

1976

Ouachita Baptist University General Catalog 1976-1977

Ouachita Baptist University
Ouachita Baptist University

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**OUACHITA BAPTIST UNIVERSITY
GENERAL CATALOG / 1976-77**

OBU

Bulletin

of

Ouachita Baptist University

of the

SCHOOL OF ARTS AND SCIENCES

and the

SCHOOL OF MUSIC

with Announcements for

1976-1977

Ninety-first

Session

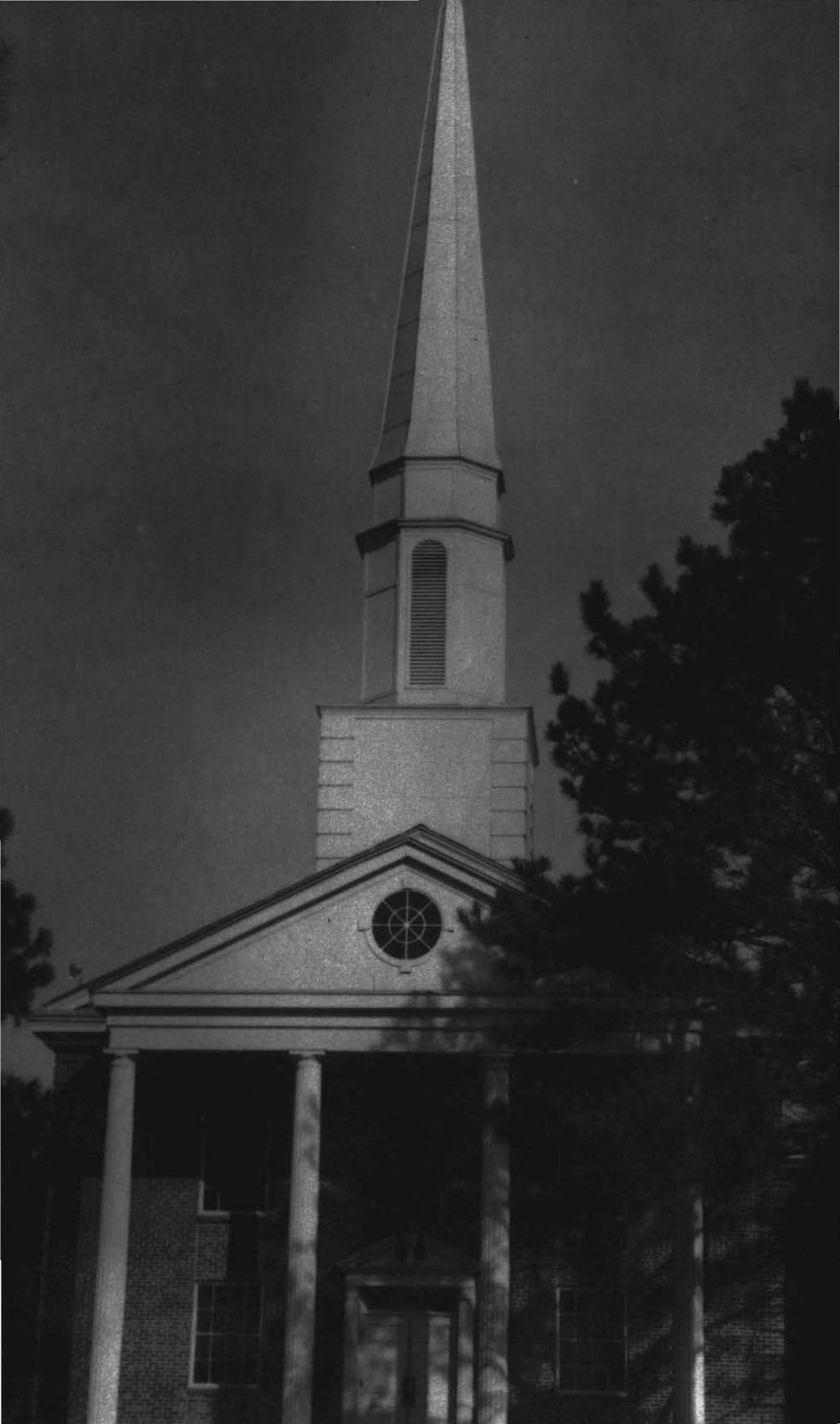
Arkadelphia, Arkansas

JUNE, 1976

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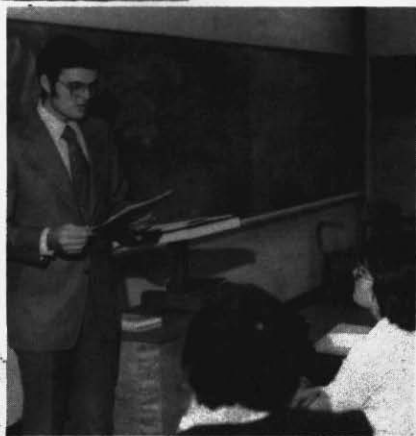
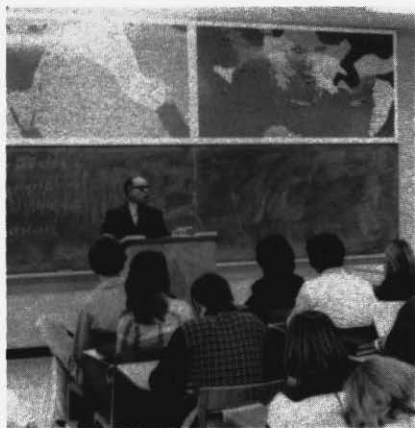




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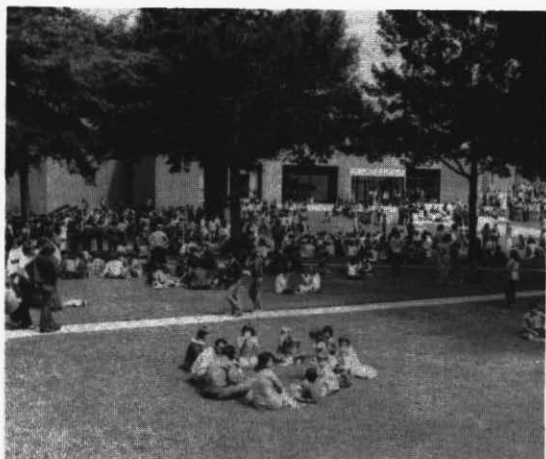
OBU

Ouachita's commitment to academic excellence means that students are expected to do more than simply scratch the surface of knowledge. They must dig down, relate what they have learned to their own lives. They must excel.



OBU

But knowledge alone is not enough. Ouachita's commitment to Christian excellence means there must also be an awareness that in every aspect of life, there is a relationship to be found in the person of Christ.



OBU

All kinds of people with all kinds of ambitions. But in one important way they are alike: they care for each other and they show it.



OBU

Maybe on your own for the first time ever, you will find Ouachita to be a place to discover who you are, what is important in your life and what you can become.

OUACHITA BAPTIST UNIVERSITY

UNIVERSITY CALENDAR

Summer, 1976

May 31-July 2	First Term
June 4	Last day to register or add a course
June 11	Last day to drop a course
June 14	Last day to file for August Graduation
July 5-August 5	Second Term
July 9	Last day to register or add a course
July 16	Last day to drop a course
August 6	Commencement

Fall Semester, 1976

August 19-20	Faculty Seminar
August 20, 7:00 p.m.	President's Hour for Parents and New Students
August 21-23	Freshman Orientation
August 23-25	Counseling and Registration of all Students
August 26	Classes Begin
September 8	Last day to register or add a course
October 7	Six-weeks grades due
October 14	Last day to drop a course
November 23, 5:00 p.m. to Nov. 29, 8:00 a.m.	Thanksgiving Recess
December 1	Last day to withdraw from a course
December 13, 14, 15, 16	Final Exams

Spring Semester, 1977

January 17	Faculty Seminar
January 18, 19	Counseling and Registration of all Students
January 20	Classes Begin
February 2	Last day to register or add a course
February 7-11	Christian Focus Week
March 1	Last day to file for May Graduation
March 2	Six-weeks grades due
March 9	Last day to drop a course
March 18, 5:00 p.m. to March 28, 8:00 a.m.	Spring Recess
April 29	Last day to withdraw from a course
May 14	Commencement
May 16, 17, 18, 19	Final Exams

Summer, 1977

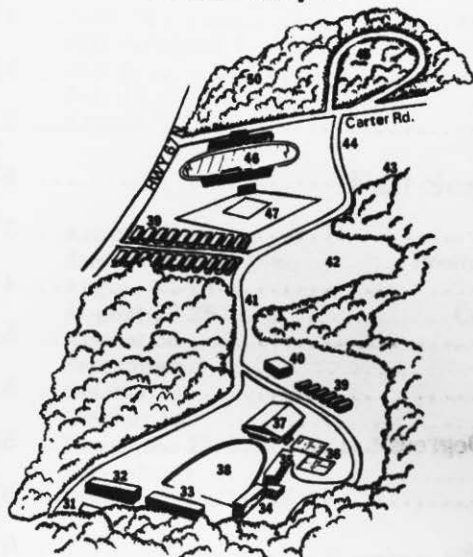
June 6-July 8	First Term
June 10	Last day to register or add a course
June 17	Last day to drop a course
June 20	Last day to file for August Graduation
July 4	Recess
July 11-August 11	Second Term
July 15	Last day to register or add a course
July 22	Last day to drop a course
August 12	Commencement

