate years.

433. Spanish Culture and Civilization.

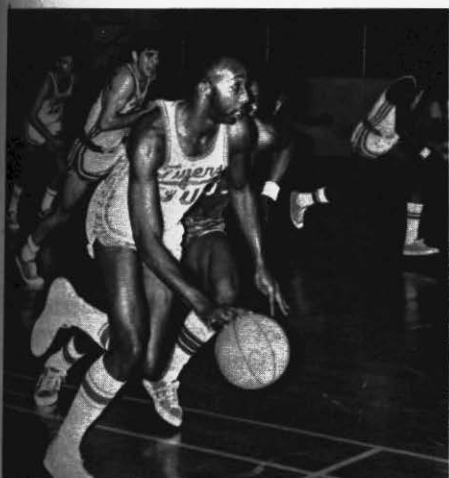
Spring 1973 and alternate years.

443. Methods of Teaching Spanish.

A study of modern methodology of foreign language teaching. On demand.

491-3. Special Courses in Spanish.

Special topics and individual studies based on needs and interests of students. On demand.



German

Associate Professor Nisbet

Assistant Professor Hamm

The primary purpose of this language program is to develop appreciation of the German culture through a study of the language and literature. The necessary study of pronunciation, grammar, and idiomatic expression is supplemented in the first year with famous literary works, travelogues, and biographies in translation. A secondary purpose is to teach sufficient German to enable the student to read scientific reports in that language.

104, 114¹. Elementary German.

The fundamentals of German with equal emphasis on the writing, speaking, and reading of the language. **Fall, Spring.**

203-213.¹ Intermediate German.

Reading of selected passages of German literature.

232-242. Scientific German.

A reading course for students who wish to read German scientific works and facility. Prerequisite: German 114.

491-3. Special Studies in German.

Special studies in German based on needs and interests of individual students. **On demand.**

¹May be taken at Henderson State College.

Department of Speech and Drama

Professor Holt, Chairman

Assistant Professor Caldwell

Instructor Griffin

National Teaching Fellow P. Dickens

The department provides training and experience for students who are prospective teachers of speech and drama and for others who appreciate the cultural and vocational values inherent in the speech and dramatic arts. It offers a balanced program of forensic and dramatic activities, including the debate team and the Ouachita Theater. Also, it sponsors a chapter of Pi Kappa Delta, national honorary forensic society, and a chapter of National Collegiate Players, national honorary dramatic society.

The department also provides training, experience, and pre-professional course work for students who are prospective speech pathologists.

The department offers a core in either speech or drama, according to the following requirements:

Requirements for an area of concentration with a core in Speech: Speech 103, 113, 202, 212, 303, and enough additional from the department to total twenty-four hours. No more than two credit hours in Contest Debate can be applied on a core in Speech.

Requirements for an area of concentration with a core in Drama: Drama 103, 213, 302, 403, and Speech 113 plus enough additional hours from the department to total twenty-four, and enough courses in related fields to total forty-five hours.

Requirements for an area of concentration with a core in Speech and Drama: Speech 103, 113, 202, 212, 303, 323. Drama 103, 213, 302. A total of twenty-four hours in Speech and Drama.

Requirements for a teaching core in Speech and Drama: Speech 103, 113, 202, 212, 303, 323, Drama 103, 213, 302. A total of twenty-four hours in Speech and Drama.

Speech**103. Fundamentals of Speech.**

Orientation in speech, emphasizing poise, spontaneity, sincerity, self-mastery, and the establishment of good speech habits. Fall, Spring.

ADDENDA

DEPARTMENT OF SPEECH AND DRAMA

The department also offers a core in speech pathology according to the following requirements:

Requirements for an area of concentration with a core in speech pathology: Speech 103, 113, 223, 333, and six hours of Clinical Techniques and Practice and the following courses to be taken under the cooperative program with Henderson State College--Speech 3253 and 4243 plus enough courses in related fields to total forty-five hours.

Requirements for a core in speech pathology with a related field and/or double core in psychology: For a related field in psychology, enough hours chosen from the following courses to total forty-five hours--Psychology 203, 303, 313, 323, 403, 463, 473. For a double core in speech pathology and psychology see additional requirements as listed in "option two" under Psychology Department.

113. Phonetics.

A study of the IPA and standard regional dialects. An analysis of speech sounds with an emphasis on phonetic transcription, pronunciation, and effective communication.

202. Oral Interpretation of Literature.

A course designed to acquaint students with the emotional and intellectual values of literary materials, as well as to train in the art of oral presentation. **Fall.**

212. Argumentation and Debate.

A study of the theory and practice of discussion and debate with an emphasis upon debate as a method of decision-marking in a democratic society. Prerequisite: Speech 103. **Fall.**

223. Introduction to Speech Correction.

The study of the development of speech in the child, etiology and principles of therapy of speech disorders including the areas of articulation, delayed speech and language development, voice problems, and stuttering. The role of the classroom teacher and speech clinician in handling communication disorders is stressed. Prerequisite: Speech 113. **Fall.**

303. Public Speaking

A study of the theory and practice of speechmaking with an emphasis upon persuasive speaking. Prerequisite: Speech 103. **Fall, Spring.**

333. Advanced Speech Pathology.

A study of the causes and correction of the major speech disorders of articulation, phonation, rhythm, and language. Prerequisite: Speech 223. **Spring.**

441-3. Clinical Techniques and Practice.

A supervised course designed to give therapeutic planning and practice in the correction of speech defects through work with various types of cases in the speech clinic. Prerequisite: Speech 333. **Fall, Spring.**

491-3. Special Studies in Speech.

A course arranged to meet the needs of speech majors. Independent study possible in interpretation, public address, and the teaching of speech. **On demand.**

Organization.

100.5 Contest Debate.

Drama

103. Introduction to the Theater.

A course designed to orient the student to the nature of the theater as an art form. Emphasis is on the artistic, cultural, and ethical significance of the theater. **Fall, Spring.**

203. Acting Workshop.

A course in which the student studies and applies the techniques of acting. Emphasis is on creative self-expression. Prerequisite: Drama 103. **Spring.**

213. Fundamentals of Stagecraft.

A course designed to introduce the student to technical problems in the production of plays; to include aspects of scenery, lighting, sound, costuming, and makeup. The course will be conducted in a laboratory-workshop manner. **Fall, Spring.**

302. Play Directing.

A course designed to acquaint the student through study and practice with the problems of producing plays. Emphasis is on increasing the student's appreciation of experimental, artistic, and ethical qualities in the theater. Prerequisite: Drama 103. **Fall, Spring.**

322. Drama and Religion.

A study of the parallel values in drama and religion, with emphasis on the study of selected plays of spiritual significance. The course includes some workshop practice in preparation of plays for use in the church. **Spring.**

332. Children's Theater Workshop.

A study of the principles and practice of play production for children, with emphasis on the cultural values of theater for children. Production of a play as a semester project. **Fall.**

403. History of the Theater.

A survey of the world theater from its origins to the present time, designed to increase the student's knowledge and appreciation of the cultural, artistic, and ethical significance of theater in society. **Spring.**

413. The American Stage.

An appraisal of the role of theater in American society; its significance in America's history, and its trends for the future. **Fall.**



443. Shakespeare.

A study of the major plays of Shakespeare. **Fall.**

491-3. Special Studies in Drama.

A course arranged to meet the needs of students concentrating in drama. Independent study is possible in dramatic history, production, and the teaching of dramatics. **On demand.**

DIVISION OF NATURAL SCIENCE

Professor Oliver, Chairman

The natural sciences provide cultural values for all students as well as specialized training prerequisite to several vocations. The facts and relationships of the universe as well as the scientific method in thinking should be known by all. Scientific knowledge is basic to careers in medicine, pharmacy, chemical research, engineering, and other fields.

Special attention is given to the preparation of elementary and secondary teachers of science. Secondary teachers may obtain teaching fields in biology, chemistry, home economics, mathematics, and physics.

The division embraces the Departments of Biology, Chemistry, Home Economics, Mathematics, and Physics.

280. Divisional Honors Seminar.

A one-hour course for students in this division who qualify for and participate in the University Honors Program. **Fall, Spring.**

281. Honors Special Studies.

A course designed to meet some special educational needs of sophomore Honors students. **Fall, Spring.**

481-3. Honors Special Studies.

Designed for the needs of junior and senior Honors students. **Fall, Spring.**

303. Natural Science for Elementary Education.

This is a course for elementary teachers including materials, methods and teaching units in natural science, prerequisites: G.E. 154, 164. **Spring.**

491-6. Workshop.

Provides upper division and graduate students an opportunity to approach current topics and problems in a cooperative and concentrated manner. **On demand.**

Suggested Sequences for Pre-Professional Training in Medicine, Dentistry, Pharmacy and the Medical Technology Curriculum

Students intending to pursue any of the above courses of study should have at least three units of English, one unit of algebra, one unit of plane geometry, and one unit of history from high school. The first-year curriculum is the same for all of the above courses of study. The first year student should register as follows:

Division of Natural Science

First Year

First Semester		Second Semester	
Chemistry	104 ¹	Chemistry	114
Biology	114	Biology	124
General Education	123	General Education	133
Mathematics	103	Mathematics	113
Military Science	102	Military Science	112
Physical Education	1	Physical Education	1
	<hr/>		<hr/>
	17 hours		17 hours

Pre-Medicine and Pre-Dentistry**Second Year**

First Semester		Second Semester	
Chemistry	204	Religion	163
General Education	143	General Education	212, 222
Physics	103 & 121	General Education	243
Religion	153	Physics	113 & 131
Physical Education	1	Physical Education	1
	<hr/>		<hr/>
	15 hours		15 hours

Third Year

First Semester		Second Semester	
Chemistry	305	Chemistry	315
Biology	324	General Education	324
General Education	312, 322	General Education	332
Electives, 4 hours	4	General Education	402
	<hr/>	Elective, 4 hours	4 ²
	17 hours		<hr/>
			17 hours

¹Students with weak backgrounds in high school mathematics and chemistry should take Chemistry 124 before taking Chemistry 104.

²The medical schools recommended that pre-medical students take Chemistry 454.

Pre-Pharmacy

Second Year

First Semester		Second Semester	
Chemistry	204	Chemistry	315
Chemistry	305	Physics	113 & 131
Physics	103 & 121	General Education	
Economics	203		212, 222
Physical Education	1	Elective, 3 hours	3
	—	Physical Education	1
	17 hours		—
			17 hours

All students should consult their advisors in planning their programs as there are sometimes reasons for departing from the above program. Those students who plan to secure a degree before entering one of the professional schools will need to modify the above program.

Medical Technology

Second Year

First Semester		Second Semester	
Chemistry	204	General Education	
Physics	103 & 121		212, 222
General Education	143	Physics	113 & 131
Biology	4	General Education	243
Physical Education	1	Elective	3
	—	Physical Education	1
	16 hours		—
			15 hours

Third Year

First Semester		Second Semester	
Chemistry	305	Chemistry	315
Biology, 4 hours	4	Electives, 7 hours	7
Religion	153	General Education	402
General Education		Religion	163
	312, 322		—
	—		17 hours
	16 hours		

Students who satisfactorily complete the suggested sequence for Medical Technology given above and who complete at least twelve months of study in and satisfactorily complete the course of an accredited school of medical technology approved by the University will receive a Bachelor of Science degree from Ouachita Baptist University.

In order to receive a degree under this program, a student must complete each of the courses listed above; the usual substitutions and

Division of Natural Science

exceptions apply in general education, religion, military science, and physical education. At least 66 semester hours, including at least 20 of junior/senior rank, must be completed at Ouachita.

Pre-Nursing

Students wishing to undertake a program of pre-nursing training for the two baccalaureate nursing programs in the state of Arkansas should follow one of the two curriculum patterns suggested below. Those students who wish to go into other nursing programs elsewhere after completing their pre-nursing education at Ouachita should consult carefully with the pre-nursing committee when planning the program of studies at Ouachita.

State College of Arkansas Curriculum

First Year

First Semester		Second Semester	
General Education	123	General Education	133
Mathematics	103	Psychology	203
Chemistry	124	General Education	243
Biology	114	Physical Education	1
General Education	143	English Elective, 3 hrs.	3
Physical Education	1	Chemistry	134
	<hr/>		<hr/>
	18 hours		17 hours

Second Year

First Semester		Second Semester	
English Elective, 3 hrs.	3	Biology	224
Religion	153	Social Science	
Home Economics	353	Elective, 3 hours	3
Sociology	103	Psychology	323
Biology	214	Physics	113 & 131
Physical Education	1	Physical Education	1
	<hr/>		<hr/>
	17 hours		15 hours

University of Arkansas Curriculum

First Year

First Semester		Second Semester	
General Education	123	General Education	133
Chemistry	124	Chemistry	134
General Education	143	Sociology	103
Religion	153	Psychology	203
Biology	114	Religion	163
Physical Education	1	Physical Education	1
	<hr/>		<hr/>
	18 hours		17 hours

Second Year

First Semester		Second Semester	
Psychology	323	Sociology	113 or 333
Mathematics	103	Biology	224
Home Economics	353	Electives, 7 hours	7
Chemistry	104	Physical Education	1
Physical Education	1		15 hours
General Education	243		
	17 hours		

Pre-Dental Hygiene Program

The University of Arkansas now offers a program leading to certification as a Dental Hygienist. This program requires approximately one year of pre-professional work on a college campus and eighteen months at the University of Arkansas Medical Center. The student should follow the schedule of courses listed below while at Ouachita to qualify for Dental Hygiene Program.

First Year

First Semester		Second Semester	
Chemistry	124	General Psychology	203
Biology	114	Biology	124
General Education	123	General Education	133
Physical Education	112	Sociology	103
Speech	103	Physical Education	1
Physical Education	1	Chemistry	134
	17 hours		18 hours

Summer Session

The student should attend one summer term and take 6 hours of electives.

For personal reasons a student may want to vary the above program slightly and should therefore consult with his counselor to see that the minimum requirements for admission to the Dental Hygienist Program are attained. A student who wishes to return to Ouachita to secure a Bachelor's degree may be able to transfer some of the credits in the Dental Hygienist Program toward this degree and should therefore have his transcript from the University of Arkansas examined by the Registrar at Ouachita.

Professional Chemistry

The professional program in chemistry includes enough work in mathematics, physics, and chemistry to prepare the student adequately for graduate study and provide the minimum requirements for a career as a professional chemist. The minimum requirements include the following: Chemistry, forty-three hours; Mathematics 343 and necessary preceding courses; Physics 203, 121, 213, 131; and German 104, 114, 232, 242. Students meeting these requirements may substitute the courses in German for General Education 324 and 332. (None of the following courses may be counted toward the requirement of forty-three hours in chemistry: Chemistry 124, 134, 454, and 463.

First Year

First Semester		Second Semester	
Chemistry	104	Chemistry	114
Mathematics	103 ¹	Mathematics	113 ¹
General Education	123	Religion	163
General Education	143	General Education	133
Religion	153	Physical Education	1
Military Science	102	Military Science	112
Physical Education	1		
—————		—————	
18 hours		15 hours	

Second Year

First Semester		Second Semester	
Chemistry	305 ³	Chemistry	315
Chemistry	204 ³	Mathematics	223
Mathematics	213	Physics	131 & 213
Physics	203 & 203	General Education	212 & 222
Physical Education	1	Physical Education	1
—————		—————	
19 hours		19 hours	

Third and Fourth Years

Third year: Chemistry 314² 324, German 104, 114, General Education 312, 322. Mathematics 333 and 343, and Chemistry 334 (or 333 and 404). **Fourth year:** German 232 and 242, General Education 402, four hours of Biology, Chemistry 333 and 404 (or 334) and three additional hours of senior-level chemistry or a total of three semester hours of research with credit given under the Chemistry 491-3 course.

¹Calculus may be substituted on permission of counselor.

²May be taken along with Chemistry 204.

³Junior credits may be earned for this by sophomores.

Substitutions for the last three hours of chemistry may be made from either senior mathematics or physics with the consent of the departmental chairman.

The Arts-Engineering Programs

Cooperating with the University of Arkansas, Vanderbilt University, and the University of Southern California, Ouachita Baptist University offers several combination programs.

The joint program with the University of Arkansas involves a three-year program of study at Ouachita University. Following one year at the University of Arkansas College of Engineering, the Bachelor of Arts degree will be conferred by Ouachita University. At the end of the fifth year, the student will receive from the University of Arkansas the Bachelor of Science in Engineering.

In order to receive a degree under this program, a student must complete each of the courses listed below except Mathematics 103 and 113; the usual substitutions and exceptions apply in general education, religion, military science, and physical education. At least 66 semester hours, including at least 20 junior/senior rank, must be completed at Ouachita. In those cases in which the B. A. degree is conferred before the engineering degree, the student must have completed a total of 128 semester hours with a grade point average of 2.00 in all courses in which grade points are given.

Arrangements for students who will go to other engineering schools are possible. Such students should confer with a pre-engineering advisor.

		First Year		
First Semester			Second Semester	
General Education	123		General Education	133
Chemistry	104		Chemistry	114
Mathematics	103 ¹		Mathematics	122
Religion	153		Mathematics	113 ¹
Military Science	102		Religion	163
General Education	143		Military Science	112
18 hours			17 hours	

¹Mathematics courses below calculus and analytic geometry cannot be counted toward a degree in engineering. A student with adequate preparation as shown by his high school credits and admission test score will be permitted to take calculus without the prerequisites of Math 103 and 113.

Division of Natural Science

Second Year

First Semester		Second Semester	
Mathematics	213	Mathematics	223
Physics	121 & 203	Physics	131 & 213
General Education	243	General Education	164
Physical Education	1	General Education	212 & 222
Elective, 6 hours	6	Physical Education	1
	17 hours		16 hours

The courses for the third year include Mathematics 333, 343, and 403; General Education 324, 312, 322, 332, and 402, and Physics 303.

Students who plan to enter the program with Vanderbilt University should have had in high school: 3 units of English, 1 unit of history, $1\frac{1}{2}$ units of algebra, and 1 unit of geometry. To enroll for the last session at Vanderbilt University between his third and fourth years. grade point average of at least 2.5 during the three preceding years. The prospective electrical engineer will spend one six-week summer session at Vanderbilt University between his third and fourth years. Prospective civil engineers will spend six weeks in Summer Surveying Camp between the fourth and fifth years. At the completion of this program, the student will receive a Bachelor of Engineering from Vanderbilt and a Bachelor of Arts from Ouachita Baptist University.

Students who plan to enter the program with the University of Southern California should have had in high school: 3 or 4 units of English, 2 units of algebra, 1 unit of plane geometry, $\frac{1}{2}$ unit of trigonometry, 1 unit of mathematical analysis, 2 units of social studies, 1 unit of physics, and 1 unit of chemistry. Deficiencies in high school credits may be remedied by appropriate college courses. The University of Southern California offers a work study program involving employment during the fall semester and course work during the spring and summer terms. At the completion of this program, the student will receive a Bachelor of Engineering degree from the University of Southern California and a Bachelor of Arts degree from Ouachita Baptist University.

Pre-Engineering Programs

Students wishing to undertake a program of pre-engineering other than the Arts-Engineering programs should complete as many of the following courses as possible before transferring:

Math 122, 213, 233, 333, 343, 403.

Physics 121, 131, 203, 213, 303.