CLASSES SCHEDULED FOR JUNE 25

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North Campus



Legend

- | | |
|--------------------------------------|------------------------------------|
| 1. Grant Hall (Administration Bldg.) | 26. Blake Hall |
| 2. Berry Chapel | 27. Frances Crawford Dormitory |
| 3. Cone-Bottoms Dormitory | 28. Ouchita Apartments |
| 4. Birkett Williams Dining Hall | 29. Terral-Moore Hall |
| 5. Walton Gym | 30. Johnson Hall |
| 6. Ruth Lamb Swimming Pool | 31. Faculty Hall |
| 7. Old Bookstore | 32. West Hall Dormitory |
| 8. Pedestrian Bridge | 33. Ernest Bailey Dormitory |
| 9. Riley Library | 34. Daniel Dormitory (South) |
| 10. The Tiger | 35. Daniel Dormitory (North) |
| 11. Mabree Fine Arts Center | 36. Freeman-Dunklin Tennis Center |
| 12. Evans Student Center | 37. Rockettler Fieldhouse |
| 13. Life Hall | 38. Intramural Field |
| 14. O.C. Bailey Dormitory | 39. Married Students Housing |
| 15. Conger Dormitory | 40. Maintenance Building |
| 16. Flenniken Hall | 41. Archery Range |
| 17. Moses-Provine Science Center | 42. Rugby, Football Practice |
| 18. Greenhouse | 43. Soccer Field |
| 19. Old Home Ec. Bldg. | 44. Golf Driving Range |
| 20. Mitchell Auditorium | 45. President's Home |
| 21. Verser Theatre | 46. A.U. Williams Football Stadium |
| 22. Home Management House | 47. Rab Rodgers Baseball Field |
| 23. Filppen Dormitory | 48. Missionary Residence |
| 24. Perrin Dormitory | 49. Public Parking |
| | 50. Ouchita Hills |





Ouachita Baptist University
ARKADELPHIA, ARK.

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 presidents 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 University.

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, business, 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 apprecia-

Organization and Support

tion 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 and graduate programs of the University are 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 School of Music is accredited for the baccalaureate and masters degrees by the National Association of Schools of Music. The Home Economics Department is approved for the teaching of vocational home economics by the Arkansas State Board of Education.

The University is 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, and the National Association of Business Teacher Training Institutions.

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 fifteen years. Apartments and mobile homes to house student families are located immediately adjoining the main campus.

The market value of the capital endowment as of May 31, 1975 was approximately \$2,145,472. The buildings and grounds were valued at \$10,684,000.

Riley Library serves the University and the community as a learning resource center, supporting the educational process with varied types of media.

The collection includes 100,000 volumes, 130,000 items in microtext (e.g. complete ERIC microfiche collection, American Culture Series, Black History Collection) and 1,000 serials titles. Through campus-wide AV-TV services 8,000 audio-visual materials are integrated with classroom teaching. As a federal depository library, 30,000 selected government documents are available.

A consortium with Henderson State University, whose campus adjoins Ouachita, makes available their resources of over 200,000 items and 1,500 serials subscriptions. A union catalog gives easy access to both collections.

Riley Library is also a member of Arkansas Foundation of Associated Colleges, a consortium of seven church-related schools. As a member of Amigos Network, Riley Library is linked by on-line computer terminal with the national facilities of Ohio College Library Center.(OCLC).

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 a third 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 seventeen weeks each. Work offered in twenty-six departments leads to the seven degrees offered by the University. The Spring commencement followed by examinations for those not graduating conclude 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. 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. A Master of Science in Education program was added in 1967.

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 prepare students for the teaching profession.
4. To furnish a sound basis for further graduate study.

Instructional Programs

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 School Issue of the Ouachita Baptist University Bulletin**. Correspondence should be sent to the Dean of the Graduate School.

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.

Travel-Study Abroad

The Former Students Association sponsors a variety of tours each year for the benefit of students, former students, and other friends of Ouachita. These may be taken without credit, or one semester hour may be earned each week of a tour upon payment of tuition and satisfactory completion of assignments based on the tour. For further information write to the Director of Travel Services, 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 and 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), Conger, Ernest Bailey, West, and Blake. A section of most of these halls is designed for freshmen housing. Freshmen women live in Flippen Hall, Perrin Hall, and Cone Bottoms Hall. Upperclass women choose between Crawford (East and West) Halls, and O. C. Bailey Hall. 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 fifty-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 for dormitory or \$30 for apartments and mobile units, will be refunded if the student notifies in writing the Dean of Students before July 1, or by November 15, in advance of the forthcoming registration day to which he has been prevented from coming. The deposit is forfeited if notification is not received by those dates. 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 made before he can be assigned to university housing. The student will be charged a \$10 handling fee for any room changes made after the second week after registration.

Medical Services

First aid, simple diagnosis and treatments for minor illnesses by a staff of a physician and a nurse on campus 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 personal and 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 or 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 counselor.

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

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

Personal counseling is under the direction of the Coordinator of Counseling, but is done by many professors. Psychological tests are available if the student desires to take them or if these tests are needed in the counseling process.

Student Aids. The student aids program is administered by the Director of Student Aids. The program includes on and off campus work, scholarships, grants and student loans.

Social Activities

Social activities are planned during the pre-school retreat with co-operation between organizations as a major goal. Through cooperative efforts, the more than forty campus organizations plan for a variety of activities throughout the school year that will fit the needs of all students, regardless of their interests. These activities include both formal and informal gatherings, parties, entertainment and campus and community action activities. Some organizations offer practical experience for future activities. Local churches frequently sponsor activities which are planned especially for the college young person.

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, Pi Kappa Zeta and Chi Delta. Within the framework of the University'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 disorderly conduct, possession and/or use of drugs, narcotics and alcohol, gambling, 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 at least two weeks in advance.

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 policies to the students and student wishes to the administration.

The senate also sponsors guest speakers, concerts, art groups and other programs through its SELF (Student Entertainment and Lecture Fund) program.

The AWS (Association of Women Students) Judicial Board formulates the framework of the government of the women students. This disciplinary board is composed of elected student officers and representatives from each women's dormitory.

Where and when needed, a special discipline panel made up of both students and faculty members may be convened to deal with the more serious cases. This Student-Faculty Discipline Board may also be used as an appeals board for any lower decision.

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 students' spiritual life, to broaden their cultural appreciation, and to realize their 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 communication remain open.

The Cordell Endowment was created by the generous contributions of Mr. and Mrs. "Cotton" Cordell of Hot Springs, Arkansas, and other donors. The purpose of the Endowment is to provide funds to pay the cost for travel, honoraria, and other expenses related to the chapel programs in order to maintain a high quality in the selection of speakers and other types of presentations. It is the hope of the donors that the programs will serve ultimately as a positive Christian influence upon the lives of many generations of students.

The Baptist Student Union 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 Christian Focus Week, and cooperates with the Department of Student Work of the Southern Baptist Convention with their projects of summer missions, campus evangelism, and others. In addition, the BSU sponsors a brief, voluntary, student-led worship program called Noonday each class day. This program is guided by the Director of Religious Activities.

Campus Organizations

There are many 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 Students Society, Blue Key, Cheerleaders, Debate Team, Fellowship of Christian Athletes, Gamma Sigma Epsilon (Chemistry), Ripples (Literary), Women's Drill Team, Kappa Delta Pi (Education), Men's Drill Team, Ministerial Alliance, National Collegiate Players, P.E. Majors Club, Pershing Rifles, Phi Mu Alpha Sinfonia (Music), Physics Club, Pre-Professional Club, Rangers, Rifle Team, Scabbard and Blade, Sigma Alpha Iota (Music), Sigma Tau Delta, (English), S.N.E.A. (Education), Young Democrats, and Pre-Law Club.

The Reserve Officers' Training Corps of Cadets

The Corps of Cadets consists of a battalion and subordinate units. It is organized to provide leadership training and to develop responsibilities and self-discipline for men and women. 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.

Under the sponsorship of a local foundation, Ouachita and Henderson State Universities offer to their students and the community an opportunity to meet and hear persons who have made significant contributions to the world in science, religion, politics, art and other fields.

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.

A literary magazine, **Ripples**, published annually and written and edited by students, is sponsored by Sigma Tau Delta, the English Fraternity. 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. In addition, the OBU intramural program includes basketball, flag football, volleyball, softball and handball. The soccer and rugby teams compete with other college teams but are not in a conference.



Placement for Graduates



STUDENT EXPENSES

An inclusive fee of \$2315¹ covers the cost to the resident student for instruction, general fees, room and board, and activity 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 are charged for 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, or where admission charges are authorized for the benefit of student organizations. The fees also include use of the first aid room, the University publications, 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 and General Fees)	\$ 680.00
Activity Fee	17.50
Three publications, athletic events, student entertainment and lecture programs. (\$5.00 earmarked for Student Entertainment and Lecture Fund.)	
Meals in dining hall	310.00
Daniel, Crawford, Flippen-Perrin and Conger	210.00
O. C. Bailey, Ernest Bailey, West, and Cone Bottoms	170.00
(Air Conditioned)	
Cone Bottoms (Not Air Conditioned) and Blake (Air Conditioned)	150.00
Total minimum cost	1157.50

Extra expenses where applicable

Per semester hour, over 17 hours	\$ 40.00
Per semester hour, under 8 hours	45.00
Special examination, late fee for A.C.T. assessment	15.00
Credit by examination fee, per semester hour	10.00
Course change after registration day	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	2.00
Student teaching fee	42.00
Bowling class fee	15.00

Expense Statement

Billiards class fee	5.00
Marksmanship fee	8.00
Driver education lab fee	15.00
Auto registration, per semester	3.00
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	35.00
Family housing, per month	
Ouachita Apartments	
One-bedroom apartments, utilities not included	\$ 70.00
Two-bedroom apartments, utilities not included	75.00
Trailers (utilities included)	100.00
Deposits	
Dormitory room reservation	\$ 25.00
Apartment reservation	30.00
Summer school expenses	
Tuition, per semester hour	\$ 32.00
Board, per week	18.00
Room, per week in all dormitories	10.00

Manner of Payment

Normally the expenses quoted on these pages may be expected to remain constant within the year. If circumstances warrant, however, the University reserves the right to revise rates through action of the Board of Trustees, 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 \$200.00 down. The payments on the balance must be made in 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. Accounts not paid in full on registration day of each semester will be assessed a \$5.00 handling charge. 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 or remain in University housing. A scholarship or grant-in-aid given by the University cannot be accepted as 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 the official registration day, 20% of tuition and fees will be charged; 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.

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 plans to obtain a college education. Parents of students seeking aid are expected to pay as much as they can 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 the American College Testing Program "ACT Family Financial Statement" prior to any request for financial assistance, in order to determine financial need and eligibility. In addition each student is requested to submit the Basic Educational Opportunity Grant application.

Student aid applications received prior to May 1 will be given preference.

Loan Funds

National Direct Student Loan. An undergraduate may borrow up to \$850 each academic year. 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 percent a year on the unpaid balance and repayment of principal may be extended over a 10-year period with a minimum monthly payment of \$30. 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 their total loan. A borrower need make no repayment of principal or interest while continuing his course of study at an eligible institution, while he is serving in the Armed Forces, the Peace Corps, or the Volunteers in Service to America (VISTA) program.

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. A student may borrow each year up to \$1500 for undergraduate study. Repayment begins after the student has left school and may be extended over a period of from five to seven 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 percent a year) while the student is in school and during any deferment period, until repayment begins.

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.

Belk-Jones Fund. This loan fund is used to assist students in religious education.

John T. Daniel Student Loan Fund. A generous loan fund particularly designed to help those in need of immediate, short-term help occasioned by an emergency.

Candace Freeman Memorial Fund. Established as a revolving loan fund to help needy students of good moral character.

Kate White Gillispie Revolving Loan Fund. This fund was established by Mrs. Otela Gillispie in memory of her mother. Preference is given to out-of-state students and to descendants of Mrs. Gillispie.

Dr. Harold A. Haswell, Jr., Student Loan Fund. The family of Dr. Haswell, former President of Ouachita Baptist University, established this fund to assist worthy students.

Henry Student Aid Fund. This fund was set up to provide scholarship help for, and loan assistance to, worthy students regardless of their vocational objectives.

General James P. Jernigan Memorial Loan Fund. The fund is to provide loans to needy students.

Earl and Nancy McCuin Student Loan Fund. Loans are made to worthy and deserving junior or senior students. Repayment of the loan will commence on the first anniversary of the student's graduation from Ouachita or on the first anniversary date of the termination of enrollment at Ouachita. The loans are to be repaid at an interest rate of 3 percent per annum computed from the date on which the loan is granted.

Mike Power Memorial Student Loan Fund. Student loans may be granted from this fund to undergraduate students and the loans are to be paid back within six years of graduation from date loan is made.

James J. Pugh Student Loan Fund. This fund was established to aid needy and deserving students.

Scholarships

Scholarships are established in four separate categories: Institution, University, Department, and Restricted Funds. A student may not hold two scholarships concurrently. Filing deadline is March 1.

INSTITUTION SCHOLARSHIPS

Better Speakers Tournament. State-wide winners in the Tournament, sponsored by the Training Union Department of the Arkansas Baptist Convention, are awarded scholarships in the amount of \$250 a year for two years for a total of \$500.

Honor Graduate. Scholarships are granted each year to high school valedictorian and salutatorian graduates in Arkansas. The usual amount of these scholarships is \$150 per semester for the freshman year of study.

Scholastic Achievement Award. Scholastic achievement scholarships are awarded to students who have a composite score of 25-28 on the American College Testing Program (ACT) Assessment. The basic scholarship is \$1200. The scholarship will be increased to \$1600 for those who make application to attend Ouachita by March 1.

For those students who score 29 or above on ACT the scholarship is \$1600. This scholarship will be increased to \$2000 for those who make application to attend Ouachita by March 1.

These scholarships may be used at the rate of one-eighth of the total each regular semester. It must be maintained by earning a grade point average of 2.500 or better during the first 58 semester hours and a 3.000 or better cumulative average through the remainder of the semesters.

UNIVERSITY SCHOLARSHIPS

Ouachita Baptist University is happy to announce the creation of seven new scholarships of \$5000 each. These University Scholarships will be awarded to

Student Aids

seven graduating high school students. One scholarship will be awarded in each division of the school: Business and Economics, Education, Humanities, Music, Natural Science, Religion and Philosophy, and Social Science. The stipend is awarded on the basis of \$1250 per year, and is applied to the obligations to the University for tuition, fees, room and board. It is renewable for three years. Application forms for these scholarships are available from the Student Aid Office, Ouachita Baptist University, Arkadelphia, Arkansas 71923.

John and Mayme Carter Endowment. The University Scholarship in Business and Economics is funded by the estate of Mr. John Carter of El Dorado.

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 Communications.

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.

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

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 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 three mathematics students. Two tuition scholarships in the amount of \$500.00 are granted to a freshman or sophomore and to an upperclassman. These awards are based on competitive tests. The third is a \$300.00 cash award made to the outstanding senior mathematics student.

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 a stringed instrument should write for scholarship information to the Dean of the School of Music.

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 scores made on examinations administered by Ouachita. To keep these scholarships for the entire four years, at a rate of \$250 per year, the student must continue to major in science and to maintain an acceptable grade average. Inquiries should be addressed to the Chairman of the Department of Chemistry.

Army R.O.T.C. Scholarship. The Army R.O.T.C. Scholarship Program is designed to provide financial assistance for the education and training of highly qualified and motivated students who desire to pursue careers as commissioned officers in the active Army after graduation from college. Four, three, two and one

year scholarships are awarded annually to selected applicants. Tuition, fees, books and a monthly allowance of \$100 for up to 10 months per year will be paid for the number of academic years prescribed in the scholarship award. All applications and inquiries should be addressed to the Professor of Military Science. Completed applications for the four-year Army ROTC scholarships for school year 1977-78 must be postmarked no later than November 15, 1976.

NON-INSTITUTIONAL SCHOLARSHIPS

Scholarships in this group come from money given by friends of the University. Usually, each donor has made certain stipulations as to persons qualifying for the award.

Allied Arkansas Bearing Company Scholarship. This scholarship, which is given by the Allied Arkansas Bearing Company, is designated for children of its employees.

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.

James and Pat Baugh Scholarship Fund. This fund has been donated by Mr. and Mrs. James Baugh. It provides \$1,000 annually for a worthy and deserving student.

The Alan and Carrie Sue Berry Scholarship has been established in the amount of \$250.00 per year for a worthy student.

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.

LeRoy and Odessa Carter Scholarship. This scholarship has been established by Billy G. Carter and Jerry L. Carter in memory of LeRoy and Odessa Carter. The award of \$500.00 is given to a deserving student from (1) Phillips County or (2) Mississippi County or (3) Arkansas.

Central Baptist Church, Magnolia Scholarship. The Central Baptist Church, Magnolia, Arkansas, is contributing \$1,500 each year for three scholarships. Recipients of the three \$500 scholarships per year are to be chosen from among worthy and deserving students who are members of the church.

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 and Clark County. Entering freshmen must have a high school grade average equivalent to a 2.000 and all other students should have an over-all average of 2.000.

Nancy Cooper Scholarship. This scholarship was established by the Woman's Missionary Union to honor Dr. Nancy Cooper, Executive Secretary of the Arkansas W.M.U. for twenty-five years. Several scholarships of \$250.00 per academic year will be awarded by the Executive Board of the Arkansas W.M.U. Preference will be given to young women who are mission volunteers, committed to church related vocations, or internationals recommended by Southern Baptist Missionaries.