Chemistry 104, 114.

General Education 123, 133.

The mathematics courses are especially important, since Math 343 is prerequisite to many junior level courses in engineering.

REQUIREMENTS FOR TEACHING CORES IN THE SCIENCES

See page 82.

Department of Biology

Professor Oliver, Chairman

Associate Professors Brown and Sandifer

The study of biology develops understanding of the life processes, of the interrelationships of living things, and of scientific methods and limitations. Courses offered serve cultural purposes and as prerequisites to medicine, dentistry, agriculture, forestry, and related fields.

Requirements for an area of concentration with a core in biology: Biology 114 and 124 plus enough electives within the department to total twenty-six hours, plus enough courses in the various departments of the Division of Natural Science to total forty-five hours.

114. General Biology (Zoology).

A study of the plant kingdom from the standpoint of systematics with emphasis upon the progressive advances of tissue organization, physiology and reproductive adaption, including a consideration of ecological principles and economic importance of the major animal groups. Three hours lecture and three hours laboratory. **Fall and on demand.**

124. General Biology (Botany).

A study of the plant kingdom from the standpoint of systematics with emphasis upon the progressive advances of tissue organization, physiology and reproductive, adaptation, including a consideration of ecological principles and economic importance of the major plant groups. Three hours lecture and three hours laboratory. **Spring and on demand.**

214. Human Anatomy and Physiology.

A study of the structure and function of the human organism. Three lectures and two hours laboratory. Prerequisite: Four hours of biology. **Fall.**

224. Microbiology.

A study of bacteria and other life forms from the standpoint of classification, morphology, physiology and environmental factors, and of the relation of bacteria to water, foods, industrial processes and diseases. Three hours lecture and three hours laboratory. Prerequisite: Four hours of biology. **Spring and on demand.**

313. Genetics.

A study of basic principles, theories, and mechanics of heredity. Fall.

324. Chordate Anatomy.

A study of chordate anatomy, with emphasis upon phylogenetic relationships. Laboratory dissection of representatives of the vertebrate classes. Fall.

334. Ecology.

A study of principles governing the relationships between plants, animals and their environment. Consideration is given to local aquatic and terrestrial communities. Prerequisites: Biology 114, 124 and four hours of Chemistry. On demand.

354. Parasitology.

This course deals mainly with parasites of vertebrates. Special emphasis is given to species parasitizing man and domestic animals. Lectures, laboratory, and field trips. On demand.

391-4. Individual Study, Group Study, Research.

This course is offered to provide competent students with an opportunity to do independent study and research. Prior to registration, a student who anticipates doing such work is required to obtain approval of a prospectus outlining the work from a professor in the department who consents to serve as faculty supervisor of the project. Prerequisite: Three courses in biology and permission of supervising faculty member, and filing of two copies of prospectus with departmental chairman. On demand.

414. Histology and Microtechniques.

Lecture and laboratory dealing with primary tissues of vertebrate animals. A practical course for laboratory technicians, pre-medical students, and other biology students. Spring 1973 and alterate years.

424. Developmental Biology.

A comparative study of the development of the vertebrate embryo. Cell division, gametogenesis, fertilization, cleavage, gastrulation, and organ formation in the frog, chick, and pig are studied. Lecture and laboratory. Spring 1974 and alternate years.

491-4. Individual Study, Group Study, Research.

See Biology 391-4 for course details and requirements. On demand.

Department of Chemistry

Professor Everett, Chairman

Professor McCarty

Associate Professors Nisbet, Nix

Assistant Professor Jeffers

First-year courses are offered for students wanting knowledge of the science for its cultural value, for its use in related fields, or as a prerequisite for further work in chemistry. Advanced courses are designed for students who need more thorough knowledge of the subject in preparation for work in chemistry, medicine, engineering, or other professions.

Requirements for an area of concentration with a core in chemistry: Chemistry 104, 114, 204, 305, 315, three additional hours in Chemistry, and enough additional courses from this and related fields to total forty-five hours. Students pursuing chemistry in preparation for various careers should follow programs listed at the beginning of the natural science section.

104. General Chemistry.

The general course introductory to the science. Lecture three hours, laboratory three hours per week. **Fall and on demand.**

114. General Chemistry and Qualitative Analysis.

Lectures on the theories and calculations involved in elementary qualitative analysis and the general chemistry of the metallic elements. Laboratory work consists of preliminary experiments and the separation and identification of the common cations and anions. Lecture three hours, laboratory three hours per week. Prerequisite. Chemistry 104. **Spring and on demand.**

124. General and Organic Chemistry.

Designed for students who need a broad introduction into basic inorganic and organic chemistry. It may not be used toward a core in Chemistry or as a prerequisite for Chem. 204. Lecture three hours, laboratory two hours per week. **Fall and on demand.**

134. General and Biological Chemistry.

Designed to follow Chemistry 124. This course treats topics in general and biological chemistry. Lecture three hours, laboratory two hours per week: Prerequisite: Chemistry 124. **Spring.**

204. Quantitative Analysis.

Gravimetric and titrimetric analyses, separation methods, chemical equilibrium, redox theory, statistical treatment of data, and an introduction to spectrophotometry. Lecture, two hours; laboratory, six hours per week. Prerequisite: Chemistry 114. **Fall and on demand.**

305, 315. Organic Chemistry.¹

A systematic study of the typical compounds of carbon. Lecture three hours, laboratory six hours per week. Prerequisite: Chemistry 114 or 134.

314, 324. Physical Chemistry.

An introductory course to theoretical chemistry. Lecture three hours, laboratory three hours per week. Prerequisites: Physics 234 and 244; Mathematics 223; prerequisite or corequisite: Chemistry 204.

334. Advanced Quantitative Analysis.

Theory and practice of modern analytical techniques, including electrical, spectrophotometric, and chromatographic methods. Lecture two hours, laboratory six hours per week. Prerequisite: Chemistry 204 and 314. Prerequisite or corequisite: Chemistry 324. **Spring 1973 and alternate years and on demand.**

333. Advanced Inorganic Chemistry.

Atomic structure and its relationship to the properties of elements and their compounds, types of bonding, and periodic arrangements. Prerequisite or corequisite: Chemistry 324. **Spring 1974 and alternate years and on demand.**

404. Modern Organic Chemistry.

A course in modern synthetic methods and modern methods of identifying organic compounds. This course emphasizes the use of the chemical literature and of modern equipment. More complicated reaction mechanisms are also treated. Lecture two hours, laboratory six hours per week. Prerequisites: Chemistry 315. **On demand.**

423. Biochemistry.

An introduction to biochemistry including discussions of natural products, enzymes, metabolism and other physiological processes. Pertinent physicochemical problems are included. Prerequisites: Chemistry 305, 315 and 324 or 454 with consent of the instructor. **On demand.**

¹Junior credit may be earned for this by sophomores.

454. Physical Chemistry.¹

An introductory physical chemistry course. This course includes pertinent topics in calculus and treats thermodynamics, kinetics, and various topics from electrochemistry and radiochemistry. Lecture three hours, laboratory three hours per week. Prerequisite: Chemistry 204. Spring 1974 and alternate years.

463. Radiochemistry.¹

A study of the properties of radioactive atoms and nuclear radiations, and the use and safe handling of radioisotope materials. One hour lecture and six hours laboratory per week. Prerequisites: Chemistry 204 and Physics 214. **On demand.**

471-4. Special Topics in Chemistry.

This course is varied to suit interest of the student. May be repeated one time for credit. **On demand.**

491-3. Special Studies in Chemistry.

Given on demand and varied to suit the needs of chemistry students.

Department of Home Economics

Associate Professor Thomas, Chairman

Associate Professor Jones

Assistant Professors Elledge, Hobgood

The Home Economics Department is approved for the teaching of vocational Home Economics by the Arkansas State Department of Education and is recognized by the United States Office of Education.

The objectives of this department are to: (a) prepare young women to meet the social, artistic, economic, and other demands of homemakers; (b) prepare them for commercial, home service, or other careers related to home-making; (c) provide certain cultural courses that may become part of a liberal education; (d) train students for vocational teaching.

Requirements for an area of concentration with a core in Home Economics: Home Economics 103, 113, 203, 303, 313, 342, 353, 404, 413, and courses from other fields to complete a total of 45 hours.

Requirements for a teaching core in Home Economics see page 82.

¹Chemistry 454 and 463 cannot be used to meet requirements of the professional chemistry major.

A foods major is now possible leading to a B.S. degree and a dietetics internship or a Food Service Career with public utilities and test kitchens. Requirements for an area of concentration meeting the prerequisites for an American Dietetic Internship with a core in Home Economics: Home Economics 203, 213, 353, 363, 423, 453, 462, 463, and 472. Chemistry 124 and 134; Biology 114, 214, and 224; Accounting 103; Psychology 303, 223 or Business Administration 413.

103. Clothing I.

A study of the basic principles of garment selection and construction, personal grooming, use of commercial patterns, fitting, clothing economics, use and care of sewing machines. Lecture one hour, laboratory four hours a week. **Fall.**

113. Textiles.

Discussion of the artistic and economic factors in selecting materials for clothing and household furnishings. **Fall.**

203. Foods.

A study of the principles of cookery and food preparation with much attention to the production, cost, selection, nutritive value, and place of various foods in the normal diet. Lecture one hour, laboratory four hours a week. **Fall.**

213. Family Meals.

A course in meal preparation, table service, food economy and meal cost analysis, individual and group planning of meals for all occasions. Lecture one hour, laboratory four hours per week. Prerequisite: Home Economics 203. **Spring.**

223. Clothing II.

A continued study of commercial patterns, and application of the principles of costume design to planning, selection, and construction of clothing for different occasions and different individuals. Lecture one hour, laboratory four hours a week. Prerequisites: Home Economics 103, 113, and Art 103. **Spring 1972 and alternate years.**

232. Home Nursing.

A study of factors affecting family health; home care of the sick and aged. Lecture one hour, laboratory two hours. **Fall.**

253. Housing.

This course is developed through a series of exercises in which some historic background of the American house is studied, house plans are analyzed and evaluated, and problems are discussed. Other

aspects in housing such as choosing a site, family life in particular types of homes, and the relation of climate to the plan are considered. **Fall.**

303. Home Equipment.

Practical information on selection, care, and operation of common household equipment, including plumbing, heating, and lighting fixtures. Lecture one hour, laboratory four hours a week including equipment demonstrations. **Spring.**

313. Marriage and the Family.

A problems course based on needs and interests of the class as to preparation for marital adjustments. Emphasis on family health and happiness. Open to juniors and seniors. **Fall, Spring.**

323. Interior Design.

A study of house plans and furnishings, emphasizing utility and charm of arrangement and applying the principles of design to interior decoration and home planning. Lecture one hour, laboratory four hours a week. **Spring.**

333. Costume Design.

A study of the development of costumes and the application of art to clothing and design. **Spring.**

342. Household Problems.

Scientific methods applied to household activities and consumer problems. Discussion of the family's financial and administrative affairs. **Fall.**

353. Nutrition.

A study of the application of nutritional theory to both normal and pathological conditions. Lecture two hours and laboratory two hours per week. Prerequisites: Home Economics 203, Chemistry 124, and Biology 234. **Fall.**

363. Diet Therapy.

A study to give an understanding as to the importance of diet in relation to diseases and conditions in the body. Also to gain a knowledge of the underlying symptoms for different diseases to understand the importance of the diet relationship. Lecture two hours and laboratory two hours per week. Prerequisite: Home Economics 353. **Spring.**

372. Handicrafts.

A course designed to give the student an opportunity to learn those crafts appropriate for developing hobbies for leisure time or use in occupational therapy. **On demand.**

343. Home Economics for Men.

A study of the principles and practices of good grooming, care and purchase of clothing, manners and social conduct, first aid and home nursing, and simple nutrition. **Fall, Spring.**

404. Home Management.

Supervised instruction in practical home care and management. The students manage and operate the home management house during a residence period of at least nine weeks. Prerequisites: Home Economics 342 and senior standing. One hour lecture per week. Regular dormitory rate charged for room. **Fall.**

413. Child Development.

A study of the training and development of a child under normal family conditions. Lecture two hours, laboratory two hours per week by individual arrangement of work and observation in the nursery school. Prerequisite: Psychology 203. **Fall, Spring.**

423. Institutional Organization and Management.

A course in the application of scientific organization and management of food services. This course has been planned to meet a requirement for hospital interns desiring membership in American Dietetic Association. **Fall, 1973 and alternate years.**

433. The Infant.

A study of pregnancy and prenatal development; physical, mental, emotional, and social growth of the infant; his guidance and care in the home. **Fall, Spring.**

443. Home Economics Education.

The philosophy of home economics education and its adaptation to the secondary schools. Includes techniques for handling home experiences, adult education, and visitation as promoted in vocational home economics. **Fall.**

453. Experimental Cookery.

Elementary research to determine factors affecting standard products. Experimentation in preparation of ingredients, methods of cooking, temperature, and utensils used. **Spring, 1973 and alternate years.**

463. Quantity Food Production.

Use of standardized formulas, power equipment, and techniques for preparation and service for large groups, and calculation of food costs for uniform control. **Fall, 1972 and alternate years.**

472. Institution Food Service Equipment.

Study of selection, use, and care of equipment for food service institutions. Planning functional kitchens for the best use of equipment, time, and labor in quality food production in quantity. Lecture and field trips to observe layout and equipment in a variety of situations. **Spring and on demand.**

462. Advanced Nutrition.

An understanding of the chemical and physiological utilization of nutrients present in various foods as related to individual nutritional status. Some emphasis on application of nutritional knowledge for planning hospital dietary. Attention is given to current literature on nutrition. Prerequisite: Nutrition 353. **Spring.**

Department of Mathematics

Professor Seward, Chairman

Associate Professor Jones

Assistant Professor W. Allen

Instructor J. Allen

Study in mathematics develops logical habits of thought and provides the techniques needed for study of the exact sciences.

Requirements for an area of concentration with a core in mathematics: at least twenty-four hours in mathematics plus enough hours in related fields to total at least forty-five hours.

103. College Algebra.

Review of fundamentals, study of quadratic equations, solution of systems of linear equations, and other topics. **Fall, Spring.**

113. Trigonometry.

Solution of triangles, identities, and equations. Study of graphs. Prerequisite: Plane Geometry. **Fall, Spring.**

122. Engineering Problems.

The use of the slide rule and of mathematical tables in the solution of simple engineering problems. Prerequisite: Mathematics 113. **Spring.**

153. Fundamental Mathematics for Elementary Education.

(For elementary teachers only.) See GNED 153. **Fall, Spring.**

203. Fortran Programming.

Algorithms, basic programming, and writing of numerical and non-numerical problems. **Spring.**

213. Calculus I.

Introductory study of calculus and analytic geometry. Prerequisite: Mathematics 103 or 113 or permission. **Fall, Spring.**

223. Calculus II.

Continuation of Mathematics 213. **Fall and Spring.**

233. Fundamental Concepts of Elementary Mathematics.

An introduction to the mathematical concepts underlying the traditional computational techniques for elementary school mathematics. Prerequisites: General Education 153 or equivalent and consent of instructor. Not to be counted on a core in Mathematics. **Fall and Spring.**

303. Foundations of Geometry.

A study of the axiomatic bases of geometries, their relation to "real" space; basic concepts of point, line, plane and space; projective and non-Euclidean geometries. **Spring.**

333. Calculus III.

Continuation of Mathematics 223, including partial derivatives, double and triple integration, and applications to physics, chemistry, and business. **Fall.**

343. Calculus IV.

Continuation of Mathematics 333. **Spring.**

353. Fundamental Structures of Algebra.

A study of the number systems: rational, real, and complex. Groups, rings, and fields. Polynomials, equations, and algebraic functions. Combinatorial analysis, theory of equations. **Fall.**

403. Differential Equations.

Ordinary differential equations such as occur in geometry, physics, and chemistry. Prerequisite: Mathematics 333. **Spring.**

413. Modern Higher Mathematics.

A study of new results, notations, concepts, and ideas which are continually appearing in current and recent mathematical journals. It will cover a wide range of mathematical fields: algebras, function spaces, number theory, real and complex variables, analysis, topology, etc. **Fall.**

463. Linear Algebra.

A study of vectors, vector spaces, matrices, and determinants. Prerequisite: Mathematics 103. **Spring.**

491-3. Special Studies in Mathematics.

For students who wish to do independent work on advanced problems.

Department of Physics

Professor McCarty, Chairman

Professor Seward

Assistant Professor Good

Beginning courses in physics impart understanding of some of the laws and facts of the physical world, and the use of scientific methods of reasoning, as well as laying the foundations for further study of the science.

Requirements for an area of concentration with a core in physics:

B. A. degree: at least 24 hours in this department plus enough hours in related fields to total at least 45 hours.

B. S. degree: at least 30 hours in this department (excluding Physics 103 and 113) Chemistry 104, 114; Mathematics 213, 223, 333, 343, and 403, and one year of German or French. Chemistry 203 and 314,324 are strongly recommended but not required.

Note: If possible the student should start calculus in the freshman year.

103. Introductory Mechanics, Heat and Sound

An introductory course in the fundamental principles of mechanics, heat and sound. A non-calculus course. Corequisite: Physics 121 and College Algebra or Trigonometry or the equivalent. **Fall.**

113. Introductory Electricity, Magnetism, and Light.

An introductory course in the fundamental principles of electricity, magnetism and light. A non-calculus course. Corequisite: Physics 131 and Trigonometry or College Algebra or the equivalent. **Spring.**

121. General Mechanics, Heat and Sound Laboratory.

Experiments in mechanics, heat and sound and problem solving. Corequisite: Physics 103 or 203. **Fall.**

131. General Electricity, Magnetism and Light Laboratory.

Experiments in electricity, magnetism, and light and problem solving. Corequisite: Physics 113 or 213. **Spring.**

203. Physics of Mechanics, Heat and Sound.

An introductory course in physics using calculus designed for the Physical Science and Engineering majors. Corequisite: Calculus I and Physics 121. **Fall.**

213. Physics of Electricity, Magnetism and Light.

An introductory course in physics using calculus designed for the Physical Science and Engineering majors. Corequisite: Calculus II and Physics 131. **Spring.**

303. Introduction to Modern Physics.

An elementary development of the principles of modern physics. Prerequisite: Physics 113 or 213. Corequisite: Calculus III. **Fall.**

313. Optics

Geometrical and Physical optics. Prerequisite: Physics 113 or 213. Corequisite: Calculus III. **Fall.**

321. Intermediate Modern Physics and Optics Laboratory.

Experiments in modern physics and optics. Corequisite: Physics 303 or Physics 313. **Fall.**

333. Electricity and Magnetism.

A study of the principles of electricity and magnetism including fields, potential, capacitance, resistance, and inductance. Prerequisite: Physics 113 or 213. Corequisite: Calculus IV. **Spring.**

343. Electronics.

An introduction to the fundamentals of electronics. Prerequisite: Physics 113 or 213. **Spring.**

351. Intermediate Electricity, Magnetism and Electronics Laboratory.

Experiments in electricity, magnetism and electronics. Corequisite: Physics 333 or 343. **Spring.**

403. Mechanics.

A study of the fundamentals of mechanics as applied to particles, systems of particles and rigid bodies including harmonic oscillators and central force fields. Prerequisites: Physics 203 and Differential Equations. **Fall.**

413. Atmospheric Physics.

A study of the physical principles involved in meteorology. Prerequisites: Physics 113 or 213 and Calculus IV. **Fall.**

423. Thermodynamics.

A study of the basic principles of classical thermodynamics and statistical mechanics. Prerequisites: Physics 113 or 213 and Calculus IV. **Fall.**



431. Senior Physics Laboratory.

Experiments in atmospheric physics and thermodynamics. Co-requisite: Physics 413 or 423. **Fall.**

443. Introduction to Quantum Mechanics.

An introduction to the postulates and rules of quantum mechanics. Prerequisite: Physics 403. **Spring.**

453. Mathematical Physics.

Mathematical methods applied to physics. Prerequisites: Physics 213 and Differential Equations. **Spring.**

461. Introduction to Physics Research.

To introduce the student to the theory, techniques and methods of laboratory and library research. Prerequisite: Senior standing in Physics. **Spring.**

491-4. Individual Study, Group Study, Research.

This course is offered to provide competent students with an opportunity to do independent study and research or to study special topics. Prerequisite: Fifteen hours of Physics, Junior standing, permission of the supervising faculty member, meet the requirements on page 43 of the catalog and filing a copy of the prospectus with the departmental chairman. **On demand.**

DIVISION OF RELIGION AND PHILOSOPHY

Dr. Wolber, Chairman

The Departments of Religion and Philosophy constitute this division.

280. Divisional Honors Seminar.

A one-hour course for students who qualify for and participate in the University Honors Program. **Fall, Spring.**

281. Honors Special Studies.

A course designed to meet some special educational needs of sophomore Honors students. **Fall, Spring.**

481-3. Honors Special Studies.

Designed for the needs of junior and senior Honors students. **Fall, Spring.**

491-6. Workshop.

Provides upper division and graduate students an opportunity to approach current topics and problems in a cooperative and concentrated manner. **On demand.**

Department of Religion

Professor Wolber, Chairman

Professors Berryman, Coppenger, Sutley

Associate Professor Stagg

Instructor Elder

Courses in this department are designed for students who wish to prepare for careers in church and church-related vocations and for students who desire to increase their understanding of the Christian religion and its significance in society.

Ministerial Discounts. A minister residing in Arkansas and licensed or ordained by a Southern Baptist church is eligible for an established discount of \$150 for tuition per semester under the following conditions: (1) his conduct and personal life must be worthy

of a minister, (2) his scholastic work must be satisfactory, (3) he must agree to refund this discount if he does not follow the ministry in the future, and (4) his work will be arranged in counsel with the chairman of the Department of Religion to include the following courses as early in his college career as practical: Religion 103, Introduction to Christian Ministry; Religion 223, Sermon Preparation; Religion 302, Southern Baptist History; and Religion 353, Christian Doctrine.

Requirements for an area of concentration with a core in religion: Satisfy all requirements in one of the core patterns below. Ministerial students are advised to begin German or French in the sophomore year and Greek in the junior year.

Pastoral Ministry

Area Requirements

Religion 103	Introduction to Christian Ministry	3
Religion 222	Principles of Biblical Interpretation	2
Religion 223	Sermon Preparation	3
Religion 302	Southern Baptist History	2
Religion 353	Christian Doctrine	3
Religion 443	Living Religions	3
Electives in Bible Courses		6
Elective in Philosophy		3
Elective in Religious Education		2 or 3
Electives from Related Fields		17 or 18

45 hours

Religious Education

Area Requirements

Religion 203	Introduction to Religious Education	3
Religion 222	Principles of Biblical Interpretation	2
Religion 353	Christian Doctrine	3
Religion 443	Living Religions	3
Journalism 343	Religious Journalism	3
Drama 322	Church Drama Workshop	2
Church Music 212	Music in Worship	2
Speech 103	Fundamentals of Speech	3
Electives in Religious Education		10
Electives from other Religion Courses		5
Electives from related fields		9

45 hours

103. Introduction to Christian Ministry.

An introduction study of the nature and purpose of the church and pastoral task in light of scripture, history, and the role conferred on him by a Christian congregation in a secular society. **Fall.**

153. Our Hebrew Heritage.

Using the Old Testament as the basic textbook, this course surveys the history of the Hebrew people. It relates their cultural and religious heritage to contemporary affairs and personal religious experiences. **Fall, Spring.**

163. Our Christian Heritage

Inter-Biblical history is first examined. Then with the New Testament as the basic textbook, the times of Christ, the Apostolic leaders, and first-century Christianity are surveyed. Spiritual values and experiences are stressed. Prerequisite: Religion 153. **Fall, Spring.**

202. Introduction to Religious Education.

A study of the methods and materials of religious education. The purpose is to acquaint all prospective church workers with the guiding principles of the church's educational program. **Fall.**

212. Religious Education of Children.

Designed to provide better understanding of children and their religious needs, this course involves study of child psychology and development as related to religious training. Attention is given to agencies both within and outside the church as they may be used for character training. **Spring 1973 and alternate years.**

213. Life of Christ.

A detailed study of the teachings and life of Christ, with emphasis upon his impact on society. **Fall.**

222. Principles of Biblical Interpretation.

An evaluation of various methods of interpreting the Scriptures. Designed primarily for ministerial students, this course seeks to set out some guiding principles for understanding Biblical teachings. Prerequisite: Religion 153, 163. **Spring.**

223. Sermon Preparation.

An introduction to the preparation and delivery of sermons. Classical and contemporary forms of the sermon will be studied. The student will prepare and preach practice sermons. Prerequisite: Speech 103. **Fall, Spring.**

233. Old Testament Prophets.

A survey of the lives and teachings of the prophets in the light of the times in which they appeared. **Spring.**

302. Southern Baptist History.

A study of the history, organization, policy, and practices of Southern Baptists, with attention to the development and functions of their boards, agencies, and committees. **Spring.**

313. Jewish Christian Literature.

A rapid survey of the lives of James and Peter as found in the early chapters of Acts, and a careful study of the books of James, 1 and 2 Peter, Hebrews, and Jude, Prerequisite: Religion 163. **Fall.**

322. Church Administration.

Designed to give the student a better understanding of the organization and maintenance of Baptist church life, attention is given to the organization and programs of local churches and their relation to the denomination. **Fall.**

353. Christian Doctrine.

A study of the doctrines of the Bible, with attention to such subjects as revelation, inspiration, sin, salvation, the Trinity, and especially the doctrines that interpret our relationships with God through the saving work of Christ. Prerequisite: Religion 222. **Spring.**

363. Religious Counseling.

A study of the principles and techniques of personal and group counseling. Attention is given also to certain problem areas of counseling needs. **Spring.**

403. Pauline Literature.

A rapid survey of the life of Paul as set out in the latter half of Acts, and a careful study of his epistles. Prerequisite: Religion 222. **Fall.**

422. Psychology of Religion.

A study of religious consciousness and behavior of both groups and individuals. Emphasizing the integration of personality, the course draws its material from both science and religion. **Spring 1973 and alternate years.**

Division of Religion and Philosophy

423. Johannine Literature.

A careful study of the Fourth Gospel, the epistles of John, and Revelation. Prerequisite: Religion 222. **Spring.**

443. Living Religions.

A study and evaluation of the living religions other than Christianity. **Spring.**

453. Philosophy of Religion.

See Philosophy 453. **Spring.**

463. Contemporary Religious Thought.

A study of the main currents in Christian thought in the 20th century. Prerequisite: Religion 222. **Spring.**

491-3. Special Studies in Religion.

For students taking their core in the Department of Religion. **On demand.**

NEW TESTAMENT GREEK

303. Fundamentals of Greek I.

A study of the characteristics of the language. The Koine dialect is studied with constant emphasis on the forms, rules of grammar, and simple composition. One hour laboratory per week to be arranged. **Fall.**

313. Fundamentals of Greek II.

A more detailed study of the grammar of the Greek sentence with additional, more advanced reading. Prerequisite: New Testament Greek 303. One hour laboratory per week to be arranged. **Spring.**

403. New Testament Greek: Translation I.

A reading course in the Greek New Testament using various books and passages chosen according to need. Emphasis on vocabulary forms, fundamentals of syntax, and interpretation. Prerequisite: Fundamentals of Greek 313. **Fall.**

413. New Testament Greek: Translation II.

A continuation of Greek 403 with a brief introduction to textual criticism and its principles and contributions. **Spring.**

Department of Philosophy

Professor Berryman, Chairman

Professor Coppenger

Philosophy deals with the principles underlying all knowledge and serves to integrate man's ideas into a coherent and whole pattern.

Requirements for an area of concentration with a core in philosophy: at least twenty-four hours in this department plus enough courses from related fields to total at least forty-five hours.

103. Introduction to Philosophy.

An elementary study of the basic problems of philosophy which seeks to introduce the student to the spirit of reasoned inquiry needed for all analytical thinking. **Fall, Spring.**

203. Logic.

A study of argument, including analysis of the various fallacies, definition of terms, and the nature of evidence and proof. **Fall.**

303. Ancient and Medieval Philosophy.

A survey of the development of philosophy from the sixth century before Christ to the Renaissance with special emphasis on the Greek philosophers. **Fall.**

313. Modern Philosophy.

European philosophy from the Renaissance; Descartes and continental rationalism; British empiricism; Kant and German idealism. **Spring.**

363. Western Political Heritage: Concepts of Political Philosophy.

See Political Science 363. **Fall.**

413. Christian Ethics.

This course attempts to fulfill two functions: to present a groundwork of Christian ethical principles and to discuss their application to the major issues of Christian ethical conduct in today's society. **Fall.**

423. American Philosophy.

Drawing upon the social, religious, economic, and political facts of American civilization, this course traces the development of philosophical thought in the United States. **Fall 1973 and alternate years.**



443. Living Religions.

See Relg. 443. Spring.

453. Philosophy of Religion.

A study of the philosophy of religion and its place in the history of ideas. Spring.

463. Readings in Ancient or Medieval Philosophy I and II.

A specific author or movement (for example, Aristotle) will be studied comprehensively for the full semester. Since a different author may be studied each semester, the course may be repeated once for credit with permission of the head of the department. Fall.

473. Readings in Modern or Contemporary Philosophy I and II.

A specific author or movement (for example, Descartes) will be studied comprehensively for the full semester. Since a different author may be studied each semester, the course may be repeated once for credit with permission of the head of the department. Spring.

491-3. Special Studies in Philosophy.

Independent study in philosophy. On demand.

DIVISION OF SOCIAL SCIENCE

Professor Slavens, Chairman

The social sciences seek to provide an enlightenment to fit the times for the majors in this area. The division includes the Departments of History, Political Science, and Sociology and strives to disseminate and advance knowledge in these fields of learning through imaginative instruction and the encouragement of research. Courses in geography are also offered in this division. Students who plan to work toward graduate degrees will find training in modern languages helpful.

Pre-professional Curriculum

Students planning professions in government, politics, and public administration, and other areas in the social sciences should plan to concentrate the major portion of their work in the Division of Social Sciences. Special attention and counseling are provided for those students whose vocational objectives require specialized knowledge in these areas. This division maintains contact and exchanges information with specialized graduate programs to insure the student the maximum preparation opportunities.

Pre-Law Curriculum

Pre-law students should plan to concentrate in the Division of Social Sciences. Courses in history, political science, sociology, economics, accounting, speech, philosophy, modern languages, and English and American literature are considered important. A pre-law advisor is available for consultation concerning additional requirements.

Requirements for a teaching core in social studies: See page 84.
280. Divisional Honors Seminar.

A one-hour course for students in this division who qualify for and participate in the University Honors Program. **Fall, Spring.**

281. Honors Special Studies.

A course designed to meet some special educational needs of sophomore Honors students. **Fall, Spring.**

481-3. Honors Special Studies.

Designed for the needs of junior and senior Honors students.
Fall, Spring.

491-6. Workshop.

Provides upper division and graduate students an opportunity to approach current topics and problems in a cooperative and concentrated manner. **On demand.**

Department of History

Professor Slavens, Chairman

Associate Professor Ranchino

Assistant Professor Megginson

Instructors Cole and Granade

The general purpose of courses in history is to develop understanding of the problems and contributions of the past as well as an insight into present events. Courses are designed to prepare students for graduate study, for teaching positions, and for training for law, civil service, social work, and other fields requiring a background of history.

Requirements for an area of concentration with a core in history include at least twenty-four hours in this department of which at least nine must be in Western Hemisphere and nine in other areas of history and which must include History 233, 253, 424, and 483. General Education 243 does not count for the core but may be included in the related field.

163. Ancient and Medieval World.

A survey from the dawn of recorded events to 1300; emphasis is placed on the intersection of ancient empires, ties between Rome and medieval Europe and views of medieval culture in Moslem and Catholic countries. **Spring.**

233. United States History to 1877.

Survey of the interplay of forces that have brought the evolutionary development of American economic, cultural, and political history from 1492 to 1877; a functional and synoptic treatment of America's great historical problems. **Fall.**

253. United States History Since 1877.

Survey of the interplay of forces that have brought the evolutionary development of American economic, cultural, and political history since 1877; a functional and synoptic treatment of America's great historical problems. **Spring.**

303. History of The Far East.

A survey of the history of Asia with emphasis upon the history and culture of China and Japan and their relations with the Western World. **Fall.**

323. History of Latin America.

The colonial period, and the causes and results of the twentieth century emergence of Latin America. **Spring.**

343. History of Africa.

A survey of African history with emphasis on the territory south of the Sahara. The West African states; the slave trade; European imperialism; and the development of nationalism in twentieth century. **Spring.**

363. Renaissance and Reformation.

Europe 1300-1600, emphasizing the Renaissance, the Protestant and Catholic reformations, the wars of religion, and solidifying nation-states. **Fall.**

423. Professional Seminar.

Special topics which will vary from semester to semester. Topics include: Vietnam, History of American Sectionalism, Revolution in the Modern World, Imperialism, Civil War and Reconstruction, The New Deal, Nationalism, Marx, Darwin, and Freud. Because a different topic will be offered each semester, the course may be repeated once for credit. Students will read a great quantity of original sources and scholarly analyses and will offer their own interpretations. This course is required of each student pursuing a major in the department. **On demand.**

433. The History of Black Americans.

This course relates the black experience from the African slave trade to the Civil Rights Revolution. It examines the condition of black people during the colonial period; the institution of slavery; the situation of free black people before the Civil War; the development of the black community during the late 19th century; the northward migration in the 20th century; and the recent tensions between the struggle for integration and that for a black identity. **Fall.**

443. Nineteenth Century Europe.

Reaction, revolutions, and reforms from Metternich to Bismarck; industrial and scientific progress; emergence of nationalism, liberalism, and socialism. **Fall.**

453. American Diplomacy.

Early problems with Great Britain, France, and Spain; special emphasis on the Monroe Doctrine and Manifest Destiny; rounding out the national boundaries; emergence of the United States as a world power; expansion after 1865, with special emphasis on the 1890's; the diplomacy of Theodore Roosevelt's administration; special emphasis on the period from 1914 to 1945; the United States as the leading world power. **Spring.**

463. Twentieth Century Europe.

Causes and results of World War I; the search for a permanent peace; the rise of totalitarianism; World War II; the cold war and the search for security in an irrational world. **Spring.**

473. United States Social and Intellectual History.

American thought and society, with emphasis on the development of a national culture, immigration, the westward movement, social experiments of the Jacksonian era, anti-slavery, Civil War, and the struggle over racial equality. **Fall.**

483. Research Seminar.

Introduction to the methods and materials of historical research and writing; directed research in special topics designed to acquaint students in history with library use, note-taking, preparation of bibliography, the nature, use, and criticism of documents, and preparation of manuscript. **Fall and Spring.**

GRADUATE PROGRAM

The University offers graduate work in history as a cognate field in the Master of Science in Education degree. Graduate catalogs may be obtained by writing to the Director of Graduate Studies.

Department of Political Science

Associate Professor Ranchino, Acting Chairman

Professor Grant

Professor Riley

Political science seeks to describe and classify, accurately, political thought and institutions and to determine precisely the forces which create and control them.

The training of citizens who are morally responsible and who understand government and act positively within it is of first concern. Special emphasis is given to those preparing for graduate study, teaching positions, law, civil service, and social work whose pre-professional programs require political science.

Requirements for an area of concentration with a core in political science: at least twenty-four hours in this department; plus at least three hours each in the four fields of history, sociology, economics, and geography, and enough hours from related fields to total forty-five hours.

103. Government and Politics in Modern Society.

Government in the modern world, with emphasis on American institutions, theories and functions of government, and structure and operation of national and international government. **Fall, Spring.**

203. State and Local Government and Politics.

A study of the principles, organization, functions, and administration of state and local governments in the United States. **Fall.**

213. American National Government.

A study of the principles, organization, functions, and administration of national government in the United States. **Spring.**

303. Government and Politics in Arkansas.

An inspection of all phases of government and politics which affect the daily lives of the citizens of Arkansas. **Spring 1973 and alternate years.**

313. International Politics and Organizations.

International relations involving nationalism, imperialism, diplomacy, current problems of war and peace, and the current efforts of the United Nations and other international organizations. **Fall.**

333. Development of the American Constitution.

A historical survey of the sources, framing, and adoption of our federal constitution and the case study method of how it has been altered to meet changing social, economic, and political conditions. **Spring.**

363. Western Political Heritage: Concepts of Political Philosophy.

A consideration of the turning points of Western political thought. Major thinkers and ideas are studied in relation to their social and economic background. **Fall.**

403. American Politics: Parties and Elections.

An evolutionary evaluation of the processes by which social pressures are translated into public policy in America. Political parties and interest groups are discussed from their structural and functional aspects. **Fall 1972 and alternate years.**

413. American Political Thought.

Problems and thought of selected men and historical periods; to discover the criticism and formulation of a democratic, constitutional theory. **Spring.**

423. Constitutional Government and the Free Enterprise System.

A careful examination of the social, cultural, and economic institutions of our Republic as they have been influenced and shaped by legislative acts and judicial decisions and interpretations. Comparisons will be drawn between our Republic and other politico-economic systems. **Fall 1973 and alternate years.**

453. American Diplomacy.

See History 453. **Spring.**

463. Comparative Political Systems.

An intensive analysis will be given of the varied theories and systems of government and how they confront each other, with special emphasis on comparison and competition with the United States. **Fall.**

473. The Politics of Developing Nations.

The social, economic, cultural, and political background of emerging and underdeveloped nations and areas of the world will be studied and compared in order to understand and appreciate their problems and the resulting problems which will affect the United States. **Spring.**

491-3. Special Studies in Political Science.

Directed research in political science. Admission by consent of professor.

GRADUATE PROGRAM

The University offers graduate work in political science as a cognate field in the Master of Science in Education degree. Information may be obtained by writing to the Director of Graduate Studies.

Department of Sociology

Professor Quick, Chairman

National Teaching Fellow Halbert

Sociology, broadly speaking, is concerned with the scientific study of the social life of man. It depends on systematic research to derive insight and to test the validity of hypotheses. It strives constantly to develop generalizations on the nature of group life and to explain why persons behave as they do.