Cotton and Erma Cordell Scholarship Fund. A scholarship for room, board and tuition is provided for a worthy and deserving student. Preference will be given to children of employees of Cordell Tackle and Manufacturing Company.

Student Aids

Jim G. Ferguson Awards Fund. The fund has been established by Mr. and Mrs. Jim G. Ferguson of Evanston, Illinois. It will provide one \$400 scholarship each academic year to a worthy student.

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.

Juanita Whitaker Green Scholarship Fund. The donor has requested that this scholarship be awarded on the basis of sound moral character and need.

Marvin A. Green Memorial Scholarship. A scholarship in the amount of \$300 per academic year has been provided by the late Marvin A. Green of Stephens, Arkansas. The scholarship shall be awarded to a needy student with sound moral character.

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.

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.
2. He must be an outstanding Christian.
3. Each person desiring consideration for this scholarship shall submit in writing his personal convictions.
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.

John Hall Scholarship. Two \$250.00 scholarships have been made available by Dr. John A. Hall of Clinton, Arkansas. There are no restrictions regarding the recipients of this scholarship. These will be one-time scholarships only.

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 a \$500.00 scholarship and loan assistance to worthy students regardless of their vocational objectives.

Annette and J. O. Hobgood Scholarship Fund. The recipient shall be a sophomore who has enrolled in Ouachita for four consecutive semesters, who will use it toward expenses of the junior year. First preference will be given to students from Smackover, Arkansas, and second preference shall be those whose major is in Home Economics or Science. The amount of the scholarship is \$100 per recipient per semester and may be renewed once upon maintaining good academic standing and good campus citizenship records.

Immanuel Baptist Church Scholarship Fund. The scholarship given by the Immanuel Baptist Church of Little Rock is given to a recipient or recipients selected by the Ouachita Scholarship Committee, upon the recommendation of the Immanuel Baptist Church.

Clyde Linkous Memorial Scholarship Fund. The fund, established in 1973, provides a scholarship for the freshman year. Preference is given to students from Geyer Springs Baptist Church, Little Rock, and First Baptist Church,

Stephens, Arkansas. The scholarship provides \$150 each semester of the freshman year to the recipient who is encouraged but not required to reimburse the fund if able to do so.

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.

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 scholarships of \$200.00 will be awarded annually.

Mineral Springs Central Baptist Church Scholarships. 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. Two separate scholarships are awarded from this fund.

Ministerial Scholarship Loan Fund. The Arkansas Baptist State Convention provides a Ministerial Scholarship Loan Fund not to exceed \$200 per student per semester which is available to ministerial students and wives of ministerial students who meet the guidelines established by the Executive Board of the Arkansas Baptist State Convention.

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.

Dorothea Van Deusen Opydyke Scholarship. Each year, Ouachita receives four Opydyke scholarships in the amount of \$200.00 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 for Ouachita Baptist University students.

The Fund is comprised of the following: Mrs. J. E. Berry Student Aid, Buchanan Ministers Gift Fund, Vinnie Garrison Scholarship, Paul King Scholarship, Dr. Lucien Lanier Scholarship, Mr. and Mrs. S. D. Mitchell Nursing Fund, Murphy Shepard Student Aid, Lillian Pearson Mission Volunteer, Jane Ross, Shadd Scholarship, W. I. Walton Scholarship, J. L. Bodie Fund, A. B. Hill Scholarship, Kruger Scholarship, John G. Lewis Student Aid, Nursing Scholarship Fund, C. T. Ray, Scarborough Scholarship, Johnny South Scholarship Fund, Waller Aid Fund, Larry Wright Student Aid.

Jesse and Elizabeth Patterson Scholarship. This endowed scholarship is provided by Dr. J. D. Patterson of Searcy in memory of his parents who believed in Christian higher education. Two \$400 scholarships will be provided annually. One scholarship will go to a student from White County, the other to a needy science student. The awards are renewable.

Student Aids

George R. and Jean Peebles Scholarship Fund. Two Scholarships of \$500.00 each have been provided by Dr. and Mrs. George Peebles. The recipients must have satisfactory academic and citizenship status; preferences will be given to Gurdon or Clark County students who are preparing for fields of medicine or related subjects.

Raymond and Bonnie Peebles Scholarship Fund. Dr. and Mrs. Raymond Peebles have established a scholarship fund that provides \$900 annually for a worthy and deserving Ouachita student.

Mr. and Mrs. Floyd Pinkerton Scholarship Fund. The fund has been established by Mr. and Mrs. Floyd A. Pinkerton. The recipient shall be studying for service in a religious education field with first preference being given to a student from Yell or Howard Counties. The amount of the scholarship is \$250 per recipient per semester and is renewable.

Earl Pippin Scholarship Fund. The recipients of these scholarships must be junior ministerial students who plan to remain at Ouachita for their senior year. It is provided to help meet expenses for the senior year.

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 from several high schools. Selection will be made on the basis of ability and need for the scholarship and will rotate from school to school yearly.

John W. Reap Scholarship. A scholarship of \$1,000 per year is available through the estate of the late John W. Reap. It is designated for an exceptional high school senior who will be an entering freshman. The scholarship is renewable on a competitive basis with a 3.500 grade point average for a normal student load and with an outstanding performance as a Ouachita citizen.

Leslie and Sarah Rogers. The scholarship fund has been established by Mrs. R. L. Rogers. The recipient of the scholarship shall be determined by the Scholarship Committee. Renewal of this scholarship will be based on academic ability and citizenship. The recipient must be studying for service in a full-time Christian vocation. The fund provides a \$500.00 scholarship each year.

Schaaf Scholarship Award. This scholarship, which was established on March 6, 1976 by Major and Mrs. Clifford C. Schaaf, is designated for members of the Ouachita Baptist University Rifle Team to encourage marksmanship excellence, academic excellence, and Christian ideals as a guide in daily life.

Mr. and Mrs. Milner Sargeant Scholarship Fund. The recipient shall be studying for service in a full-time Christian vocation. First preference shall be a student with an average academic background. The amount of the scholarship is \$100 per recipient per semester and is renewable upon maintenance of average academic standing.

Major General Moise B. Seligman Jr. ROTC Scholarship. This Scholarship, which was established on November 1, 1975 by the men and women of the 122d Army Reserve Command, is designated for worthy and deserving students enrolled in the Army ROTC program. Specific eligibility requirements may be obtained by contacting the Professor of Military Science.

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.

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.

Stiles Scholarship Fund. The scholarship fund has been established by the late Mr. L. E. Stiles of Hughes, Arkansas. Two scholarships amounting to \$200 each will be awarded annually to "worthy students who are students at the University who are students for the gospel ministry and/or who plan to become missionaries."

Roy and Christine Sturgis Student Assistant Fund. Established by a generous grant from the Roy and Christine Sturgis Foundation, this fund provides help for worthy students to continue their education at Ouachita.

Madaline and D. O. Talbot Scholarship. A scholarship donated by Mr. and Mrs. Talbot for a deserving and worthy student of OBU. The fund provides a \$200.00 scholarship each year.

W. O. Taylor Work Scholarship. The Reverend W. O. Taylor of Melbourne, Arkansas, has provided trust funds, the income of which is to be used to provide scholarships for students who are working on Ouachita Baptist University employment program, who are active members of Southern Baptist Churches. The scholarship is not to exceed \$500 annually.

Charles and Betty Templeton Scholarship Fund. Charles and Betty Templeton have given a fund which provides a scholarship of \$250 per semester. The recipient must be a graduate of Cabot High School; he will be chosen by a selection committee at the high school.

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 Scholarships. This fund has been provided by interests on investments of Mr. Birkett L. Williams of Cleveland, Ohio. These funds provide four annual tuition scholarships for Ouachita students.

Winburn Scholarship Fund. An athletic scholarship in the sum of \$1,700 annually is provided by the Winburn Tile Manufacturing Company in loving memory of Dr. Hardy L. Winburn, II. This scholarship is used to reward and encourage the Christian athlete who demonstrates excellence in the classroom, gentlemanly conduct on the campus and Christian ideal in his daily life. The recipient shall be announced at the athletic banquet each spring.

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.

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 grant, discount and student employment is provided to cover all room, board, tuition and fees. Only those fees which are paid by all students, such as activity and graduation fees, will be provided.

Student Aids

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.

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. The application must be renewed each semester and is available at the Student Aid Office.

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, grant, student employment, and Margaret Fund Scholarship is provided to cover tuition, fees, board and room. A student may be expected to work 13 hours on student employment. The difference between his expenses and his work plus his Margaret Fund Scholarship and his BEOG is discounted by Ouachita Baptist University. Only those fees which are paid by all students, such as activity and graduation fees, will be provided.

Twin Discount. Twins are eligible for a discount of one-half tuition and fees for each twin. The only requirement is that both twins be enrolled at the same time on a full-time basis at Ouachita.