Training in sociology and social psychology aids the student in achieving effective participation and leadership in the various social groups of his community. Sociology, as professional and pre-professional training, also provides a broad liberal background for the understanding of, and professional employment in, the field of sociology, social work, higher education, religious related vocations as well as business, engineering, government, law, medicine, teaching, and administrative leadership at all levels.

The primary purposes of the department are: (1) to achieve an understanding of persons as social beings, (2) to train and develop competent scholars who will carry on independent research on basic social issues throughout their lives as American citizens, and, (3) to develop mature persons who will assume significant roles in four specific occupational callings: sociology, religious related vocations, higher education, and social work.

Requirements for an area of concentration with a core in sociology: Sociology 103, 113, 213, 222, 313, 333, 403, 413, 443 plus three semester hours each in Political Science and History (G.E. 243 may be substituted for the history requirement). In addition to this, enough hours in related fields must be taken to total forty-five semester hours.

103. Introduction to Sociology.

An introduction to the systematic study of society; an overview of sociology. An orderly approach to the analysis and explanation of human behavior as it is manifest in culture, personality, and social organization. Emphasis is placed on the acquisition of basic conceptual tools and sociological principles and their application in the decision making process. **Fall.**

113. Applied Sociology.

Sociological knowledge is applied to the current social problems of the day including the student's practical adjustment to college life. The serious sociology student is introduced to the nature, causes and treatment of basic social problems such as drinking in college, the draft, the relationship between dating and divorce, race relations, delinquency, poverty and the complex problems involved in making an occupational or marital choice. **Spring.**

213. Social Factors in the Development of Personality.

Theories of personality organization; social development and behavior of the person in an environment of social conflict; organizing concepts used in observing and interpreting character development and behavior; the nature of culture and how it controls and orders human behavior; the structure and function of the human nervous system in relation to behavior. **Fall 1973 and alternate years.**

222. Dating and Courtship.

A careful and systematic analysis is made of the phenomena of proper mate selection, especially at the college level. This includes the role that science plays in helping social beings to satisfy their basic needs and, at the same time, aids in avoiding divorce in later years. **Fall.**

303. Race and Ethnic Relations.

A survey of the problems arising from the contacts of peoples who differ as to race and culture; perceiving and thinking about group and minority differences; acquiring prejudice; character structure; reducing group tensions; promotion of social stability; special emphasis is given to a study of the economic, political, and social position of the contemporary American Negro. **Fall 1972 and alternate years.**

313. Social Psychology.

Leadership and the sociological aspects of group influence; the nature and the scope of motives, attitudes, norms, and roles in human relations. Personality development, patterning of self-other attitudes, and adaptation to cultural role prescriptions. Character knowledge of one's self as it is related to multiple group membership and maturity. Spring 1974 and alternate years.

323. Crime and Delinquency.

An examination of the nature, causes, and treatment of anti-social behavior, including riots, demonstrations, neurotic, psychopathic, cultural, and political crime (war). Relation to broader issues of human personality and social policy are stressed: crime as a form of deviant behavior and its relation to social structure; causes of delinquency are stressed. Fall 1973 and alternate years.

333. Marriage and the Family.

A sociological perspective of the processes involved in the development of the marriage institution; family development from teen age to old age; marital adjustments and maladjustments; parenthood; integration of family and community; and the later years of married life. A major emphasis in this course is directed toward the problem of counseling for the benefit of students interested in the professions of religion, social work and sociology. Spring.

342. The Urban Community.

A study of the structure and function of urban environment and their effects upon human behavior. Emphasis is placed upon urban pathologies (riots) and their relationship to city planning (model cities/urban renewal), growth, and development. A study of social organization of the urban community, conditions of urban life including slums and housing, social resources, the urban personality, and influence of the news media of television and motion pictures. Spring 1973 and alternate years.

403. Social Disorganization.

Consideration is given to the role that social change plays in bringing about personal and social disorganization. A study of costs and casualties as the price paid for survival and/or participation in an acquisitive society; status-seeking; waste of human resources (poverty); cultural limitations in the decision making process; and disorganization as found in families, social classes, political, economic and religious organizations. Fall 1973 and alternate years.

413. Social Organization.

A basic course in the study of the role that power plays in the process of social organization and social stratification; a survey of various agencies of social control (economic, political, military) and the methods by which these groups can be made effective in directing the behavior of others. Problems brought about by over-organization (bureaucracy) and under-organization. The democratic vs. the authoritarian method of social control is reviewed extensively. **Spring.**

423. Gerontology Seminar.

A survey of developmental factors and social problems of aging. Field experience relative to course content will be included.

433. The Sociology of Childhood.

The sociological approach to the problem of socialization as it is manifest in parent-child relationships. The course is especially designed for those who plan to work or live with children and want a professional understanding of life as the child sees it. Particular attention will be given to all social or religious agencies which work with children such as the Children's Colony, Church (Day) Child Care Centers and all Governmental programs such as Head Start and the Early Childhood Development Program. **Spring 1972 and alternate years.**

443. Research Problems.

Techniques of research in sociology including research design, questionnaire construction, collection of data, processing, coding, analysis, and a brief review of statistics as a tool in social research; the interview as a fundamental tool in investigation and field exploration; graphic presentation of research findings plus the organization and analysis of data. **Fall, Spring.**

Geography

103. Introduction to Human Geography.

A study of the earth's surface and the relationship of its features to man's political and cultural development. **Fall.**

203. Conservation of Natural Resources.

A study of the principles and methods of conserving natural resources, with special consideration of such problems in the State of Arkansas. **Spring.**

DEPARTMENT OF MILITARY SCIENCE

Lieutenant Colonel Otis W. Livingston, Jr., PMS

Major Charles P. Watkins, Asst. PMS

Major Kent A. Brown, Asst. PMS

Captain Robert E. McCloskey, Asst. PMS

Captain Don R. Jordan, Asst. PMS

Sergeant Major Henry E. Casey, Chief Instructor

Sergeant First Class James A. Robertson, Principal Drill Instructor

Sergeant First Class Jerry O. Knapp, Senior Instructor

Staff Sergeant Donald G. Jeter, Supply Sergeant

Staff Sergeant James C. Maynor, Chief Administrative Clerk

Mrs. Nellie Wallingsford, Administrative Assistant

The Department of Military Science implements the United States Army Reserve Officers' Training Corps (ROTC) program. The purpose of the program is to qualify male students for positions of leadership in the United States Army in times of national emergency and provide junior officers for the active Army. The program contributes to the objectives of Ouachita Baptist University by instilling discipline and a sense of responsibility. In addition, the ROTC program prepares students for leadership in the civilian community through the development of character, integrity, loyalty, decisiveness, and self-discipline.

Successful completion of the Military Science curriculum and graduation qualifies students to be commissioned as Second Lieutenants in the United States Army Reserve. Selected graduates will be offered commissions in the Regular Army.

Since 1888 military training has been a part of Ouachita's curriculum. From San Juan Hill in 1899, through the trenches at Chateau Thierry, on the beachheads of Normandy, during the freezing winters in Korea and in the jungles of Vietnam, Ouachita alumni have served valiantly in the Armed Forces of the United States.

Basic Course

All male students entering Ouachita are required to enroll in the Basic Military Science Course, MS 102 and 112 except students who are:

1. Without United States citizenship.
2. Under 14 years of age.
3. Too old to graduate before their 28th birthday.
4. Certified physically unfit by the University physician.
5. Transfer students with 40 or more semester hours to their credit.
6. Credited with an equivalent course or training, or have completed four (4) months or more of active duty service in the United States Army, Navy, Air Force, Marine Corps, or Coast Guard. This credit must be documented by an official transcript, certificate, or Department Defense Form 214 (Report of Transfer or Discharge).
7. Excused by the President of the University.

Credit for Previous Training

1. Placement credit for Military Science I and II may be awarded to male students who have completed four (4) months or more of active duty service in the United States Army, Navy, Air Force, Marine Corps, or Coast Guard; or successfully completed MT-4 Junior ROTC.

2. Placement credit for Military Science I may be awarded to male students who have successfully completed three (3) years of high school ROTC. No credit for high school ROTC will be given until the student successfully completes MS II.

Prerequisite for Graduation

A student enrolling in the Basic Course is required to complete Military Science 102 and 112 in order to graduate from the University unless relieved of this requirement by competent University authority.

Advanced Course

In addition to the required Basic Course, an elective two-year Advanced Course is offered at Ouachita Baptist University. A commission as Second Lieutenant in the Regular or Reserve component of the Army is tendered upon successful completion of the Advanced Course. Participation in the Advanced Course is highly selective.

Department of Military Science

The Advanced Course program includes attendance at a summer camp training site conducted at an Army installation between the junior and senior years.

A subsistence allowance of \$100.00 per month for ten months of each of the two school years is paid to students enrolled in the Advanced Course during the summer camp training, a student receives pay based on one-half the monthly base pay of a Second Lieutenant, board and room, and six (6) cents a mile for transportation.

The Army ROTC two-year program offers an opportunity for transfer students to obtain a commission if they have two full years of school remaining before graduation. This two-year program requires attendance at a basic summer training camp during the summer before enrollment as a Junior. Interested transfer students should contact the Professor of Military Science at Ouachita during the semester before transfer. A transfer student who has enrolled in the Advanced Course at another institution will be required to fulfill his contract obligation upon enrollment at Ouachita.

After successful completion of one semester, induction deferment may be granted to students enrolled in Military Science under the terms of the Universal Military Training Service Act of 1951. Each enrolled Military Science student must execute the deferment agreement and loyalty oath, maintain a satisfactory scholastic standing in all subjects, and demonstrate leadership qualities to maintain the deferment.

102. Military Science I.

The defense establishment. Organization of the U. S. defense establishment, drill and ceremonies. Conference one hour per week and laboratory two hours per week. **Fall.**

112. Military Science I.

Warfare and weapons. The evolution of warfare and marksmanship. Conference one hour per week and laboratory two hours per week. **Spring.**

202. Military Science II.

American military history, drill and ceremonies. Conference two hours per week and laboratory two hours per week. **Spring.**

212. Military Science II.

Military leadership. Principles and techniques of leadership, introduction to operations, map reading. Conference two hours per week and laboratory two hours per week. **Fall.**



302. Military Science III.

Leadership and management I. Small unit leadership in administrative and combat situations.

313. Military Science III.

Fundamentals and Dynamics of the Military Team I: History and roles of the combat arms and supporting services, small unit tactics, communications, and the concept of Internal Defense/Development in United States' international affairs. Conference three hours per week and laboratory two hours per week. **Spring.**

320. Military Science III.

Practical application of military tactics and techniques. Six weeks at a selected U. S. Army installation. **Summer.**

403. Military Science IV.

Fundamentals and dynamics of the military team II. Command and staff organization and procedures; techniques of problem-solving, decision-making; writing plans and combat orders; duties and responsibilities of combat commanders; combined arms team tactics; and review of map reading and land navigation. Conference three hours per week and leadership laboratory two hours per week. **Fall.**

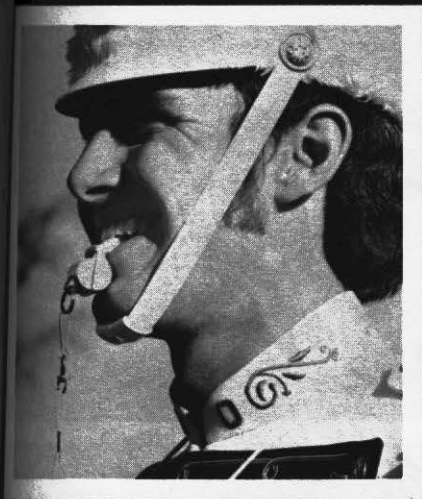
412. Military Science IV.

Leadership and management II. Obligations, responsibilities and benefits of commissioned service; management of men, administration, and material; fundamentals of military justice; military aspects of United States' international affairs. Conference two hours per week and leadership laboratory two hours per week. **Spring.**

422. Introduction to Flight.

Theory of flight, Federal Aviation Regulations, aerial and radio navigation, meteorology, and safety practices. In-flight instruction consisting of local area familiarization, basic and advanced flight maneuvers, cross country dual and solo flights, navigation by map and radio, and radio telephone procedures. The student must complete FAA requirements for Private Pilot's License. He must be enrolled in Military Science 403, 412, and possess a Medical Certificate Second Class. Conference and laboratory. Four hours per week. **Fall and Spring.**





School of Music



SCHOOL OF MUSIC

William E. Trantham, Dean

Professors McBeth, Trantham, Wright

Associate Professors Bowden, Holcomb, Lyon, Queen, and Shambarger

Assistant Professors Keck, Lawson, Rauch, Scott, Tompkins, & Wesley

Instructor UMBER

The School of Music seeks to prepare students for careers in the fields of musical performance, music education, theory-composition and church music.

In the School of Music, emphasis is placed upon performance, not only as a means of achieving technical excellence, but also as an outlet for recreating that which is learned through research and analysis.

Possible media for performance extend to include every student's particular needs, both as a soloist and as a group participant. For instrumentalists, the University offers a concert band, small ensembles in woodwinds and in brass, as well as varied combinations to include string and percussion instruments.

The choral field has an extensive program of ensembles from the large University Choir to small vocal ensembles. The opera workshop gives an additional opportunity for those wishing to obtain theatrical experience in relation to music.

In close association with choral music is the church music curriculum, which provides a training field for vocalists, organists, and directors.

A balanced curriculum combining these areas of performance with study in theory, music history, analysis and literature prepares students for careers in music or for the pursuit of music as an avocation.

Recognizing the need for a liberal university education, all music students are required to include courses in the humanities, social sciences, and related fields appropriate to their area of concentration.

Courses of study are established to comply with the standards of the National Association of Schools of Music, of which Ouachita Baptist University's School of Music is a member.

The music education curricula meet the requirements of the Arkansas State Department of Education and of the National Council for Accreditation of Teacher Education.

General Requirements

a. No examination is required for entrance, but freshman music majors will be examined during their first semester of study. Remedial work may be required to remove deficiencies.

School of Music

b. Transfer students will be evaluated during their first semester on campus. Remedial work may be required.

c. Membership in a large music ensemble (Choir, Singers, or Band) is required each semester for students who are majoring in music. Candidates for the Bachelor of Music degree in Applied Piano may substitute any ensemble during the junior and senior years. A maximum of three hours credit in an ensemble may count toward graduation.

d. Attendance at the student Repertoire Class is required of all students taking applied music for credit. Attendance at two-thirds of the campus recitals and concerts is required of all music majors. More than two unexcused absences from Repertoire Class will result in the lowering of the student's grade one-third letter in his principal applied area. Each absence from concerts and recitals in excess of the allowed one-third will result in the principal applied grade being lowered by one letter.

Music Organizations

Music ensembles include the following: The Ouachita University Choir, the Ouachita Singers, the Ouachitones, the Madrigal Singers, the Opera Workshop, The Singing Men, the Piano Ensemble, the Ouachita University Marching and Concert Band, the Stage Band, the Woodwind Ensembles, and the Brass Choir. Academic clubs include Diapason Club, Music Educator's National Conference (student chapter), Musicians's Guild, Phi Mu Alpha Sinfonia, and Sigma Alpha Iota.

Curricula and Degrees

The School of Music offers three curricula leading to the Bachelor of Music degree, two curricula for the Bachelor of Music Education degree, and one curriculum for the Bachelor of Arts degree.

I. Bachelor of Music Degree

A. Instrumental or Vocal Core

(piano, organ, double reeds, single reeds, flute, high brass, low brass, violin, percussion, or voice)

Principal Applied 24 hours

Secondary Applied 6 hours

Vocal Diction 151 (Voice majors only)

Music Theory 112, 122, 132, 142, 202, 212, 222, 232

Music History and Literature 152, 162, 323, 333

Large Ensemble (every semester)

Music Education 412 or 422 or 222, 232, or 201, 211, and 301,

Music electives (courses 300 or above) 12 hours
 Physical Education 4 hours
 General Education 123 and 133 or English 143 and 153
 General Education 212, 211, 312, 311
 Religion 153 or 233 and 163 or 213
 Science or Math 3 hours
 Social Science 8 hours
 Language (French and/or German) 1 year (2 years for voice majors)
 Military Science 4 hours (see requirements on page 51)
 Electives outside music to total 40 hours of courses outside music.

B. Church Music Core

Principal Applied 24 hours
 Secondary Applied 6 hours
 Vocal Diction 151 (Voice majors only)
 Music Theory 112, 122, 132, 142, 202, 212, 222, 232, 302, 312, 313, 422
 Music History and Literature 152, 162, 323, 333
 Church Music 202, 302, 312, 322, 402, 412 (Voice majors substitute Music Education 412), 421, 431, 422
 Music Education 312
 Music electives 2 hours (Music Theory 422 strongly recommended)
 Large ensemble (every semester)
 Physical Education 4 hours
 Language (French or German) 1 year
 General Education 123 and 133 or English 143 and 153
 General Education 212, 211, 312, 311
 Religion 153 or 233 and 163 or 213
 Science or Math 3 hours
 Social Science 2 hours
 Military Science 4 hours (see requirements on page 51)
 Electives outside music to total 40 hours of courses outside music.

C. Theory-Composition Core

Principal Applied 18 hours
 Secondary Applied 6 hours
 Vocal Diction 151 (Voice majors only)
 Music Theory 112, 122, 132, 142, 202, 212, 222, 232, 302, 312, 313, 422, 443
 Music Composition 211, 221, 322, 332, 402, 412

Music History and Literature 152, 162, 323, 333, 413 or 433
Large ensemble (every semester)
Music Education 201, 211, 301, 311, 222, 232
Music electives 2 hours
Physical Education 4 hours
General Education 123 and 133 or English 143 and 153
General Education 212, 211, 312, 311
Religion 153 or 233 and 163 or 213
Science or Math 3 hours
Social Science 8 hours
Language (French or German) 1 year
Military Science 4 hours (see requirements on page 51)
Electives outside music to total 40 hours of courses outside music.

II. Bachelor of Music Education

A. Instrumental Core

Principal Applied 18 hours
Secondary Applied 6 hours
Music Theory 112, 122, 132, 142, 202, 212, 232, 313, 422
Music History and Literature 152, 162, 323, 333
Music Education 201, 211, 222, 232, 301, 311, 322, 452
Large ensemble (every semester except practice teaching semester)
Education 202, 303, 412, Elem. Ed. 433 or Sec. Ed. 403, 423, 446
Physical Education 4 hours plus P. E. 353
General Education 123 and 133 or English 143 and 153, plus at least two additional hours in English
General Education 212, 211, 312, 311
Biological Science, Physical Science and Math (one course each) 9 hours
Social Science (including a minimum of 3 hours of U.S. History and 3 hours of U.S. Government) 12 hours
Military Science 4 hours (see requirements on page 51)

B. Choral Core

Principal Applied 18 hours

Secondary Applied 6 hours

Vocal Diction 151 (Voice majors only)

Music Theory 112, 122, 132, 142, 202, 212, 222, 232, 313, 422

Music History and Literature 152, 162, 323, 333

Music Education 303, 312, 412, 433

Large ensemble (every semester except practice teaching semester)

Education 202, 303, 412, Elem. Ed. 433 or Sec. Ed. 403, 423, 446

Physical Education 4 hours plus P.E. 353

General Education 123 and 133 or English 143 and 153, plus at least two additional hours in English

General Education 212, 211, 312, 311

Religion 153 or 233 and 163 or 213

Biological Science, Physical Science and Math (one course each)
9 hours

Social Science (including a minimum of 3 hours of U.S. History and 3 hours of U.S. Government) 12 hours

Military Science 4 hours (see requirements on page 51)



III. Bachelor of Arts Degree (core in music).

Applied music 12 hours

Music Theory 112, 122, 132, 142, 202, 212, 223, 233

Music History and Literature 152, 162, 323, 333

Music electives courses 300 or above 6 hours

Large ensemble (every semester)

Physical Education 4 hours

Military Science 4 hours (see requirements on page 51)

General Education 123 and 133 or English 143 and 153

General Education 212, 211, 312, 311

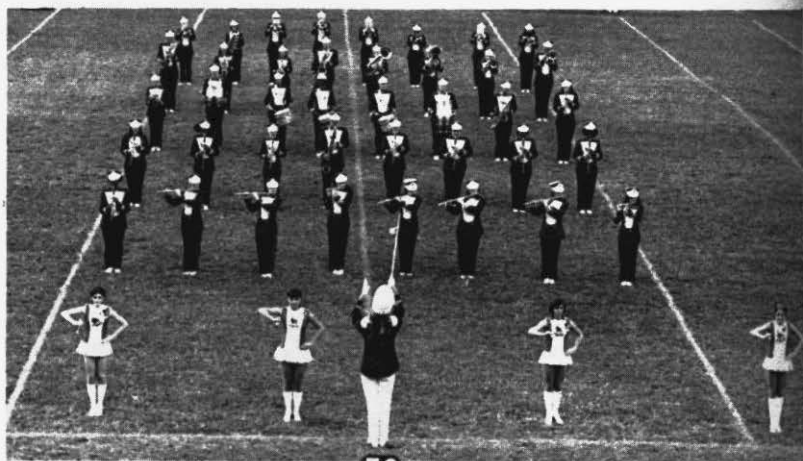
Religion 153 or 233 and 163 or 213

Science or Math 3 hours

Social Science 8 hours

Language (French or German) 1 year

Electives outside music to total 83 hours of courses outside music.



Core Regulations

1. General degree requirements:
 - A. Approved college work of 128 semester hours, 24 out of the last 32 must be taken in residence.
 - B. Courses taken during the junior and seniors years of 42 semester hours from the 300 to 400 level groups.
 - C. An overall grade average of 2.00 and a grade average of 2.00 in music courses.
2. Minimum recital requirements:
 - A. Bachelor of Music (Applied)
 1. Junior Recital (15 minutes)
 2. Senior Recital (50 minutes)
 - B. Bachelor of Music (Church Music)
 1. Senior Recital (50 minutes)
 - C. Bachelor of Music (Theory-Composition)
 1. Junior Recital, Principal Applied (15 minutes)
 2. Senior Composition Recital (50 minutes)
 - D. Bachelor of Music Education
 1. Senior Joint Recital (25 minutes)

3. Each applied music student must perform for a committee selected from the applied music faculty at the close of each semester.

4. Bachelor of Music candidates whose principal applied music area is winds, strings, percussion, or voice are required to take a piano proficiency examination by the end of the junior year. If the piano proficiency examination is not passed at that time, the student must continue to enroll for piano without credit until he passes the examination.

5. Bachelor of Music Education candidates who follow the choral core requirements must choose as the principal applied subject either voice, piano, or organ. One of two options may be selected:

- (1) Eighteen hours of voice and six hours of piano.
- (1) Eighteen hours of piano (or organ) and a minimum of six hours of voice.

Those students choosing option (1) must take a piano proficiency examination by the end of the junior year. If the piano proficiency examination is not passed at that time, the student must continue to enroll for piano without credit until he passes the examination.

Those students choosing option (2) must take a voice proficiency examination by the end of the junior year. If the voice proficiency examination is not passed at that time, the student must continue to enroll for voice without credit until he passes the examination.

6. Bachelor of Music Education candidates who follow the instrumental (winds, strings, or percussion) core requirements are required

to take a piano proficiency examination by the end of the junior year. If the piano proficiency examination is not passed at that time, the student must continue to enroll for piano without credit until he passes the examination.

7. Within the total of one hundred twenty-eight hours, candidates for the Bachelor of Arts degree are not permitted to apply more than forty-five semester hours in music toward their degree. Excess of 128 hours will be left to the discretion of the student.

COURSES OF INSTRUCTION

280. Honors Seminar.

A one-hour course for students who qualify for and participate in the University Honors Program. **Fall, Spring.**

281. Honors Special Studies.

A course designed to meet some special educational needs of sophomore Honors students. **Fall, Spring.**

481-3. Honors Special Studies.

Designed for the needs of junior and senior honors students. **Fall, Spring.**

491-6. Workshop.

Provides upper division and graduate students an opportunity to approach current topics and problems in a cooperative and concentrated manner. **On demand.**

491-3. Special Studies.

Department of Applied Music

(voice, piano, organ, strings, winds, or percussion)

Professor Trantham, Chairman

Credit in applied music is arranged as follows:

Class instruction, one and one-half hours credit.

Two one-hour lessons, five hours practice per week.

Private lessons, one and one-half hours credit.

One half-hour lesson, five hours practice per week.

Private lessons, three hours credit.

Two half-hour lessons, ten hours practice per week.

Summer session (each five-week term).

Private lessons, one hour credit.

Two half-hour lessons, ten hours practice per week.

101.5 Preparatory Applied Music.

For the beginning student. May be repeated for credit.

111.5 Secondary Applied Music Class.

Class instruction in beginning voice or piano. May be repeated for credit.

121.5 or 123. Applied Music.

Applied music instruction for student not seeking a core in music. May be repeated for credit.

131.5 or 133. Principal Applied Music.

Private instruction in the principal applied music area. For freshmen.

141.5. Secondary Applied Music.

Private instruction in the secondary applied music area. For freshmen.

151. Vocal Diction.

A study of rules for pronunciation of Italian, German, and French. If the student is proficient in any of these languages, he may be exempt from that part of the course by passing an oral test in the language. **Fall.**

231.5 or 233. Principal Applied Music.

Private instruction in the principal applied music area. For sophomores.

241.5 or 243. Secondary Applied Music.

Private instruction in the secondary applied music area. For sophomores.

331.5 or 333. Principal Applied Music.

Private instruction in the principal applied music area. For juniors.

341.5. Secondary Applied Music.

Private instruction in the secondary applied music area. For juniors.

431.5 or 433. Principal Applied Music.

Private instruction in the principal applied music area. For seniors.

441.5. Secondary Applied Music.

Private instruction in the secondary applied music area. For seniors.

451.5 or 453. Graduate Applied Music.

On demand. Piano, Organ, Voice, Violin, Trumpet, Trombone, Tuba, Flute, Bassoon, Horn.

Department of Church Music

Associate Professor Holcomb, Chairman

202. Introduction to Church Music Education.

Orientation and administration of church-wide program of music education. Criteria and selection of hymns, gospel songs, and music. The role of the minister of music in church staff relations. **Fall.**

212. Music in Worship.

A study of music in worship from Biblical times to the present, philosophies concerning music in worship, and extensive planning of worship programs for different occasions. The relationship of music to other elements of worship. Open to all students without prerequisites. **Fall and Spring.**

302. Church Music Education I.

A course designed to help the student to comprehend the plan of musical instruction and its integration with the total church program. Methods of instruction from beginner (pre-school) ages through junior (grades 4-6) ages. **Fall.**

312. Church Music Education II.

A course dealing with methods and techniques of working with choirs for intermediates, young people, and adults. Emphasis is given to rehearsal procedures, repertoire, enlistment and the cambiata voice of the adolescent boy. **Spring.**

322. Liturgies of the Jewish and Christian Religions.

An investigation and comparative study of the development of music for the Jewish and Christian religions. Intensive research, and actual observance of worship services of various Christian denominations and Jewish synagogues. **Fall.**

422. Church Music Literature.

A course dealing with a survey of solo and choral literature for the church. An organized chronological approach of small and large forms, including oratorio, cantata, and performance practice, with emphasis on style, excellence, and tradition. **Spring.**

402. Hymnology.

A historical and systematic study of poetic hymns and metrical tunes, with special emphasis on their usage in the Christian church and their influence in cultural history. **Spring.**

412. The Church Organ and Service Playing.

The development of the organ and organ literature. A practical study of church services, including organ music registrations for choral music, vocal solos, hymn playing, and the organ interlude and improvisation. **Spring.**

421, 431. Supervised Field Work.

Each candidate for the B.M. Degree in church music must work in a church situation as a director or accompanist, or in a capacity approved by the Chairman of the Department, for the two semesters of his senior year. Periodic reports and plans are required.

Department of Music Education

Assistant Professor Lawson, Chairman

102. Basic Music for Classroom Teachers.

A course in simple sight reading, fundamental chord accompaniments and other basic knowledge needed in teaching elementary school children. **Fall, Spring.**

222, 232. String Methods.

In addition to learning the functions of the violin, viola, violoncello, and double bass, the student also learns to perform on one of these.

202. Music for Classroom Teachers.

A course in materials and methods which the elementary teacher can use for instruction in music. **Spring.**

201, 211. Brass, Woodwind, and Percussion Methods.

A survey of methods and materials in the instrumental field. Students will gain a playing facility in one brass, one woodwind, and one percussion instrument, plus a working knowledge of the remaining of the instruments in each group.

301, 311. Brass, Woodwind, and Percussion Methods.

A continuation of 201 and 211.

303. Elementary Music Methods.

A course designed to educate the music specialist in the teaching of elementary music. Song singing, dramatization, listening, rhythmic responses, rhythmic instruments, keyboard experience, and creative expression. **Spring.**

312. Choral Conducting.

A study of the theory and practice of conducting vocal ensembles. **Fall.**

322. Instrumental Conducting.

A study of the theory and practice of conducting instrumental ensembles. **Spring.**

412. Vocal Pedagogy.

Psychological and physiological problems in the teaching of voice production. Instruction and supervision in the mechanics and methods of teaching private and class voice are presented. **Fall.**

422. Piano Pedagogy.

A study of drill methods, fundamentals, teaching materials, and principal problems of piano teaching. **Spring.**

433. Junior and Senior High School Choral Methods.

A study of the musical needs of the junior and senior high school in music education—programs, procedures, and materials. **Fall.**

452. Instrumental Techniques.

A study of the organizing and conducting problems of elementary, junior and senior high school bands. Emphasis on public responsibility, budgeting, marching techniques, and concert, festival and contest preparation and rehearsal procedures are included. Fall.

471-5. Music Education Seminar.

Concentrated courses of a workshop nature covering various areas in the field of music pedagogy, normally restricted to summer sessions of one week duration.

Department of Theory-Composition

Professor McBeth, Chairman

Theory and Composition

102. Fundamentals of Music.

A course for non-music majors who desire a working knowledge of elementary music theory.

112, 122. Ear Training, Sight Singing, and Dictation.

A course designed to train the sight-reading and aural abilities of the student. Exercises in syllable singing, melodic and rhythmic dictation, and aural recognition of intervals and chords are included.

132, 142. Harmony.

An introduction to the study of eighteenth century harmony, beginning with the fundamentals of notation, clefs, scales, and intervals, and proceeding through the usage of the dominant seventh.

202, 212. Ear Training, Sight Singing, and Dictation.

An advanced continuation of 112, 122.

211, 221. Introduction to Composition.

A beginning and intermediary study of the techniques of composition for the beginning student.

222, 232. Harmony.

A continuation of 132, 142, completing the study of eighteenth century harmony, and progressing through general nineteenth and twentieth century theory and acoustics. Prerequisite: Harmony 132, 142.

302, 312. Counterpoint.

A study of the contrapuntal techniques of Palestrina, Bach, and related composers of the sixteenth and eighteenth centuries, and of twentieth century contrapuntal techniques. Prerequisite: Harmony 132, 142 and 222, 232.

322, 332. Composition.

A study of the techniques of composition.

313. Form and Analysis.

A study of analytical principles and techniques with emphasis upon the structural procedures of eighteenth, nineteenth, and twentieth century composition. Prerequisites: 112, 122; 132, 142; 222, 232. **Fall.**

402, 412. Composition.

Free composition in the twentieth century idiom. Prerequisite: 211, 221.

422. Orchestration.

A study of the techniques of orchestration in the classical, romantic, and modern periods. Prerequisites: Theory 112, 122; 132, 142; 202, 212; 222, 232. **Fall.**

432. Choral Arranging.

A study of various techniques and styles of arranging for choral ensembles. **Spring.**

443. Pedagogy of Theory.

A course in the teaching of theory. **Spring.**

History and Literature

152, 162. Survey of Music Literature.

Using recordings of musical masterpieces, this course attempts to develop more critical appreciation of the elements of music, proper aesthetic judgment, and intelligent listening.

323, 333. History of Music.

A study of the history of music from 600 B.C. to date.

413. Twentieth Century Music.

A survey of the trends in Western music of the twentieth century. Extensive listening to recorded music is required. **Fall.**

433. American Music.

A study of American music from 1620 to the present; basically, an account of the music that has been written in America and its impact upon this country. **Spring.**

Music Ensembles

101. The Ouachita University Choir.

Admittance into this organization is open to any student desiring choral experience at the university level. Its repertoire includes a wide range of literature from simple folk songs to extended compositions.



110.5 The Madrigal Singers.

Singers for this organization will be selected. The group performs at campus programs and scheduled concerts on television and in surrounding churches and public schools.

120.5 Piano Ensemble.

Study and practice of two-piano literature for four hands and eight hands. Open to students who have attained intermediate-grade level in piano.

131. The Ouachita University Marching and Concert Band.

Membership is open to all qualified students. Two semesters of marching band may be counted toward physical education requirement. The concert band presents numerous concerts on campus and during its annual hour.

140.5 Opera Workshop.

This activity provides opportunities for students to perform parts or all of representative operatic repertoire. Admission is gained by audition with the workshop director.

151. The Ouachita Singers.

Admittance into this organization will be achieved through audition or a personal interview with the director. Public performances and annual tour are required.

160.5. Stage Band.

Study and performance in the field of jazz and other forms of popular music. Membership is limited. Acceptance by audition and membership in Music 131.

170.5. Woodwind Ensembles.

Study and performance of chamber music literature for woodwind trios, quartets, and quintets of varying instrumentation. Membership by audition or invitation.

180.5. Brass Choir.

Generally limited to music majors, for reading literature and performing an occasional concert.

190.5. Ouachi-Tones.

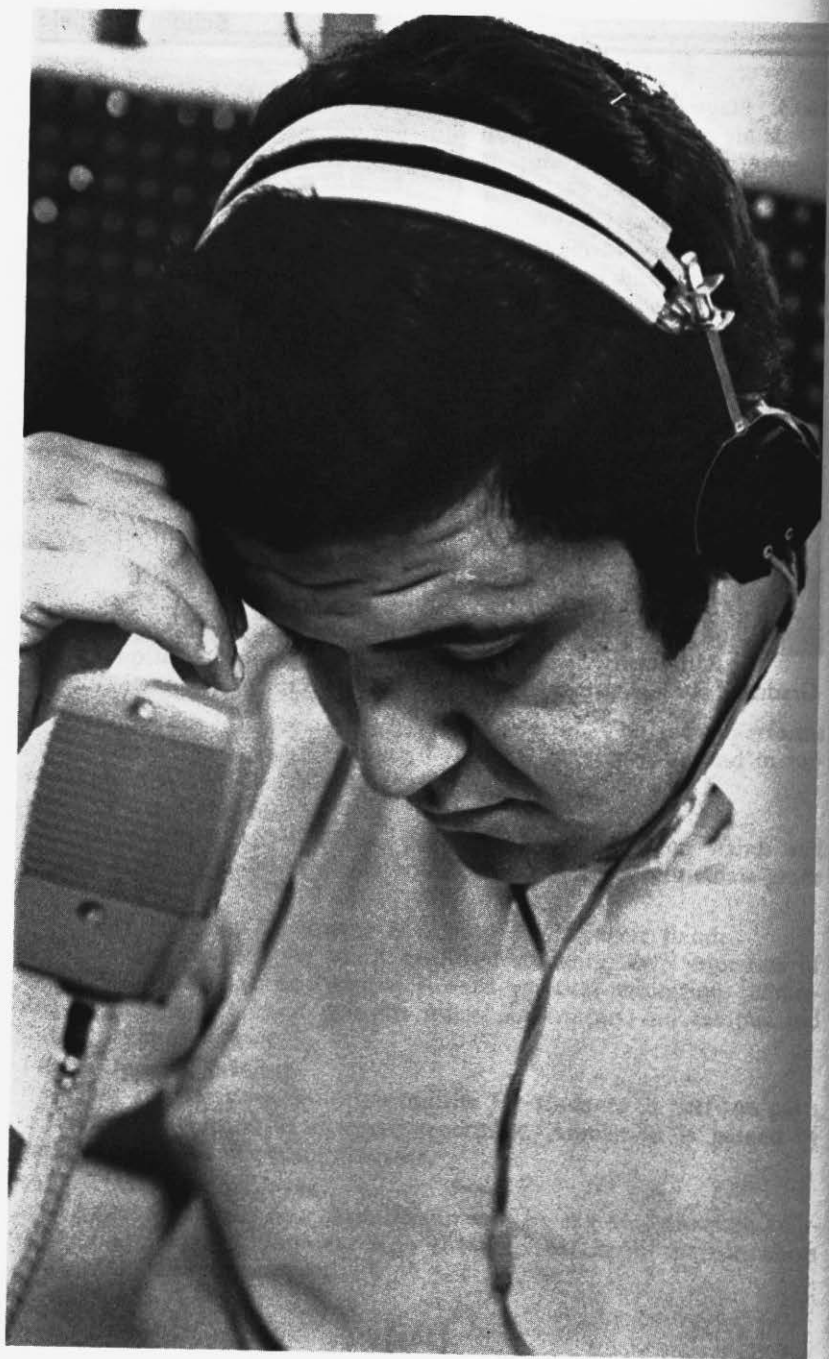
Admittance into this organization will be achieved through audition or a personal interview with the director.