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.

College Work-Study Program (CWS). Through the College Work-Study Program students 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. 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 13 hours weekly while attending classes full-time. The basic rate of pay is governed by the Minimum Wage Law. 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.

Off-Campus Employment. 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 Student Aid Office.

Summer Employment. Through the College Work-Study Program, students who qualify may work full-time (thirty hours per week) during the summer or vacation periods. Application for summer employment must be made through the Director of Student Aids.

Grants

Basic Educational Opportunity Grant. Grants are available to undergraduate students with an exceptional financial need.

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

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. Benefits for the qualified veteran begin at a minimum of \$220 monthly and increase according to the number of the veteran's dependents. 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 showing graduation from high school 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.

An applicant whose high school grade point average is below 2.000 on a 4.000 scale, and whose composite ACT score is 15 or below, may not be admitted except on academic probation by special action of the admissions committee. The student so admitted will be expected to participate in the Academic Skills Development Program and to enroll in General Education 101, Resources for Learning. Other developmental courses may also be required on the bases of diagnostic tests or of the student's experience in first college courses. Academic probation may be lifted in the manner described in the paragraphs on academic probation.

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 high school will be admitted if he has earned fifteen standard units, if he is recommended by his principal, superintendent, or counselor. The applicant whose high school grade point average is below 2.000 on a 4.000 scale, and whose composite ACT score is 15 or below, may not be admitted except on academic probation by special action of the admission committee.

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 and a maximum of four additional units from an accredited correspondence school or 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 enter Ouachita Baptist University if 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.

Sixty-six hours and no more will be accepted on the freshman-sophomore level. Thirty hours and no more will be accepted from an accredited theological seminary. The transfer student is required to take twenty-four out of the last thirty-two hours in residence at Ouachita. At least twelve junior-senior hours in the area of concentration must be taken in residence.

A transfer student is strongly advised to have a degree plan approved before the end of the first semester in residence 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 to Ouachita. Transfer students who have less than sixty

hours credit acceptable to 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 in the grade point average 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 a least a **2.000** average. 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 **2.000** average during his first semester at Ouachita.

Ouachita Baptist University offers a degree completion program for military personnel. An individual may receive up to thirty hours academic credit for military service school study as recommended in the ACE guide.

Citizens of Other Countries

Qualified students from other countries are considered for admission as freshmen and transfer students. New students are accepted for admission only for the semester which begins in September. Final date for filing 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.

Servicemen's Opportunity College

Ouachita Baptist University has received recognition as a Servicemen's Opportunity College (SOC Program). An SOC Candidate establishes eligibility for the program by earning twenty-four hours of resident credit of which at least eight hours are in General Education and eight hours are in a departmental core. Upon completion of the resident credit and the approval of a degree plan the SOC candidate would be allowed to complete the undergraduate degree while still in service by transferring applicable courses from accredited schools to Ouachita in fulfillment of the degree plan. In the event of separation from service, the candidate would be required to resume residency at Ouachita for the completion of the degree.

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 Academic Affairs 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 participate in the basic ROTC course is required for each student not exempted from the mandatory first year basic ROTC program.



ACADEMIC INFORMATION

DEGREES GRANTED

The School of Arts and Sciences confers the degrees of Bachelor of Arts, Bachelor of Science and Bachelor of Science in Education. The general requirements for these degrees are given on page 54 and following of this catalog.

The School of Music confers the degrees of Bachelor of Music, Bachelor of Music Education and Bachelor of Arts. The general requirements for these degrees are given on page 140 and following of this catalog.

The Graduate School confers the degrees of Master of Science in Education and Master of Music Education. The general requirements for these degrees are given in the Graduate Catalog.

REQUIREMENTS FOR UNDERGRADUATE DEGREES

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 specific requirements for undergraduate degrees begin on page 54 of this catalog.

A student must successfully complete the general requirements for graduation in either the catalog in effect at the time of admission to the University or in any subsequent catalog. 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. The same basic requirements may be used, but the degree plan must show thirty additional hours above the 128 required for the first degree, and the degree requirements for the second degree must be met to the satisfaction of the dean of the school.

A student who anticipates further study on the graduate level should determine the language requirements of the schools of interest. Fulfilling such requirements 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.

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 fee 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 the 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 or she is carrying over fourteen hours at Ouachita.

Changes in Registration

After a student and the advisor have arranged a semester's study program, changes in it are discouraged. Any change of course during the first seven weeks involves a fee of five dollars for each change. Beginning with the third week of classes, a student may not add a course. 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.

A student may, with consent of the academic counselor, drop a course during the first seven weeks of a semester, or during the first two weeks of a summer term.

Under unusual circumstances a student may, with consent of the academic counselor, class instructor, and the dean of the school in which enrolled, withdraw from a course after the seventh week of a semester or after the second week of a summer term, and not later than two weeks prior to the beginning of final exams, or the end of the fourth week of a summer term.

The distinction made between dropping and withdrawing is as follows: A course that has been officially dropped will not show on the student's record. A course that has been officially withdrawn from will be assigned a final grade of WP or WF by the course instructor.

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

Credit will not be given in a course for which a student is not officially registered.

Degree Plan

No later than the last day of the first Junior semester (before the accumulation of seventy-four semester hours) the student must file an approved degree

plan. In consultation with the academic counselor, the student prepares a degree plan stating curricular and career objectives, with the names of courses which will fill general, core and degree requirements and electives. The degree plan, when approved by the academic counselor, the department chairman and the Dean of the School, becomes the program which, if completed successfully, leads to the conferring of the desired degree.

There is no charge for the counseling and degree plan service. Therefore it is to the student's advantage to file a plan early in the freshman or sophomore year and to refile whenever the objectives change.

Junior-Senior Hour Regulation

A student below the junior level, to receive credit for a junior or a senior course, 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 catalog course by conference with the consent of the instructor, departmental chairman and the Vice President for Academic Affairs.

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.

Academic Information

One recitation period per week presumes that the student must spend two additional hours for preparation.

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 there are prerequisites or restrictions listed in the course description. Courses are usually offered at the times indicated at the end of the course descriptions.

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.

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.
- 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 on the basis of previous military training and aptitude tests will be recorded on the transcript as credit. The course in Student Teaching is also excluded. For the purpose of awarding academic honors at graduation, determining probationary status, and the total quality credits required for graduation, credit-without-grade courses 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.

Academic Probation

Academic probation is the standing of a student whose academic performance is below minimal standards. A student will be notified in writing of official academic status soon after grade reporting time. The student, the parents, the counselor, the registrar, and the President of the University will be advised of the student's being placed on probation, continued or suspended. A regular undergraduate will be placed on probation when the following requirements are not satisfied:

1. A cumulative grade-point average of 1.500 or above after attempting any amount less than fifty-nine semester hours.
2. A cumulative grade-point average of 1.750 or above after attempting fifty-nine hours or more.
3. A cumulative grade-point average of 2.000 or above after attempting eighty-nine hours or more.

Continued probation is the standing of a regular student who has been placed previously on probation and whose grade-point average for the previous semester was less than 2.000, or who has not raised the cumulative grade-point average to meet the above minimal standards.

Continued probation may be permitted the student with eighty-nine or more semester hours credit who makes a semester grade-point of 2.000 or better at the discretion of the Admissions Committee.

Suspension for academic reasons takes place at the end of a regular semester if a student on continued probation does not make at least a 2.000 grade-point average and is still below the minimal standards as outlined above.

A newly-admitted freshman who enters on academic probation will be required to achieve a cumulative 1.500 grade-point average after either of the first two regular semesters to remove probationary status.

Readmission after academic suspension may be applied for after a lapse of at least one regular semester. When the student has been absent from the campus a semester, application may be made in writing to the Admissions Committee stating reasons for wanting to be reinstated and plans for making up academic deficiencies. A student on probation or continued probation who leaves the University and wishes to return may do so on the same academic status as the student left.

A student on probation or continued probation must be enrolled or have passed General Education 101 and such other academic skills development courses as are indicated by diagnostic tests.

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 the student previously made a **D** or an **F**, the succeeding grade will be the only one computed in the cumulative grade average, regardless of the grade made.

A student on academic probation will be counseled by the 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 the regular academic advisor assigned by the Dean of the School, the director of the counseling program. The counselor should be careful to advise the student to arrange a program of study which will help make it possible for the student to remove the probation.

Removal from Probation

A student on probation or continued probation may be removed from probation if the following conditions are met:

1. The student must achieve a GPA of 2.000 for the previous semester and must raise cumulative GPA average to meet the minimal standard as stated above.
The GPA will be calculated at the end of the fall semester, the spring semester, and at the end of the second summer term.
2. The student must carry a minimum course load of twelve semester hours during a long term or a total of twelve semester hours for two consecutive summer terms.

As related to suspension, a regular semester is defined as a fall or spring semester.