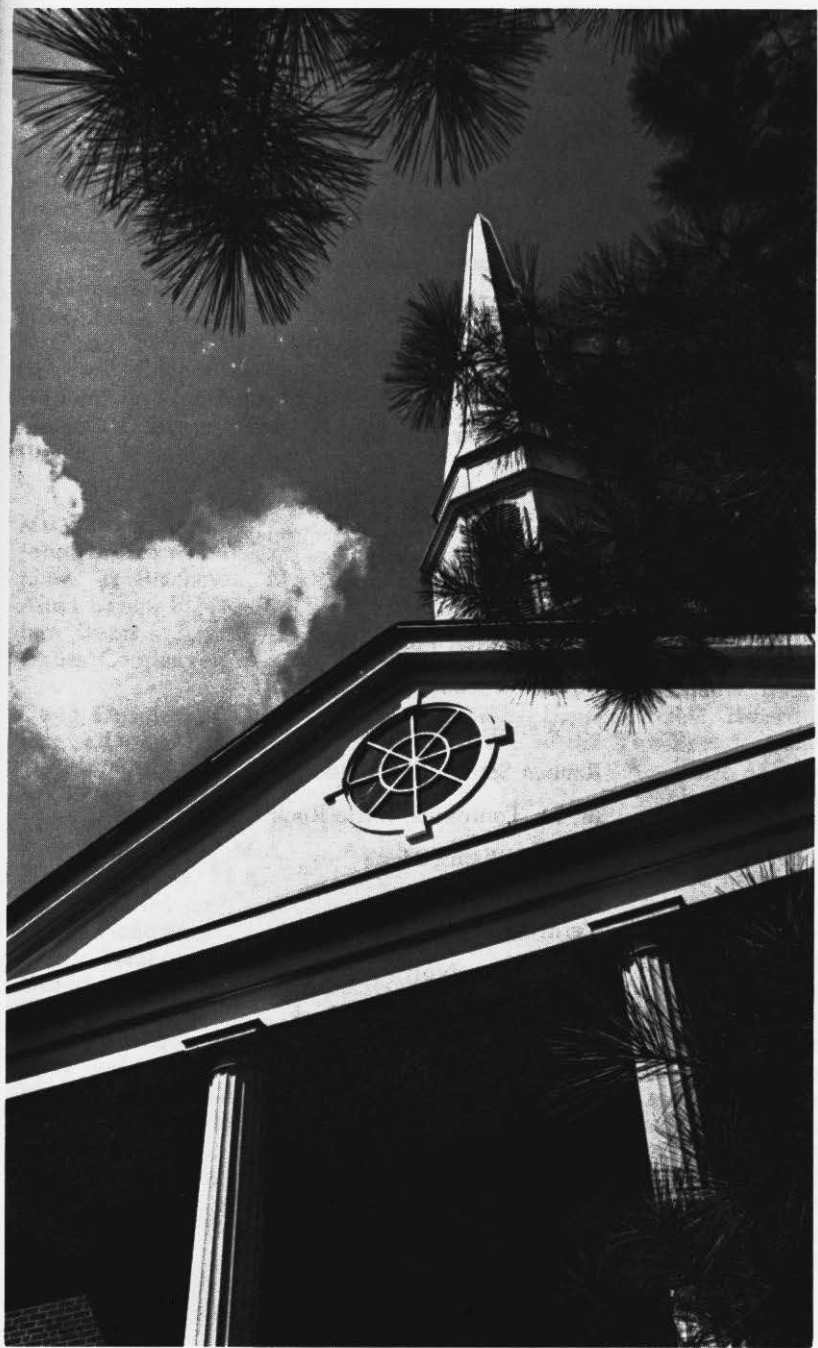
200.5. The Singing Men.

Admittance into this organization will be achieved through audition or a personal interview with the director.

Graduate Study in Music

The University also offers a Master of Music Education degree. Graduate catalogs are available from the Director of Graduate Studies.





Board of Trustees

Term to expire in 1972:

George T. Blackmon, Arkadelphia

L. H. Coleman, Pine Bluff

George DeLaughter, Sparkman

Harold Echols, Arkadelphia

Mrs. Robert Gladden, Little Rock

Alvin Huffman, Blytheville

Robert Moore, Arkansas City

Richard Petty, Star City

Term to expire in 1973:

Dan Blake, Arkadelphia

D. B. Bledsoe, Pine Bluff

J. F. Gardner, Fort Smith

Charles Gordon, Jr., Pine Bluff

O. Wendell Hall, Benton

Reuben Setliff, El Dorado

M. M. Tompkins, Little Rock

C. S. Williams, Mena

Terms to expire in 1974:

Jim Greene, North Little Rock

Johnny Jackson, Little Rock

Dwight Linkous, Little Rock

John B. May, Little Rock

Joe Niven, Dermott

H. E. (Pete) Raines, Crossett

Earl Verser, Eudora

Walter Yeldell, Hot Springs

ADMINISTRATION and FACULTY

General Officers

Daniel R. Grant, Ph.D.	.....	President
Carl Goodson, Th.D.	.....	Vice President for Academic Affairs and Dean of the School of Arts and Sciences
Ben M. Elrod, Th.D.	.....	Vice President for Development
James Orr, B.A.	.....	Vice President for Finance and Business Manager
William Ed Coulter, Ed.D.	.....	Assistant to the President and Director of Institutional Research
B. Aldon Dixon, M.S.	.....	Dean of Students
Neno Flaig, M.S.E.	.....	Dean of Women
R. Frank Taylor, M.S.E.	.....	Registrar
Dewey E. Chapel, Ed.D.	.....	Dean of the Graduate School
William E. Trantham, Ph.D.	.....	Dean of the School of Music
Juanita M. Barnett, B.A., B.S. in L.S.	.....	Librarian
Jim McCommas, M.A.	.....	Director of Student Aids

Administrative Staff

Mike Beaty, B.A.	.....	Admissions Counsellor
John T. Berry, B.A.	.....	Director of Plant Maintenance
James T. Blackmon, M.D.	.....	College Physician
Anna Bryan, R.N.	.....	College Nurse
Jack Buras	.....	Development Officer: School of Music
Agnes Coppenger, B.A.	.....	Administrative Secretary to Former Students Assoc.
Doug Dickens, M.Div.	.....	University Chaplain and B.S.U. Director
Jeanne Dodd, B.S.E.	.....	Secretary to the Vice President for Academic Affairs
W. D. Downs, Jr., M.A.	.....	Director of Public Relations
Thomas L. Gambrell, D.R.E.	.....	Field Representative
Rozelle Goodson, M.A.	.....	Assistant to the Director of Student Aids
Martha Greene, M.A.	.....	Bookstore Manager
Ann Hansard	.....	Assistant to the Registrar
W. J. Hendricks	.....	Plant Engineer
Cedric Neel	.....	Director of Food Service
Dorethia Newburn	.....	Secretary to the Dean of Arts and Sciences
Jean Raybon, M.L.S.	.....	Assistant Librarian
Chris Robinson, B.M.E.	.....	Secretary to the Dean of the School of Music
Jerry Smith, B.A.	.....	Coordinator of Student Activities
Lane Strother, B.A.	.....	Development Training Officer
Katherine Sumerlin, B.S.	.....	Periodical Librarian
Jo Westfall	.....	Secretary to the President
Ruby Beard	.....	Head Resident, Crawford Hall
Grace Boone	.....	Head Resident, Cone Bottoms Hall
Rosemary Chu, B.S.	.....	Head Resident, Crawford Hall
Louise Coburn	.....	Head Resident, Northwest Hall

Administration and Faculty

Dora Goff	Head Resident-at-Large
Belva Kelly	Head Resident, Daniel Hall
Mrs. Carl Lewis	Head Resident, O. C. Bailey Hall
Anna Mason	Head Resident, West Hall
Ina S. Morgan	Head Resident, Flippen-Perrin Hall

Faculty

Jerry Don Allen, M.A.

Part-time Instructor in Mathematics

B.S., Henderson State College, 1965; B.S.E., *ibid.*, 1966;
M.A., University of Arkansas, 1971. (1971)¹

William Allen, M.A.

Assistant Professor of Mathematics

B.S.E., Henderson State College, 1957; M.A., University of
Arkansas, 1965. (1966)

Russell Lee Arnold, M.Div.

National Teaching Fellow in Psychology

B.A., Ouachita Baptist University, 1966; M.S., North Texas
State University, 1970; M.Div., Southwestern Baptist Theo-
logical Seminary, 1971. (1971)

George Baker, M.S.E.

Instructor in Physical Education

B.A., Ouachita Baptist University, 1967; M.S.E., *ibid.*, 1971.
(1970)

Jesse N. Benson, M.A.

Associate Professor of Physical Education

B.S.E., University of Arkansas, 1956; M.A., *ibid.*, 1962.
(1961)

James Berryman, Th.D.

Professor of Religion and Philosophy

B.A., Ouachita Baptist University, 1957; B.D., Southwestern
Baptist Theological Seminary, 1960; Th.D., *ibid.*, 1964. (1964)

Evelyn Bullock Bowden, M.M.

Associate Professor of Music

B.M., Ouachita Baptist University, 1931; B.A., *ibid.*, 1932;
Private instruction with Frank Mannheimer, summer 1961.
(1936)

¹Date in parentheses indicates first year of current tenure at Ouachita Baptist University.

Kent Brown, Major

Assistant Professor of Military Science

B.A., Ouachita Baptist University, 1971. (1972)

Richard Brown, M.A.

Associate Professor of Biology

B.S.E., Arkansas A&M, 1960; M.A., George Peabody College, 1963. (1965)

J. Winston Bryant, J.D., LL.M.

Part-time Instructor in Political Science

B.A., Ouachita Baptist University, 1950; J.D., University of Arkansas, 1969; LL.M., George Washington University, 1970. (1970)

Larry W. Burton, Captain, Armor, US Army

Assistant Professor of Military Science

B.A., Northeastern State College, 1965; Armor Career Course, 1969. (1970)

Raymond Caldwell, M.A.

Assistant Professor of Speech and Drama

B.A., Ouachita Baptist University, 1965; M.A., North Texas State University, 1971. (1970)

Charles A. Chambliss, Ed.D.

Professor of Education

B.A., Ouachita Baptist University, 1960; M.Ed., Texas A&M University, 1963; Ed.D., University of Arkansas, 1969. (1965)

Dewey E. Chapel, Ed.D.

Professor of Education and Dean of Graduate Studies

B.A., Henderson State College, 1946; M.Ed., East Texas State College, 1952; Ed.D., North Texas State University, 1965. (1963)

Dorothy J. Chapel, M.A., M.L.S.

Associate Professor of Library Science

B.S., Henderson State College, 1946; M.A., East Texas State College, 1952; M.L.S., Texas Women's University, 1965. (1963)

Faculty

Lewis Lavell Cole, M.A.

Instructor in History

B.A., Northwestern State College, 1966; M.A., *ibid.*, 1968.

Raymond Arthur Coppenger, Ph.D.

Professor of Philosophy and Religion

B.A., Mercer University, 1933; Th.M., Southern Baptist Theological Seminary, 1936; Ph.D., University of Edinburgh, 1953. (1954)

William E. Coulter, Ed.D.

Assistant to the President and Assistant Professor of Education

B.S.E., Ouachita Baptist University, 1965; M.Ed., University of Arkansas, 1966; Ed.D., *ibid.*, 1971. (1970)

Quintus Crews, M.S.E.

Assistant Professor in Physical Education and Assistant Coach

B.S.E., Arkansas A & M College, 1956; M.S.E., Henderson State College, 1971. (1967)

Billy J. Crumpler, B.A.

Instructor in English

B.A., Ouachita Baptist University, 1968. (1971)

Doug Dickens, M.Div.

Director of Religious Activities and Instructor in Religion

B.A., Ouachita Baptist University, 1967; M.Div., Southwestern Baptist Theological Seminary, 1970. (1971)

Patsy Dickens, M.F.A.

National Teaching Fellow in Speech

B.A., Ouachita Baptist University, 1970; M.F.A., Southern Methodist University, 1971. (1971)

William D. Downs, Jr. M.A.

Associate Professor of Journalism

B.A., University of Arkansas, 1957; M.A., University of Missouri, 1966. (1966)

Louise Durkee, M.A.

Assistant Professor of Education

B.S.E., University of Southern Mississippi, 1952; M.A., University of Southern Mississippi, 1957. (1969)

Marilyn R. Edwards, M.F.A.

Part-time Instructor in Art

B.A., University of Arkansas, 1965; M.F.A., *ibid.*, 1968.
(1971)

William Elder, M.Div.

Instructor in Religion

B.A., Baylor University, 1964; M.Div., Southwestern Baptist
Theological Seminary, 1968. (1971)

Ben M. Elrod, Th.D.

Vice President for Development and Professor of Religion

B.A., Ouachita Baptist University, 1952; B.D., Southwestern
Baptist Theological Seminary, 1956; Th.D. *ibid.*, 1962. (1970)

Frances Elledge, M.S.

Assistant Professor of Home Economics

B.A., Ouachita Baptist University, 1935; B.S., Texas State
College for Women, 1938; M.S., Oklahoma State University,
1959 (1956)

Jack Estes, M.S.

Associate Professor of Modern Languages

B.A., Washburn University, 1960; La Sorbonne, summer
1963; M.S., Kansas State Teachers College, 1965. (1965)

Wilbur W. Everett, Ph.D.

Professor of Chemistry

B.S., Ouachita Baptist University, 1954; Ph.D., Purdue Uni-
versity, 1959. (1961)

Neno Flaig, M.S.E.

Dean of Women and Instructor in English

B.A., Ouachita Baptist University, 1943; M.S.E., Henderson
State College, 1961. (1960)

James Ford, Ed.D.

Associate Director ATAC Center and Visiting

Associate Professor of Education

B.S., Arkansas A & M, 1955; M.Ed., University of Arkansas,
1958; Ed.D., *ibid.*, 1970. (1969)

Ralph Ford, M.S.E.

Associate Professor of Education

B.S.E., Henderson State College, 1956; M.S.E., *ibid.*, 1957.
(1968)

Faculty

- Helen Baker Frazier, M.Ed.**
Assistant Professor of Business
B.S., Louisiana Polytechnic Institute, 1963; M.S., *ibid.*, 1964.
(1960)
- Bill Goff, M.S.E.**
Assistant Professor of Physical Education
B.A., Ouachita Baptist University, 1957; M.S.E., Henderson
State College, 1966. (1964)
- Glen Good, M.S.**
Assistant Professor of Physics
B.S., Louisiana Polytechnic Institute, 1963; M.S., *ibid.*, 1964;
(1970)
- Carl Edward Goodson, Th.D.**
Vice President for Academic Affairs and Professor of Religion
A.B., William Jewell College, 1941; Th.M., Southern Baptist
Theological Seminary, 1944; Th.D., Central Baptist Theologi-
cal Seminary, 1951. (1970)
- Ray Granade, Ph.D.**
Director of Academic Skills Development and Instructor in His-
tory
B.A., Sandford University, 1967; M.A., Florida State Uni-
versity, 1968, Ph.D., *ibid.*, 1972. (1971)
- Daniel R. Grant, Ph.D.**
President of the University and Professor of Political Science
B.A., Ouachita Baptist University, 1945; M.A., University of
Alabama, 1946; Ph.D., Northwestern University, 1948.
(1970)
- Bob L. Gravett, Ed.D.**
Professor of Physical Education
B.S.E., Arkansas State Teachers College, 1958; M.S.E., Ar-
kansas State College, 1962; Ed.D., North Texas State Uni-
versity, 1969. (1965)
- Ron Griffin, M.A.**
Instructor in Speech
B.A., Baylor University, 1969; M.A., *ibid.*, 1971. (1971)
- John Halbert, M.R.E.**
National Teaching Fellow in Sociology
B.A., Ouachita Baptist University, 1964; M.R.E., Southern
Baptist Theological Seminary, 1967. (1970)

Joe Hale, M.Ed.

Associate Director, ATAC Center and Visiting
Assistant Professor of Education

B.S., Arkansas A.M. & N. College, 1950; M.Ed., University
of Arkansas, 1961. (1970)

James Hamm, M.A.

Assistant Professor of Modern Foreign Languages

B.A., Henderson State College, 1967; M.A., Stephen F.
Austin State University, 1970. (1970)

Opal Williams Harper, M.A.

Consultant, ATAC Center and Visiting
Assistant Professor of English

B.A., Wiley College, 1943; M.A., University of Denver,
1951. (1970)

Jim Hillis, M.A.

Consultant, ATAC Center and Visiting
Assistant Professor of Education

B.A., Hendrix College, 1963; M.A., University of Arkansas,
1968. (1970)

Annette Hobgood, M.S.

Assistant Professor of Home Economics

B.S.E., Arkansas State Teachers College, 1944; M.S., Uni-
versity of Maryland, 1963. (1965)

Ray Holcomb, M.C.M.

Associate Professor of Church Music

B.M., East Texas Baptist College, 1957; M.C.M., South-
western Baptist Theological Seminary, 1961. (1968)

Fay Holiman, M.A.

Associate Professor of Humanities

B.A., Ouachita Baptist University, 1925; B.M., Chicago Mu-
sical College, 1928; M.A., University of Texas, 1933. (1943)

Dennis Holt, Sr. M.A.

Professor of Drama

B.A., Henderson State College, 1947; M.A. in English, Uni-
versity of Arkansas, 1955; M.A. in Speech and Drama, *ibid.*,
1960. (1955)

Faculty

Dennis Holt, Jr., M.S.E.

Instructor in English

B.S.E., Henderson State College, 1966; M.S.E., Henderson State College, 1968. (1969)

Jim Hope, M.Ed.

**Consultant, ATAC Center and Visiting
Assistant Professor of Education**

B.S.E., Ouachita Baptist University, 1964; M.Ed., University of Arkansas, 1967. (1970)

William Maurice Hurley, Ed.D.

Professor of Psychology

B.A., University of Tulsa, 1940; M.A., *ibid.*, 1947; B.D., Southwestern Baptist Theological Seminary, 1949; Ed.D., University of Oklahoma, 1961. (1960)

Joe Jeffers, Ph.D.

Assistant Professor in Chemistry and Biology

B.A., Ouachita Baptist University, 1966; Ph.D., Purdue University, 1972. (1972)

George Jones, M.S.E.

Instructor for Physical Education

B.S.E., Arkansas State College, 1967; M.S.E., *ibid.*, 1969. (1971)

Kathryn Jones, M.A.

Associate Professor of Mathematics

B.A., Ouachita Baptist University, 1939; M.A., George Peabody College, 1951. (1952)

Mary W. Jones, M.S.

Associate Professor of Home Economics

B.S., Louisiana Polytechnic Institute, 1933; M.S., Texas State College for Women, 1951. (1943)

Don R. Jordan, Captain, U.S. Army

Assistant Professor of Military Science

George Keck, M.M.

Assistant Professor of Music

B.M., University of Arkansas, 1965; M.M., *ibid.*, 1968. (1969)

Jonathan M. Kelly, M.Ed.

Assistant Professor of Office Administration

B.S., Louisiana College, 1951; M.Ed., Louisiana State University, 1958. (1963)

Lera R. Kelly, J.D.

Professor of Business

LL.B., University of Arkansas, 1951; B.A., *ibid.*, 1953; M.Ed., East Texas State University, 1957; J.D., University of Arkansas, 1969. (1965)

Marvin Arnold Lawson, M.M.

Assistant Professor of Music

B.M.E., Hendrix College, 1952; M.M., University of Texas, 1958. (1962)

Nancy Lawson, B.M.E.

Consultant, ATAC Center and Visiting

Instructor in Education

B.M.E., Hendrix College, 1957. (1970)

Otis W. Livingston, Jr. Lt. Colonel, Infantry, US Army

Professor of Military Science

B.S., Clemson University, 1952; Advanced Infantry Officers Course, 1958; US Army Command and General Staff College, 1966. (1970)

Sammie Lookingbill, M.Ed.

Assistant Professor of Economics

B.S., North Texas State University, 1946; M.Ed., *ibid.*, 1968. (1968)

Clarence Lovell, B.S.E.

Consultant, ATAC Center and Visiting

Instructor in Political Science

B.S.E., Arkansas A.M. & N. College, 1964. (1970)

Helen Lyon, M.A.

Associate Professor of Music

B.A., Mary Hardin-Baylor, 1934; M.A., George Peabody College, pupil of Elizabeth Wysor, former member of the Metropolitan Opera Assoc., 1943. (1943)

Faculty

William Francis McBeth, M.M., D.M.

Professor of Music and Resident Composer

B.M., Hardin-Simmons University, 1954; M.M., University of Texas, 1957; Eastman School of Music, 1962-63, summers 1959, 1960, 1961, 1962, 1964; D.Mus., Hardin-Simmons University, 1971. (1957)

Clark William McCarty, Ph.D.

Professor of Chemistry and Physics

B.A., University of Kansas City, 1937; M.S., University of Nebraska, 1939; B.S.E., Central Missouri State College, 1940; M.A., University of Missouri, 1947; Ph.D., *ibid.*, 1953. (1950)

Robert E. McCloskey, Captain, U.S. Army

Assistant Professor of Military Science

Betty Jo McCommas, M.A.

Associate Professor of English

B.A., Baylor University, 1953; M.A., *ibid.*, 1954. (1954)

Jim McCommas, M.A.

Director of Student Aids and Instructor in Business Administration

B.A., Ouachita Baptist University, 1966; M.A., *ibid.*, 1967. (1965)

William J. Megginson, III, M.A.

Assistant Professor of History

B.A., Mississippi College, 1965; M.A. George Washington University, 1968. (1970)

Carolyn Moffatt, M.S.

Assistant Professor in Physical Education

B.A., Ouachita Baptist University, 1956; M.S., University of Missouri, 1966. (1965)

Gilbert L. Morris, Ph.D.

Professor of English

B.A., Arkansas State College, 1958; M.S.E., *ibid.*, 1962; University of Arkansas, Summer 1965; Ph.D., *ibid.*, 1967-68. (1962)

Ron J. Newsome, M.S.

National Teaching Fellow in Physical Education

B.S., East Texas State University, 1966; M.S., *ibid.*, 1971. (1971)

Alex Richard Nisbet, Ph.D.

Associate Professor of Chemistry

B.S., University of Texas at Austin, 1959; Ph.D., *ibid.*, 1963.
(1963)

Joe F. Nix, Ph.D.

Associate Professor of Chemistry

B.S., Ouachita Baptist University, 1961; M.S., University of
Arkansas, 1963; Ph.D., *ibid.*, 1966. (1966)

Victor L. Oliver, Ph.D.

Professor of Biology

B.A., Ouachita Baptist University, 1949; M.A., Peabody Col-
lege, 1950; Ph.D., University of Alabama, 1961. (1966)

Delbert Palmer, B.A.

Instructor in Business Administration

B.A., Ouachita Baptist University, 1968 (1970)

Virginia Queen, M.M.

Associate Professor of Music

B.A., B.M., Ouachita Baptist University, 1944; George Pea-
body College, private instruction with Walter Ihrke, 1945;
private instruction with Rudolph Reuter, 1946, 1947, 1948,
1949; M.M., American Conservatory, 1949; American Con-
servatory, private instruction with Aleta Tenold, summer
1958; study with Norman Shetler in Vienna, Austria, 1967.
(1946)

Jane Quick, M.A.

Instructor in English

B.A., Baylor University, 1947; M.A., Ouachita Baptist Uni-
versity, 1967. (1968)

Randolph Quick, Ed.D.

Professor of Sociology

B.A., Baylor University, 1946; M.A., *ibid.*, 1948; Ed.D., In-
diana University, 1966. (1953)

James L. Ranchino, M.A.

Associate Professor of History and Political Science

B.A., Louisiana College, 1961; M.A., Texas Christian Uni-
versity, 1963; University of Wisconsin, 1963-65. (1965)

Faculty

Ralph Rauch, M.M.

Assistant Professor of Music

B.M., Conservatory of Music of University of Missouri in Kansas City, 1947; M.M., Eastman School of Music of the University of Rochester, N.Y., 1952. (1966)

Jean Raybon, M.L.S.

Assistant Librarian and Instructor in Library Science

B.A., Ouachita Baptist University, 1961; M.L.S., University of Oklahoma, 1966. (1969)

Phares H. Raybon, M.A.

Associate Professor of Art

B.F.A., University of Alabama, 1949; M.A., *ibid.*, 1950. (1951)

Bob Cowley Riley, Ed.D.

Professor of Political Science

B.A., University of Arkansas, 1950; M.A., *ibid.*, 1951; Diploma of Advanced Study, *ibid.*, 1956; Ed.D., University of Arkansas, 1957. (1957)

Herman Prestridge Sandford, Ph.D.

Professor of English

B.A., Baylor University, 1947; M.A., *ibid.*, 1949; Ph.D., University of Arkansas, 1969 (1970)

Charles Kenneth Sandifer, Ed.S.

Associate Professor of Biology

B.A., Ouachita Baptist University, 1949; M.A., George Peabody College, 1950; Ed.S., *ibid.*, 1964. (1961)

Frances Merle Scott, M.M.E.

Assistant Professor of Music

B.A., Hardin-Simmons University, 1944; private instruction with Oscar Seagle, New York City, 1945; Christiansen Choral School, Chicago, 1946; M.M.E., North Texas State University, 1963. (1959)

Faculty

Donald Monfort Seward, Ph.D.

Professor of Mathematics

B.A., Stetson University, 1930; M.A., University of North Carolina, 1932; Ph.D., Duke University, 1941. (1942)

Jake Shambarger, Ed.D.

Associate Professor of Education

B.S.E., Arkansas Polytechnic College, 1952; M.Ed., East Texas State University, 1958; Ed.D., *ibid.*, 1971 (1966)

Mary Shambarger, M.M.

Associate Professor of Music

B.M., Louisiana State University, 1955; M.M., University of Arkansas, 1962. (1966)

George Everett Slavens, Ph.D.

Professor of History

B.A., University of Missouri, 1955; M.A., *ibid.*, 1957; Ph.D., *ibid.*, 1969. (1961)

Robert William Staggs, Th.D.

Associate Professor of Religion

B.A., Louisiana College, 1954; B.D., New Orleans Baptist Theological Seminary, 1957; Th.D., *ibid.*, 1960. (1968)

Cecil C. Sutley, Ed.D.

Professor of Religion

B.A., Mississippi College, 1948; M.R.E., Southwestern Baptist Theological Seminary, 1951; Ed.D., *ibid.*, 1953, 1971. (1954)

Frank Taylor, M.S.E.

Registrar and Instructor in Physical Education

B.A., Ouachita Baptist University, 1959; M.S.E., Henderson State College, 1965. (1971)

Hazel M. Thomas, M.S.

Associate Professor of Home Economics

B.S., Arkansas State Teachers College, 1930; M.S., Oklahoma State University, 1951. (1948)

Jimmy Tompkins, M.M.

Assistant Professor of Music

B.M.E., North Texas State University, 1959; M.M., *ibid.*, 1968. (1968)

William E. Trantham, Ph.D.

Dean of the School of Music and Professor of Music

B.S., Southwest Missouri State College, 1951; B.S.E., *ibid.*, 1951; private study with Egon Petri, 1952; M.M., Northwestern University, 1955; Ph.D., Northwestern University, 1966. (1960)

Gregory UMBER, M.M.

Instructor in Music

B.S.E., George Peabody College, 1970; M.M., University of Kentucky, 1971. (1971)

Billy C. Vining, M.A.

Associate Professor of Physical Education, Coach, and Athletic Director

B.A., Ouachita Baptist University, 1951; M.A. George Peabody College, 1954. (1954)

Weldon E. Vogt, Ed.D.

Associate Professor of Psychology

B.S., University of Corpus Christi, 1949; M.R.E., Southwestern Baptist Theological Seminary, 1954; Ed.D., *ibid.*, 1961, 1971. (1965)

Charles P. Watkins, Major, Infantry, US Army

Assistant Professor of Military Science

B.S., Northeast Louisiana State University, 1962; Infantry Career Course, 1969. (1970)

Faculty

Thurman O. Watson, Ed.D.

Associate Professor of Education

B.S.E., Southern Illinois University, 1949; M.A., in Ed. University of Kentucky, 1950; Ed.D. North Texas State University, 1971. (1960)

Charles Eugene Wesley, M.Ed., M.M.

Assistant Professor of Music

B.A., Arkansas Polytechnic College, 1959; M.Ed., University of Arkansas, 1961; M.M., *ibid.*, 1964. (1966)

Allen B. Wetherington, Ed.D.

Director of ATAC Center and Professor of Education

B.A., Henderson State Teachers College, 1935; M.S., University of Arkansas, 1938; Ed.D., North Texas State University, 1959. (1961)

Vester Eugene Wolber, Th.D.

Professor of Religion

B.A., Ouachita Baptist University, 1938; Th.M., Southwestern Baptist Theological Seminary, 1945; Th.D., *ibid.*, 1950. (1958)

Charles W. Wright, Ed.D.

Professor of Music

B.A., Ouachita Baptist University, 1960; B.M.E., *ibid.*, 1961; M.M.E., *ibid.*, 1964; Ed.D., North Texas State University, 1969. (1964)

Margaret Wright, M.B.A.

Assistant Professor of Accounting

B.A., Ouachita Baptist University, 1967; M.B.A., North Texas State University, 1969. (1969)

Tona Wright, M.S.

Instructor in Physical Education

B.S.E., Henderson State College, 1969; M.S., Oklahoma State University, 1971. (1971)

Graduate Assistants

Glenda Aldridge, B.M.

Graduate Assistant in Music

B.M., Ouachita Baptist University, 1969.

Evelyn H. Good, M.S.

Graduate Assistant in Education

B.S., Louisiana Polytechnic Institute, 1962; M.S., Louisiana State University, 1969.

Marjorie L. Halbert, B.M.E.

Graduate Assistant in Music

B.M.E., Ouachita Baptist University, 1968.

Richard A. Laber, B.M.E.

Graduate Assistant in Music

B.M.E., Wichita State University, 1968.

Julia Riggs Maglothin, B.M.

Graduate Assistant in Music

B.M., University of Arkansas at Little Rock, 1967.

Grandison DeCaney Royston, IV, B.S.

Graduate Assistant in Biology

B.S., Ouachita Baptist University, 1970.

A. William Terry, B.A.

Graduate Assistant in History

B.A., Arkansas Mechanical and Normal College, 1958.

Jane Lynelle Watts, B.S.E.

Graduate Assistant in Education

B.S.E., Ouachita Baptist University, 1970.

GRADUATES AT SPRING COMMENCEMENT
Ouachita Baptist University
1971

BACHELOR OF ARTS

Robert Michael Anderson, Little Rock	Math and Religion
Michael Stephen Atkins, Hope	Political Science
Tommie Dean Ayers, Hot Springs	Accounting
Carolyn Faye Barnes, Portageville, Mo.	Sociology
Rebecca Ann Barron, North Little Rock	English
Charles Jackson Beacham, Irving, Texas	Business Administration
Otis Wilson Blackwood, Fulton	History
Carol Leroy Boenker, Raytown, Missouri	Sociology
Mark Howard Bowles, Arkansas City	Psychology
James C. Boyette, Camden	Business Administration
Henry Jackson Bradley, III, Alma	Political Science
Kenneth Lynn Brown, Fayetteville	Religion
Jack Barnwell Case, England	Business Administration & Economics
Bobby Raymond Cassady, Hot Springs	Accounting
Thomas Walton Chambers, Benton	Political Science
Charles Gary Clark, Sheridan	Religion & Philosophy
Linda Jeanne Clay, Springdale	Political Science
Judith Eileen Clowers, North Little Rock	Math Religion
Jack Aaron Cook, Jr., Little Rock	Political Science
Robert Eugene Crouch, Van Buren	Psychology
Barry Neil Culp, Gurdon	Religion
Larry S. Darnell, Arkadelphia	Business Administration
Bob M. Davis, II, Arkadelphia	Religion & Philosophy
Robert Bradley Dickson, III, Pine Bluff	Religion
William Donald Dull, North Little Rock	Psychology & Sociology
Debbie Dumas, El Dorado	Political Science
Michael John Eagan	Accounting
Joe Edds, Jr., Little Rock	Political Science
Kenneth Randel Everett, Springhill, La.	Speech & Religion
John C. Finley, III, Ashdown	Political Science
Gail Flaig, Arkadelphia	Art
Gay Flaig, Arkadelphia	English
Bobby W. Fowler, Spokane, Washington	Religion
Donald H. George, Jr., Hot Springs	Business Administration
James H. Gilbert, Texarkana	Psychology
William Richard Givens, Lewisville	Sociology
Larry Glen Glover, El Dorado	Religious Education
Terry Lynn Glover, El Dorado	Religion
Ruben Goatcher, St. Louis, Missouri	Religious Education
John Proctor Goff, Hot Springs	Psychology
Victor Albert Gore, Hot Springs	Religion

BACHELOR OF ARTS (Continued)

Euodias Goza, Detroit, Michigan	Business Administration
John Edgar Green, Arkadelphia	Drama
Robert W. Greene, North Little Rock	Religion
James Eugene Guthrie, Smithville	Psychology
Cynthia Ann Harness Haggard, Harrison	Sociology & Political Science
Rick Hampton, Capitola, California	Political Science
Carol Jean Hargis, Warren	English
Joseph Coleman Hastings, Little Rock	Religion
Paula Christine Herrin Hendrix, Little Rock	Office Administration
Harris Terry Herron, Gurdon	Religion
Robert George Huckabee, Arkadelphia	Political Science
Randy L. Hyde, Paragould	Religion
James A. Jones, Glenwood	Physical Education
James V. Kelley, III, Benton	Business Administration
John E. Kiesling, Jacksonville	Accounting
William Joe Kirby, Gurdon	English
Dianna Susan Kirk, Morrilton	History
Theodis Kitchen, Wilmot	Business Administration
Nancy Ann Lawrence, Mena	Psychology
John Byron Lindsey, Arkadelphia	Speech
Linda Louise Luck, Washington	Economics
Richard Kenneth McBryde, Pine Bluff	Accounting
Jane Elizabeth McCallum, Wasco, Calif.	Journalism
Donald Robert McCutcheon, Cranston, R.I.	Business Administration
Earl Elwyn McKinney, Jr., Berryville	Accounting
Paul James McNabb, Cleveland	History
Artemia Manriquez, Chicago, Illinois	Sociology, Political Science & Spanish
Perry Joyce Mason, El Dorado	Office Administration
David Randal Maxwell, Paragould	Religion
Janis Kay Lee Mays, Camden	Sociology
John Timothy Melton, Colonia, New Jersey	Psychology
Darius Franklin Mitchell, Jr., Inola, Okla.	Business Administration
Phillip Michael Moore, Little Rock	Accounting
Homer B. Moran, Jr., Little Rock	History
William R. Morgan, Eudora	Religion
Martha Ann Morrison, Poyen	Accounting
Charles Lynn Murphy, Paragould	Physical Education
Rebecca Carson Murphy, Pine Bluff	Psychology
Joe Dennis Murray, El Dorado	Psychology
Joe Alan Niven, Dermott	History
Sharon Baldrige O'Briant, Godfrey, Ill.	Office Administration

BACHELOR OF ARTS (Continued)

Thomas K. Olson, Lake Worth, Florida	Political Science
Lillie Newburn Owens, Arkadelphia	Sociology
Frederick Mark Palmer, Hot Springs	Art
Marvin Peters, Jacksonville	Religion
Robert Valta Post, Jr., DeKalb, Texas	Physical Education
Connie Jane Quick, Arkadelphia	Sociology
Dennis Edward Ramsey, Hope	Political Science
LeElla Theresa Ratcliff, North Little Rock	Drama and English
Ernest Lee Reames, Paris	Physical Education
Helen Sue Redd, Little Rock	Political Science & Physical Education
James Wallace Reynolds, Little Rock	Political Science
Robert R. Riggins, Buckner	Accounting
Donald C. Robbins, Fairfield, Illinois	Religion
Joy Stephanie Roswell, McGehee	Psychology & Sociology
Majorie Elizabeth Royston, Hope	Psychology
H. B. Savell, Jr., Donaldson	Religion
James Lekis Sherrill, Arnold, Missouri	Psychology
Robin Winston Smith, North Little Rock	History
Carroll Clifton Springer, III, Little Rock	Religion
Roger D. Steed, Prescott	Psychology
Wallace Michael Steffey, Pine Bluff	Commercial Art
Loretta Sue Strother, Memphis, Tennessee	English
Tommy George Thomason, Stamps	Journalism
Rebecca Laurie Tompkins, North Little Rock	English
Susan Ann Todd, Quitman	Office Administration
Samuel Raymond Varnell, Crossett	Physical Education
Thomas Stanley Ward, Little Rock	Political Science
James M. Watson, Arkadelphia	Religion
Allen E. Williams, Benton	Political Science & Sociology
Robert Lawrence Wilson, Arkadelphia	Political Science
S. Zane Wilson, Batesville	Psychology, Speech & Drama
PoYee Wong, Kowloon, Hong Kong	Sociology
Richard Lamar Wooten, Marvell	Sociology

BACHELOR OF SCIENCE

Beverly Jean Bear, Gurdon	Home Economics
Mark Howard Bowles, Arkansas City	Biology
Carolyn Louise Brogdon, Glenwood	Home Economics
Lan F. Burch, Hughes	Biology
Sharon South Coppenger, North Little Rock	Mathematics

BACHELOR OF SCIENCE (Continued)

Geore Ramey Deere, Smackover	Business Administration
Anna Lou Eaves, Arkadelphia	Psychology
Linda Marie Gamble, Grand Cane, La.	Math and Chemistry
Jimmy Goodwin Gilbert, Texarkana	Chemistry
Mary Anne Griess, Arkadelphia	Psychology
Claudia Morgan Griffin, Fulton	Physics, Chemistry & Math
William Grigson, Little Rock	Chemistry & Biology
Janice Bridges Hembey, Arkadelphia	Home Economics
Ruth Ashley Hendricks, Donaldson	Home Economics
Sarah Payne Jines, Malvern	Home Economics
Rebecca Lynne Johnston, Batesville	Home Economics
Lee Frederick Kuyper, Arkadelphia	Chemistry & Math
Carla Sue Lamb, Flint, Michigan	Home Economics
Margery Goodson Lumpkin, Arkadelphia	Home Economics
Robert Wayne Reeder, Florissant, Missouri	Mathematics
James Polk Stafford, III, Arkadelphia	Biology
Phillip Byron Westvall, Arkadelphia	Biology
Charles F. Wilkins, III, Russellville	Biology

BACHELOR OF SCIENCE IN EDUCATION

Sharon Kay Huneycutt Arrington, Hope	English & Psychology
Lola Velma Avent, Blue Mountain, Miss.	Home Economics
Greta Kaye Beck, Denver	Elementary Education
Sheran Elizabeth Belshan, Springfield, Va.	Physical Education
Carol Ann Brandon, Piggott	Sociology
Rhonda Kay Bryant, Arkadelphia	Elementary Education
Marsha Gail Bundren, Corning	Elementary Education
Sherry Lynn Chastain, Benton	Elementary Education
Bobby Cheatwood, El Dorado	Physical Education
Ronald Wayne Coble, Van Buren	Physical Education
Larry S. Darnell, Arkadelphia	Religion & Speech
Relda Dodwell, Gurdon	Elementary Education
Lelia M. Fenstermaker, Sparks, Nevada	Physical Education
Nancy Ruth Fray, North Little Rock	Elementary Education
Rebecca Jane Fulbright, Malvern	English & Speech-Drama
Tanya Patrice Garner, Little Rock	Elementary Education
Peggy Ellen Glover, Smackover	Elementary Education
Kathryne Ann Graves, Dumas	Elementary Education
Judy Aline Grider, Gould	English
Carol Ann Gumper, Hermann, Missouri	Physical Education
Larry Weldon Haltom, Little Rock	English
Kathy Elizabeth Harness, Harrison	English