Classification of Students

An undergraduate student is not entitled to class privileges until certified by the Registrar as a member of the class. A student is a freshman until twenty-eight semester hours and at least forty-six quality credits have been earned. Thereafter, a student is a sophomore. Junior standing is achieved by earning fifty-nine semester hours and at least 108 quality credits. A student is a senior when eighty-nine hours, including at least ten on the junior-senior levels, and 168 quality credits have been earned. An undergraduate student is classified as a special student if registered for less than eight semester hours, or if the student is not pursuing a degree program in 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

Ouachita grants degree credit on the basis of a number of advanced-standing examinations. Except as described in the section about the Honors Program, the total credit by examination which may be counted toward a degree may not exceed 32 hours, and not more than nine of these may be counted in the core. For courses passed by examination, credit but no grade is recorded.

A student may not receive credit by examination in a course if more advanced work has been taken in that subject, or if a grade below C has been recorded in a course which is prerequisite to the course in which credit is sought.

Academic Information

College Level Examination Program: Credit for the following courses may be earned by making scores in the CLEP General Tests at or above the level determined by the faculty.

- General Education 113: Fundamental Mathematics
- General Education 123 and 133: Freshman English
- General Education 154: Natural Science, Biology
- General Education 164: Natural Science, Physical
- General Education 213: Classical Lifestyles
- General Education 243: American Civilization

Tests may be scheduled and taken at Ouachita or at any other CLEP center. No advance permission from Ouachita is necessary, but registration for the test ten days in advance is required. Scores should be ordered sent to the Academic Affairs Office at Ouachita. The only charge is the standard CLEP fee.

With the permission of the chairman of the department at Ouachita in which the equivalent course is offered and the Vice President for Academic Affairs, a student may receive credit for making a sufficient score on a CLEP Subject Test, including the essay section if there is one. The only charge is the standard CLEP fee.

It is important that the CLEP tests be taken no later than July, in order for the scores to be received before fall registration (or November for spring registration). Credit by CLEP examination will not be given for a course in which the student is enrolled unless the CLEP test was taken by these deadlines.

Ouachita Credit Examinations: In subjects in which no CLEP subject test is available, a student may receive credit in a course by passing an examination given by the chairman of the department in which the course is offered. Permission must be obtained from the Dean of the school in which the student is enrolled, and a fee of ten dollars per semester hour must be paid to the Business Office in advance.

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 a transfer student, before acquiring senior standing. When credit is granted in this manner, credit rather than specific grade is recorded on the permanent record.

Advanced Placement: The University accepts credits established by a grade of three or higher in 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. Scores should be reported to the office of Academic Affairs of Ouachita.

The Cooperative Education Program

Cooperative Education is a learning experience in a coordinated program of alternating work experience and study. It is an attempt to make more relevant the educational process through a blending of theory learned in the classroom with the practical application of these concepts in a real-life environment.

In this program full-time, paid employment positions related to the participant's academic major are secured by the Cooperative Education Office. These positions become experiences of applied learning for the student. While some students are attending classes in the usual on-campus fashion, Co-op students are receiving up to four hours of academic credit for an on-the-job work experience. At the end of a six month period the off-campus students return to the classroom. Students may earn up to two credit hours under this program for a shorter work session of three (3) months.

The main criteria for admission to the program is that the student must have an overall grade point average of 2.100 and a 2.400 in his or her area of concentration. The student must also have the recommendation of his or her academic advisor. The Co-op student must maintain the grade point requirements to continue in the program.

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 the core. The course name shall be a brief but accurate description 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. The student may be asked to withdraw if: (a) it is determined that the student's actions or attitudes are unworthy of a good campus citizen; (b) his or her scholastic record falls below normal expectations or for failure to remove probationary status, as explained above; or (c) the student's financial record is unsatisfactory to the university.

When the student withdraws from the University for any reason, a report in person must be made to the Dean of Students, the Student Financial Aids Office, the Library, the Academic Affairs Office, the Registrar and the Business Office before leaving the campus. Failure to check out completely will result in continued charges for food or housing. A reason for withdrawal accompanying the above mentioned clearance will appear more favorably on the student's record.

Transcripts

Whenever a student wishes to have a transcript sent to graduate or professional schools or to other institutions, a request should be made at least a week

before it is needed. No transcript or other evidence of attendance is issued to or for a student who is in debt to the University until such indebtedness has been paid in full. Satisfactory arrangements for accounts must be made before the transcript will be sent. The request must be approved by both the Registrar and the Business Manager. Each transcript must include the student's complete academic record at the University. Transcripts are issued only at the written request of the student. Transcripts will be issued only to the student, institution, or party specified by the student. 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.



HONORS PROGRAM

Assistant Professor Jeffers, 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 through small group seminars.

Admission

Participation in the Honors Program is voluntary. A student may petition for admission to the Honors Program after the completion of twenty-eight semester hours (usually during the third semester). The petition must be accompanied by two letters of recommendation from faculty members. After preliminary screening an acceptable student will choose a faculty advisor who will assist in the development of a tentative plan of study for the Honors Program. Final selection into Honors Program will be contingent upon the completed plan of study and a personal interview. Participation will commence the following semester.

Honors Study Programs

Honors Study Program will consist of sophomore level directed studies, junior level group seminars, and junior-senior level independent studies.

The directed study offers the opportunity for study in areas where formal courses are not offered. A student may select the faculty member under whom the study will be done. The directed study may be in an area other than the independent study.

Weekly seminars will be offered each semester. Students may petition to have a seminar offered in a subject area of interest. All seminars will deal with a definite subject area.

The independent study will involve an in depth study of a topic of special interest to the student. The study will be conducted over a period of two to four semesters under the supervision of a faculty advisor. The independent study may be preceded by a one semester hour planning session before the student begins the study. The remaining three to eight hours of independent study should be taken over a period of two or three semesters. Prior to the completion of the independent study, the honors student will select a second faculty member who, along with the project advisor, will serve on the independent study committee. A third member of the committee will be selected by the Honors Council. Upon completion of the independent study of the student will present an open oral presentation. All three faculty members of the independent study committee will judge acceptability of the study. In the event selection is not unanimous, the study must be passed by the Honors Review Board.

Grading of all Honors Program studies will be credit or noncredit. The minimum credit standard will be a grade of B. No more than six hours of Honors Studies may be counted in the academic core.

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

Honors Program

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 47 hours. Not more than one-half of the student's core which is presented for graduation may be taken by examination. When 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 the academic 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 to be received. The five dollar fee already paid will apply to this ten dollar per semester hour charge.

Graduation With Honors Recognition

A student wishing to graduate with Honors recognition should complete a one-semester-hour directed study, two one-semester-hour seminars, and an independent study of four to nine semester hours.

Withdrawal From the Honors Program

A student may be asked to withdraw from the Honors Program if: (a) the cumulative grade point average drops below 3.00 at any time; (b) the student receives no credit in Honors Special Studies; (c) the student is uncooperative in the Honors Program.

Administration

The Director of the Honors Program will be appointed annually by the President of the University. The Director will in turn designate one faculty member and one student from each academic division to serve on an Honors Council. The general administration and coordination of the Honors Program will be the function of the Honors Council. The Honors Admissions Committee and the Review Board will be selected by the Honors Council.



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.

The Bachelor of Arts degree is conferred upon the student who meets the general requirements, achieves a core in a department and passes twenty-one semester hours in related fields outside the department or passes twenty-one semester hours in related fields as specified in the catalog by the major department.

The Bachelor of Science is conferred upon the student who meets the general requirements and achieves a core in biology, chemistry, pre-dietetic home economics, mathematics, or physics and passes twenty-hours in the other sciences.

The Bachelor of Science in Education is conferred upon the student who meets the general requirements and the requirements specified under the Department of Education section of the catalog.

Summary of Requirements

1. General Education, 43 semester hours.
2. An area of concentration, 45 semester hours with at least 24 in a departmental core.
3. Seven chapel credits.
4. Physical Education, 4 semester hours.
5. Military Science, 2 semester hours required of physically qualified men entering Ouachita with less than 29 semester hours.
6. Courses taken during the junior and senior years of forty-two semester hours from the 300 and 400 level groups, twenty of these in the area of concentration and twelve in the departmental core.
7. Grade average of 2.000 in the 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 or any course in the Mathematics Department for at least three hours credit.
2. English: Freshmen English I and II. A student showing marked deficiency in English will be required to register for Basic English in addition to Freshman English I. A student must be enrolled in Freshman English or its equivalent until both courses are passed.
3. Old Testament Survey for three hours credit and New Testament Survey or Religion 213, The Life of Christ, for three hours credit.
4. The Contemporary World for three hours credit.
5. Natural Science, Biology, or any course in Biology for four hours credit.
6. Natural Science, Physical, or any course in Chemistry or Physics for four hours credit.

Requirements for Undergraduate Degrees

7. Behavioral Science: One course in political science, psychology, or sociology for at least three hours credit.
8. Classical Lifestyles for three hours credit. In the choice of modules for the three Lifestyles courses the student must include literature, music, art, philosophy and history.
9. American Civilization for three hours credit, or United States History to 1877 and United States History Since 1877 for six hours credit.
10. Renaissance and Early Modern Lifestyles for three hours credit.
11. Modern Lifestyles for three hours credit.
12. Decision-making in the Twenty-first Century taken during the senior year for two hours credit.