BACHELOR OF SCIENCE IN EDUCATION (Continued)

Julie Fawcett Harris, Ashdown	English
Rosemary Massey Harris, Booneville	Journalism
Janet Marie Hawkins, Helena	Elementary Education
Dianne Elizabeth Heard, Booneville	Elementary Education & Psychology
Rebecca Ann Helms, Little Rock	Physical Education
Lynda Ruth Henry, Gurdon	Elementary Education
Amy Lowery Heslip, North Little Rock	Elementary Education
Rebecca Susan Hodges, North Little Rock	Physical Education
Martha Delura Hogan, Marianna	Elementary Education
Ronald P. Hughes, Bismarck	Social Studies
Martha Hays Hurst, Van Buren	Elementary Education
Saran Jean Jacks, Sparkman	English & Social Studies
Beverly Bluhm Johnson, Stuttgart	Elementary Education
Sara Kathleen Johnson, Damascus	English
Mary Celia Matthews Johnson, Little Rock	Journalism & Spanish
Tom Jones, Murfreesboro	Physical Education
Kaye Duahn Justice, Pine Bluff	English & Speech-Drama
Patsy G. Langley, Florrissant, Missouri	Elementary Education
James C. Lough, Seagoville, Texas	Physical Education
Eva Mae McDore, Chidester	Speech-Drama
Gail Floyd Mitchell, Glenwood	Elementary Education
Glenda Kaye Moreton, Alma	Elementary Education
James F. Moore, Redding, California	Physical Education
Marz Laraine Newton, Warren	English
Kathy Elizabeth Otwell, Malvern	Physical Education
Stephen Dell Peoples, Ft. Smith	Physical Education
David M. Perry, Ft. Smith	Physical Education
Brenda Sue Powell, North Little Rock	Elementary Education
Eddie Ray Reddic, Rector	Elementary Education
Sherry Gail Reynolds, Gurdon	Social Studies & Speech-Drama
Lenora Ann Risher, Camden	Elementary Education
Michael Lee Rogers, Aurora, Illinois	Physical Education
William Robert Ross, Paragould	Physical Education
Larry Edward Russell, Hot Springs	Chemistry
Juanita Sartain, Quitman	Elementary Education
Sally Seid, Memphis, Tennessee	Elementary Education
Ellis Brooks Snow, Searcy	Physical Education
Jane Louisa Thomas, Little Rock	Speech-Drama
Veter Jane Thomas, Little Rock	Elementary Education
Susan Sims Viser, Pine Bluff	Elementary Education
Donald D. Webb, Jr., Greenwood	Elementary Education

Graduates at Spring Commencement—1971

BACHELOR OF SCIENCE IN EDUCATION (Continued)

Patricia Weeks, North Little Rock	English
Norma Williams, Arkadelphia	Elementary Education
Wanda Faye Williams, Little Rock	English
Janice L. Wilson, Batesville	Psychology & Speech-Drama
Larry L. Wood, Flint, Michigan	Physical Education
Susan Yvonne Woodfin, Camden	Art

BACHELOR OF MUSIC

Laura Sue Byrun, Longview, Texas	Voice
Ouida Anne Eppinette, North Little Rock	Piano
Marilyn Frances Rauch, Arkadelphia	Flute

BACHELOR OF MUSIC EDUCATION

Sharon Kay Fields, Mena	Choral Music
Helen Rose Gennings, Batesville	Choral Music
Douglas Gerard Kellner, Florham Park, N.J.	Instrumental Music
Ginger Kaye Murdoch, Atkins	Choral Music
Judy Ann Nichols, Pine Bluff	Choral Music
Brenda Kay Oliger, Pine Bluff	Choral Music
Donna June Pike, Texarkana, Texas	Organ
Chris Crosby Robinson, Shreveport, La.	Choral Music

MASTER OF ARTS

James Phillip Robbins, Hot Springs	Theory and Composition
------------------------------------	------------------------

MASTER OF MUSIC EDUCATION

Tillman Byron Blann, Jr., Dermott	Choral Music
-----------------------------------	--------------

MASTER OF SCIENCE IN EDUCATION

George Golman Baker, Jr., Arkadelphia	Education
Janet B. Benson, Arkadelphia	Social Studies
Eva Hudgens Dixon, Stephens	Elementary Education
Hattie Tinsley Forehand, Arkadelphia	Social Studies
Frances B. Rummell, Paron	Biology
Mac Burton Sisson, Crossett	Social Studies
Ellajane Inman Sutley, Arkadelphia	Elementary Education
Wanda Q. Williams, Arkadelphia	Biology

DEGREES AWARDED IN ABSENTIA

BACHELOR OF ARTS

Jerome Arthur Barbour, Jr., Langhorne, Pennsylvania	Business Administration
Edwin Louis Buffington, Jr., Ashdown	Political Science
Mary Lynn Baker Elledge, Little Rock	Sociology
Edward Taylor Fain, Little Rock	Mathematics
John Wallace Gentry, Ashdown	Business Administration

BACHELOR OF ARTS (Continued)

Arnold David Harrington, Ft. Smith	Business Administration
Carthel Keathley, Griffithville	Physical Education
James Stephan McClellan, Little Rock	Accounting & Business Administration
Burton Dennis Pate, III, Texarkana, Texas	Political Science

BACHELOR OF SCIENCE

Jamie Kay Spargo, Arkadelphia	Biology
-------------------------------	---------

BACHELOR OF SCIENCE IN EDUCATION

Kent Oliver Brown, Morehead City, N.C.	History
Edward J. Bull, Kennebunkport, Maine	Physical Education
Thomas Henry Vaden, Spenard, Alaska	Elementary Education

BACHELOR OF MUSIC

Jim L. Barnes, Hartford	Piano
Deborah Mashburn, Bay Minette, Alabama	

**GRADUATES AT SUMMER COMMENCEMENT
Ouachita Baptist University
1971**

BACHELOR OF ARTS

Martha Martin Carozza, Nashville	Sociology
Terry Lynn Dwiggin, DeWitt	Business Administration
Julia Toombs Edds, Gurdon	Office Administration
Michael L. Fisher, Arkadelphia	Business Administration
James Clinton Fritts, Jr.	Sociology
James O. Galloway, Malvern	Physical Education
Edwin L. Hancock, Arkadelphia	Religion
Spencer A. Honey, Kansas City, Missouri	Business Administration
Stephen Patrick Lay, Glenwood	History
Mary Ann McRae, Wilson	Drama
Leodis M. Nelson, Arkadelphia	Sociology
Patricia Todd Reece, Hot Springs	Religious Education
Lela Seay, Paragould	Music
Richard Dean Smith, Orange, Texas	Drama
Walter Victor Smith, Jr. Tucson, Arizona	French
John Houston Vaughn, Texarkana	Business Administration
William Harold Vinson, Arkadelphia	Accounting
Ronald Clifford Walden, Lubbock, Texas	Psychology
Mary Carol West, Caddo Gap	Business Administration
Marsha Kay White, Arkadelphia	Business Administration

BACHELOR OF SCIENCE

Jackie Theralene Franks, Arkadelphia	Home Economics
Robert T. Lynn, Prescott	Mathematics
Karen Sybil Shirk, Texarkana	Chemistry

Graduates at Summer Commencement—1971

BACHELOR OF SCIENCE IN EDUCATION

Nelda Lorene Bunger, Malvern	English and Speech-Drama
Joe A. Childers, Gurdon	Physical Education
Gary Edwin Deffenbaugh, Van Buren	Mathematics & Physical Education
Shirley Jean Halbert, Benton	Physical Education
Aubrey Ray Martin, Texarkana	Physical Education
Vicki Irene Hubbs, Little Rock	Social Studies & Speech-Drama
Melford L. Nichols, Fayetteville	Elementary Education
Linda Clinton Smith, Little Rock	Elementary Education
Shelley Ray Tedford, Benton	English

BACHELOR OF MUSIC IN EDUCATION

Sharon Faye Coe Mangrum, Arkadelphia	Choral Music
--------------------------------------	--------------

MASTER OF SCIENCE IN EDUCATION

Una Mae Atkinson, Clarksville	English & Social Studies
Louise Acruman Beasley, Texarkana	English & History
Betty Bailey Billingsley, Arkadelphia	Elementary Education
Michael Max Bock, Ft. Smith	Secondary Education
Earl Curtis Dilworth, Little Rock	English
Bonita Aileen Hatfield Estes, Arkadelphia	Social Science
Charles W. Garner, Bearden	Elementary Education
Nancy Lea Goodson, Arkadelphia	Biology and Chemistry
Billie A. Haynie, Camden	Elementary Education
James E. Johnson, Jr. Arkadelphia	Social Studies
Bettina Reed Jones, Camden	History & Political Science
Michael Pannel Meeks, El Dorado	Secondary Education
Archie Nimmer, Jr., Dermott	Biology
Eugene Porter, Jr., Little Rock	Elementary Education
Linda Lee Hearn Russell, Ft. Gibson, Okla.	Secondary Education
Dorothy W. Waddell, Camden	Elementary Education

MASTER OF MUSIC EDUCATION

Jerry Don Childers, Gurdon	Music Education
Louise Morris Davis, Texarkana	Music Education
David Allen Glaze, Camden	Music Education
Danny Lee Lowe, Arkadelphia	Music Education
James Raymond Vardaman, Pine Bluff	Music Education

DEGREES AWARDED IN ABSENTIA

BACHELOR OF SCIENCE IN EDUCATION

Linda Jane Gilbert, Arnold, Missouri	Art Education
--------------------------------------	---------------

MASTER OF SCIENCE IN EDUCATION

Mrs. Helen Seward Davis, Arkadelphia	Elementary Education
--------------------------------------	----------------------

INDEX

Academic Honors Recognition	40	Degrees, Requirements for Undergraduate	49
Academic Load, Student's	37	Discounts	31
Academic Regulations	37	Drama	102
Accounting, Department of	56	Economics, Department of	60
Accreditation	6	Education, Division of	65
Administrative Officers	167	Elementary Education, Department of	68
Administrative Staff	167	Employment, Student	32
Admission Requirements	34	Endowment	7
Advanced Placement	38	Engineering Program	111
Aims of the College	5	English, Department of	90
Application for Admission	36	Expenses, Student	16
Area of Concentration	50	Extension Courses	38
Art, Department of	88	Faculty	167
Arts and Sciences, School of	47	Fees	17
Artists Series	14	Financial Aids	21
Athletics	15	Food Services	10
Attendance	44	Former Students Association	9
Auditor, Enrollment as	42	French	96
Baptist Student Union	13	General Education Courses	53
Bible	128	Geography	141
Biology, Department of	112	German	99
Board and Room	17	Grading System	39
Business and Economics, Division of	56	Graduate School	8
Calendar, University	2	Grants-in-Aid	33
Changes in Registration	37	Greek	129
Chapel	44	Guidance Program	11
Chemistry, Department of	114	Health and Physical Education, Department of	73
Church Music, Department of	157	History, Department of	133
Class Attendance	44	Home Economics, Department of	116
Classification of Students	42	Honor Roll	40
Clubs, Academic	14	Honors Program	45
Clubs, Social	12	Honors, Degrees with	40
Conduct, Student	12	Housing	10
Correspondence Courses	38	Humanities, Division of	88
Counseling	11	Individual Studies	43
Credit by Examination	42	Infirmary	19
Credit Hour	39	Job Placement	15
Debate	101		
Degrees Offered	49		

Journalism, Department of	93	Registration	37
Junior-Senior Hour Regulation	38	Regular Session	7
Library	7	Religion and Philosophy, Division of	125
Library Science	86	Religion, Department of	125
Loan Funds	21	Religious Activities	13
Mathematics, Department of	120	Requirements for Degrees	49, 149
Medical Services	11	Reservations, Housing	10
Medical Technician Courses	106	Room and Board	17
Military Science, Department of	142	ROTC	14
Ministerial Scholarship	28	Scholarships	23
Modern Foreign Languages, Department of	96	Second Degree	49
Music, Applied, Department of	156	Secondary Education, Department of	80
Music Education, Department of	159	Social Life, Student	12
Music Ensembles	162	Social Science, Division of	132
Music, School of	147	Sociology, Department of	138
Natural Science, Division of	104	Spanish	98
Numbering of Courses	52	Special Courses	43
Office Administration	62	Speech Courses	100
Organ	156	Speech and Drama, Department of	100
Organization and Support	5	Standards of Conduct	12
Organizations, Student	14	String Instruments	156
Payment of Accounts	18	Student Activities	12
Philosophy, Department of	130	Student Aids	21
Physical Education, Academic Courses	73	Student Government	13
Physics, Department of	122	Study Abroad	9
Piano	155	Summer Session	7
Placement of Graduates	15	Teacher Education	66
Political Science, Department of	136	Television for Credit	39
Pre-Dental Hygiene	108	Theory-Composition, Department of	160
Pre-Dentistry Courses	105	Transcripts	44
Pre-Law Courses	132	Transfer Students	35
Pre-Medical Courses	105	Trustees, Board of	166
Pre-Pharmacy Courses	106	Tuition and Fees	17
Probation, Academic	40	Veterans Administration Beneficiaries	33
Professional Chemistry	109	Violin	156
Psychology, Department of	78	Voice	156
Publications, Student	15	Wind Instruments	156
Purpose, Statement of	5	Withdrawal from the University	43
Quality Credits	39		
Refunds	19		

BUSINESS REPLY MAIL

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

**FIELD REPRESENTATIVE
OUACHITA BAPTIST UNIVERSITY
ARKADELPHIA, ARKANSAS 71923**

FIRST CLASS
Permit No. 29
Arkadelphia,
Arkansas

BUSINESS REPLY MAIL

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

**FIELD REPRESENTATIVE
OUACHITA BAPTIST UNIVERSITY
ARKADELPHIA, ARKANSAS 71923**

FIRST CLASS
Permit No. 29
Arkadelphia,
Arkansas

Ouachita Baptist University INFORMATION — REGISTRATION

Date _____

Mr. _____
Miss _____
Mrs. _____ (name) _____ (telephone)
(number & street—or—route C box no.) (city) (state) (zip)

_____ HS: 9 10 11 12 Col: Fr. Soph. Jr.
(school you are now attending) (year in school—circle one)

Name of Parent or Guardian _____

I desire information on:

- | | | | | |
|--|--|---|--|--|
| <input type="checkbox"/> Accounting | <input type="checkbox"/> English | <input type="checkbox"/> Physical Educ. | <input type="checkbox"/> Elementary Educ. | <input type="checkbox"/> Other major |
| <input type="checkbox"/> Art | <input type="checkbox"/> Foreign Lang. | <input type="checkbox"/> Physics | <input type="checkbox"/> Secondary Educ. | <input type="checkbox"/> Financial Information |
| <input type="checkbox"/> Biology | <input type="checkbox"/> History | <input type="checkbox"/> Political Sci. | subj: | |
| <input type="checkbox"/> Business Adm. | <input type="checkbox"/> Home Econ. | <input type="checkbox"/> Psychology | subj: | |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Journalism | <input type="checkbox"/> Religion | <input type="checkbox"/> Pre-Medicine | |
| <input type="checkbox"/> Drama | <input type="checkbox"/> Math | <input type="checkbox"/> Secretarial | <input type="checkbox"/> Pre-Medical Tech. | |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Music | <input type="checkbox"/> Sociology | <input type="checkbox"/> Pre-Pharmacy | |
| <input type="checkbox"/> Pre-Engineering | <input type="checkbox"/> Philosophy | <input type="checkbox"/> Speech | <input type="checkbox"/> Pre-Nursing | |

Please check one of the following:

- I plan to attend OBU I am interested in OBU

Ouachita Baptist University INFORMATION — REGISTRATION

Date _____

Mr. _____
Miss _____
Mrs. _____ (name) _____ (telephone)

_____ HS: 9 10 11 12 Col: Fr. Soph. Jr.
(number & street—or—route C box no.) (city) (state) (zip)

_____ (school you are now attending) (year in school—circle one)

Name of Parent or Guardian _____

I desire information on:

- | | | | | |
|--|--|---|--|--|
| <input type="checkbox"/> Accounting | <input type="checkbox"/> English | <input type="checkbox"/> Physical Educ. | <input type="checkbox"/> Elementary Educ. | <input type="checkbox"/> Other major |
| <input type="checkbox"/> Art | <input type="checkbox"/> Foreign Lang. | <input type="checkbox"/> Physics | <input type="checkbox"/> Secondary Educ. | <input type="checkbox"/> Financial Information |
| <input type="checkbox"/> Biology | <input type="checkbox"/> History | <input type="checkbox"/> Political Sci. | subj: | |
| <input type="checkbox"/> Business Adm. | <input type="checkbox"/> Home Econ. | <input type="checkbox"/> Psychology | subj: | |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Journalism | <input type="checkbox"/> Religion | <input type="checkbox"/> Pre-Medicine | |
| <input type="checkbox"/> Drama | <input type="checkbox"/> Math | <input type="checkbox"/> Secretarial | <input type="checkbox"/> Pre-Medical Tech. | |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Music | <input type="checkbox"/> Sociology | <input type="checkbox"/> Pre-Pharmacy | |
| <input type="checkbox"/> Pre-Engineering | <input type="checkbox"/> Philosophy | <input type="checkbox"/> Speech | <input type="checkbox"/> Pre-Nursing | |

Please check one of the following:

- I plan to attend OBU I am interested in OBU

OUACHITA BAPTIST UNIVERSITY SYSTEM

For Information write to

General

R. Frank Taylor, Registrar
Ouachita Baptist University
Arkadelphia, Arkansas 71923

Graduate

Dr. Dewey E. Chapel
Dean of the Graduate School
Ouachita Baptist University
Arkadelphia, Arkansas

School of Music

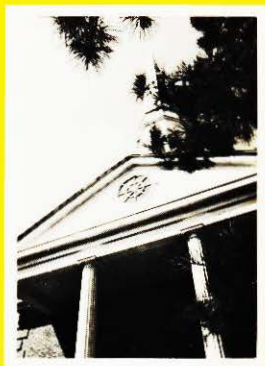
Dr. William Trantham
Dean of School of Music
Ouachita Baptist University
Arkadelphia, Arkansas 71923

School of Arts and Sciences

Dr. Carl E. Goodson
Dean of School of Arts and Sciences
Ouachita Baptist University
Arkadelphia, Arkansas 71923

This bulletin becomes effective June 1, 1972, and the policies and programs included will continue in force through May 31, 1973. The University reserves the right to revise any of the policies or programs during the period the bulletin is in force if such revision should become necessary. Any amendments or changes during the period will be published in an errata sheet which will be appended to the bulletin.

This bulletin covers the School of Arts and Sciences and the School of Music of the University. The Graduate School is referred to only briefly. A separate catalogue for this program may be secured by writing to the Dean of the Graduate School.



OUACHITA BAPTIST UNIVERSITY

*“Commitment to
Educational and
Christian Excellence”*