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.

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.

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 thirty-five are required to take activities courses. Military Science 101 and 111 will waive one of the four semester hours of required physical education. Physical education majors fill this requirement by taking major activities courses. Others may fill this requirement by taking four hours or more of health-related courses in the department.

A semester of marching band or Military Science 101 and 111 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 therefor, subject to the conditions set forth in the Department of Military Science in the catalog.

Chapel. Seven chapel credits are required. 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.

Junior-Senior Hours: The student is expected to take courses numbered 300 and 400 during the last four semesters of the degree program. Courses from these upper-division categories will not be counted toward the requirement when taken before the student has earned fifty-nine semester hours credit unless permission in advance has been granted and the course is taken in the sequence shown by the departmental course offerings.

Requirements for Undergraduate Degrees

Grade Average: The student must have twenty-four hours with grades of C or higher in the departmental core and must attain a grade-point average of 2.00 in the area of concentration.

Hours Requirement: One-hundred twenty-eight semester hours are required for graduation to be comprised of the following:

1. General Education
2. Physical Education activities with a maximum of four semester hours
3. Military Science
4. Departmental core with a maximum of forty in any department.
5. Related fields totalling 21 hours
6. Electives with a maximum of three semester hours of music ensembles

Residence Requirement: Twenty-four out of the last thirty-two semester hours must be taken in residence. This permits eight hours to be taken at another institution or in extension or correspondence courses. The residence requirement may be met earlier for Servicemen's Opportunity students with approved degree plans on file.



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.

101. Resources for Learning.

A study of basic learning skills including effective listening, note-taking, studying and test-taking. The course is required of students on academic probation and of those admitted to Ouachita on academic condition. It is optional for others who wish to improve academic skills. A credit, non-credit course. **Fall, Spring.**

111. Fundamental Reading.

A diagnosis of reading problems and an intensive search for their solution. The course is required of students on academic probation, of those admitted to Ouachita on academic condition and of those who score below 9.5 on the Nelson-Denny test. A credit, non-credit course. **Fall, Spring.**

121. Developmental Reading.

A course for acquiring and developing basic reading proficiency. The course focuses on difficulties most often encountered by college students. A credit, non-credit course. **Fall, Spring.**

103. Applied Mathematics.

This course is designed for students not proficient in basic mathematical skills. Practical applications of arithmetic, elementary algebra and some topics in geometry are included. **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, 133. Freshman English I and II.

Building upon the linguistic discoveries of the New English, this two-semester course in reading and writing utilizes "free writing" to develop fluency, peer-group evaluation of compositions to increase motivation, and a circular seating arrangement to facilitate participation in class discussion. The course gives the student the freedom to find his own unique voice and

General Education

the discipline to learn more professional craft to supplement the language skills already possessed. A student must be enrolled in Freshman English or its equivalent until both courses are passed. **Fall, Spring.**

153. Old Testament Survey.

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. New Testament Survey.

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: General Education 153. **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.**

173. The Contemporary World.

An interdisciplinary introduction to the major issues of life in the contemporary world, with emphasis upon the development of the individual's abilities to deal with these issues. **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.**

213. Classical Lifestyles.

A humanities course providing opportunities of getting acquainted with masterpieces of the cultures of various ancient civilizations. Several options will be offered the student to choose topics from the histories, philosophies, literatures, art or music of the cultures. In his choice of modules for the three courses (213, 313, and 413) a student must include segments from all five categories. **Fall, Spring.**

313. Renaissance and Early Modern Lifestyles.

A humanities course providing options similar to those of General Education 213, but for the middle periods of the world cultures. Prerequisite: General Education 213. **Fall, Spring.**

413. Modern Lifestyles.

A humanities course providing options similar to those of General Education 213 and 313, but for contemporary cultures. Prerequisite: General Education 313. **Fall, Spring.**

412. Decision-Making for the Twenty-First Century.

An interdisciplinary course in the nature, skills and experiences of decision-making, utilizing all areas of human inquiry and knowledge. **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.**



Honors Program Courses

The courses related to the honors program will be conducted in the appropriate division or department of the studies. Using the prefix designating the division or department in which the study is conducted, the course numbers and descriptions that follow apply:

281. Honors Directed Studies.

A special topics course designed to meet the needs of the individual sophomore student. **Fall, Spring.**

381. Honors Seminar.

An interdisciplinary seminar designed for the junior Honors student. **Fall, Spring.**

481-3. Honors Independent Studies.

A critical study and analysis course designed for the individual junior-senior Honors student. **Fall, Spring.**

Cooperative Education Courses

Departments in which a Cooperative Education experience and credit are offered are indicated within the department course offerings. Using the prefix designating the department in which the study is conducted, the course numbers and descriptions that follow apply:

390-4. Cooperative Education.

The course consists of a work experience in the Cooperative Education Program under the supervision of the director, the dean of the school and the supervisor for the employer. Credit is granted when the student returns to enrollment as a regular student and files required reports and logs of the experience. **Fall, Spring.**



ARKANSAS



AMERICAN REVOLUTION BICENTENNIAL
1776-1976



DIVISION OF BUSINESS AND ECONOMICS

Assistant Professor M. Gonzalez, Acting Chairman

The Division of Business and Economics is concerned only with practical business administration, but also with the overall objectives of the university and the College of Arts and Sciences.

The objectives of the division are to improve the student's economic and business maturity, to help the student become a better informed citizen, to help the student to learn to apply Christian ideals in business relationships, to prepare the student for a professional career in administration, and to provide the student with a thorough foundation for graduate study.

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.

Department of Accounting

Associate Professor M. Wright, Chairman
Assistant Professors J. Kelly and M. Moore

"The curriculum of this department is designed to prepare students for diversified careers in the practice of public accounting, industrial accounting, governmental accounting, and general accounting management. The curriculum is also an excellent choice for the pre-law undergraduate degree or for the student desiring a career in business management. Due to the increasingly complex business environment, the national demand for accounting graduates is exceeding the supply, therefore, creating an excellent opportunity for ambitious men and women." — Margaret Wright.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

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, 323; Math 103; plus additional academic 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 the accounting theory for individual proprietorships, partnerships, and corporations. First semester covers the theory of debits and credits; the accounting cycle including books of original entry, ledgers, working papers, and financial statements; accruals and deferrals; asset valuation; and payroll accounting. **Fall.**

213. Principles of Accounting II.

A continuation of Accounting I with emphasis on accounting for partnerships and corporations; introduction to manufacturing and cost accounting; and financial statement analysis. Prerequisite: Accounting 203. **Spring.**

303. Intermediate Accounting I.

Study of advanced accounting theory for the balance sheet accounts, covering current assets, current liabilities, investments, and present-value accounting. 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; changes in financial position; and price level accounting. Prerequisite: Accounting 303. **Spring.**

323. Cost Accounting.

Basic principles of cost accounting with emphasis on job order and process cost. 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.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

403. Federal Income Tax Procedures.

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

423. Principles and Procedures of Auditing.

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

491-3. Special Studies in Accounting.

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

Department of Business Administration and Economics

Assistant Professor M. Gonzalez, Chairman
Instructors L. Royce and J. McCommas

"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" — Martin Gonzalez.

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 Business Administration to total twenty-four hours and additional courses in related fields to total forty-five hours.

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 Economics to total twenty-four hours 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.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

Business Administration

103. **Introduction to Business.**
Basic principles and characteristics of business institutions and their operations. Open only to freshmen and sophomores in the Division of Business and Economics. **Fall, Spring.**
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. The course is valuable to all students. **Fall, Spring.**
203. **Fortran Programming.**
Algorithms, basic programming, and writing of numerical and non-numerical problems. See Mathematics 203. **Fall.**
213. **Principles of Management.**
Fundamentals of management underlying the solution of problems of organization and operation of business enterprises. Corequisites: Accounting 203 and Economics 203. **Spring.**
233. **Marketing.**
An introduction to the institutions, techniques, policies, and procedures associated with the distribution of goods and services. Prerequisite or co-requisite: Economics 203. **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.**

Division of Business and Economics

313. Business Law II.

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

323. Statistics for Business and Economics.

A study of the methods of collecting, analyzing, and presenting numerical data for business purposes. **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. Business Communications.

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

353. Principles of Advertising.

Analysis of marketing and campaign techniques, layout, testing, legal and ethical aspects, and vocational opportunities. **Fall 1976 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 1977 and alternate years.**

373. Principles of Organization.

The development and present status of organization theory; analysis and design of organizational structure. Prerequisites: Business Administration 213, Economics 203, Accounting 203, Corequisite: Business Administration 323. **Spring.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

403. Corporation Finance.

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

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. **Spring 1978 and alternate years.**

443. Real Estate Principles.

Introduction to the field of real estate; consideration of economic, legal, and technical factors; real estate transactions, financing, and management. **Spring 1977 and alternate years.**

453. Advanced Fortran Programming.

A continuation of Business Administration 203. A study of problems dealing with arrays, matrices and surveys with cross-tabulation. See Mathematics 453. Prerequisite: Business Administration 203. **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. Prerequisites, Accounting 203 and 213. **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.**

Economics

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.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

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 1976 and alternating years.**

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 H. Frazier

"Never has there been a greater need for professional, highly-skilled office workers than in the seventies. The increased cost of office work, coupled with a decline in the ability of many office workers, has brought about this increased demand. Even the organizational structure of the office is changing to accommodate advanced technology in typewriters, dictation equipment and electronic

calculators. Many businesses and institutions are utilizing the Word Processing concept of handling their paper work load. This divides the traditional secretarial position into administrative secretary and correspondence secretary. To prepare young people for working in the word processing-administrative support system, the Department of Office Administration is emphasizing the skills and knowledge needed in the changing office scene." — Jonathan Kelly

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. Plan I. Those who wish to become certified for teaching all business subjects except Economics may do so by fulfilling the core requirements in office administration including Office Administration 202, 323, 333, 343, 403, 413, 423; and the professional education requirements. Plan II. Those who wish to teach only bookkeeping and basic business may be certified by fulfilling the core requirements in business administration including Accounting 203, 213; Economics 203, 213; Business Administration 303, 313, 343; one course in typewriting; and the professional education requirements. Both plans require the same total hours.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

Requirements for an area of concentration with a core in Office Administration: Office Administration 333 and enough courses in the department to total twenty-four hours; Accounting 203, 213; Business Administration (choose one of three) 213, 233, 323; Business 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.

Preparation of documents common to the major types of organizations with emphasis on forming, spelling, punctuation, grammar, and proofreading. On-hands experience with the automatic, text-editing typewriter and familiarization with word processing concepts. **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, instruction 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.**

303. Record System Management.

A comprehensive study of the fundamentals of records storage and retrieval. Instruction and practice is given in setting up various filing systems with emphasis on creation, retention, transfer and disposal of records. **Spring.**

323. Advanced Transcription.

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

333. Advanced Dictation.

Intensive drill in dictation speed building. The student must achieve a dictation rate of one-hundred twenty words per minute. **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.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

403. Business Machines.

Instruction and practice in operating ten-key machines, calculators, listing machines, duplicators and machine dictation equipment. Lecture and laboratory. **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 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.

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 General Education 123, 133, 103, 213, and either 153 or 163; Accounting 203, 213; Business Administration 103, 113; two hours of Physical Education activity courses, 29 hours of Office Administration, and three hours of electives.

DIVISION OF EDUCATION

Professor Dewey Chapel, Chairman

The Division of Education includes the Departments of Education; Health, Physical Education and Recreation; Home Economics; and Library Science.

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 contributions 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 completing at least twenty-two semester hours including six hours of freshman English. 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

Division of Education

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 Foundations of Education 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 the student's counselor after completing at least one additional semester and removing the deficiencies stated by the Council.

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 and in Foundations of Education for admission.
2. Receive a satisfactory evaluation of academic and personal qualities by counselor, by department heads of the teaching cores, by the Dean of Students, and by the 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, 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 2.1 grade point average or above and 2.4 or above in the teaching core.
 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.
- B. Before recommendation for certification as a teacher each student must take the National Teachers Examination.

Department of Education

Professor C. Chambliss, Chairman

Professors D. Chapel, T. Watson, and A. Wetherington

Associate Professors R. Ford, W. Mims, and J. Shambarger

Instructor P. Arrington

"Today there may very well be more teachers than teaching positions; however, there certainly is no oversupply of **good** teachers." — Charles Chambliss

The Department of Education offers programs of study leading to the degree of Bachelor of Science in Education. Elementary teachers are prepared to teach in kindergarten, in grades one through eight, and in special education; and Secondary teachers are prepared in various subject-matter fields.

ELEMENTARY EDUCATION.

The curricula in Elementary Education are designed to provide students with a balanced program in (A) general education, (B) specialized areas, and (C) professional preparation.

AREA OF CONCENTRATION IN ELEMENTARY EDUCATION

B.S.E. Degree

A. General Education Requirements:	Sem. Hrs.
GNED 123 and 133, Freshman English I & II	6
GNED 153 and 163, Old Testament and New Testament Surveys	6
GNED 154 and 164, Natural Science-Biological and Physical	8
GNED 173, Contemporary World	3
GNED 243, American Civilization	3
*GNED 213, 313, and 413, Lifestyles	9
GNED 412, Decision-Making	2
**Physical Education Activity	4
**Military Science 101 and 111	2
*Students should elect at least three modules in Literature.	
**See Specifics of Requirements on Page 54.	

B. Area of Concentration Requirements —

Elementary Education.***	Sem. Hrs.
Music Education 102 and 202 or Music Education 253	3-4
GEOG 103 or 203	3
SPCH 103, Fundamentals of Speech	3
PSYC 203, General Psychology	3
LSCI 213, Children's Literature	3
PSCI 213, American National Government	3
MATH 233 and 313, Mathematics for Elementary Teachers	6
NSCI 303, Natural Science for Elementary Teachers	3
ART 313, Public School Arts and Crafts	3
HPER 353, Health and Physical Education for Elementary Teachers	3

***Must include an area of academic concentration with a minimum

Division of Education

of 18 semester hours in one of the following areas: Art, English, French, Library Science, Mathematics, Music, Natural Science, Physical Education, Social Studies, or Spanish. No more than two General Education course requirements may be counted as part of the academic area.

C. Professional Education Requirements:	Sem. Hrs.
ELED 202, Foundations of Education	2
ELED 323, Economic Education	3
ELED 333, Child Development	3
ELED 403, Methods in Reading and Related Language Arts	3
ELED 412, Educational Media	2
ELED 413, Special Methods	3
ELED 423, Measurement and Evaluation	3
ELED 433, Curriculum Principles	3
ELED 446, Student Teaching	6

D. Before recommendation for certification each student must present scores on the National Teachers Examination.

AREA OF CONCENTRATION IN ELEMENTARY EDUCATION — EARLY CHILDHOOD EDUCATION

B.S.E. Degree

A core in Early Childhood Education may be planned by completing the requirements for Elementary Education with the following exceptions:

1. Complete SPPA 223, Speech Correction.
2. Place an emphasis on Early Childhood Education in ELED 403, 413, and 433.
3. Complete ELED 443, Practicum in Early Childhood Education.
4. Complete ELED 446, Student Teaching, in grades 1-3.

AREA OF CONCENTRATION IN ELEMENTARY EDUCATION — SPECIAL EDUCATION

B.S.E. Degree

A core in Special Education may be planned by completing the requirements for Elementary Education with the following exceptions:

1. Waive the eighteen semester hour academic area requirement.
2. Add these courses:
 - SPPA 223, Speech Correction
 - PSYC 373, Psychological Testing
 - ELED 343, Procedures for Teaching the Mentally Retarded
 - ELED 353, Curriculum for the Mentally Retarded
 - ELED 453, Nature and Needs of the Mentally Retarded
 - ELED 473, Psychology of the Exceptional Child
3. ELED 446, Student Teaching, must be done in Special Education.

Elementary Education

202. **Foundations of Education.**
A course designed to acquaint the student with the historical development, purposes, current problems of education in America; 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.**
323. **Economic Education.**
A study of economic understandings and generalizations with specific application for the elementary classroom. **Fall.**
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. On Demand.**
343. **Education Procedures for Teaching the Mentally Retarded.**
A survey of theoretical approaches to the education of the mentally retarded with the emphasis being placed upon the practical application of various methodologies. **On Demand.**
353. **Curriculum for the Mentally Retarded.**
A study of curriculum materials for the mentally retarded. **On Demand.**
403. **Methods in Reading and Related Language Arts.**
Instructional procedures in teaching communication skills, with special emphasis upon current procedures in teaching reading in grades K-6. **Fall.**
412. **Educational Media.**
Methods of developing and using resource materials in the classroom and for independent study. **Fall, Spring, on the professional block.**
413. **Special Methods.**
A study of teaching techniques in mathematics, science and social studies in grades K-6. **Fall.**
423. **Measurement and Evaluation in the Elementary School.**
A study of measurement and evaluation tools for the improvement of the teaching-learning process. The study includes a study of tests, methods of measurement and evaluation, and counseling responsibilities of the classroom teacher. **Fall, Spring, on the professional block.**
433. **Curriculum Principles.**
A study of the trends in basic principles and philosophies and their implications for educational practices, procedures and materials employed in teaching in grades K-6. **Fall, Spring, on the professional block.**
443. **Practicum in Early Childhood Education.**
Opportunities for observation, participation and teaching in kindergarten under direct supervision. **Fall, Spring.**
446. **Student Teaching.**
Provides opportunity for observation, participation, and responsible teaching experiences off-campus in a public school system. Prerequisite: Approval to do student teaching. **Fall, Spring, on the professional block.**

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453. Nature and Needs of the Mentally Retarded.

Descriptions of types and psychological problems related to the mentally retarded and implications for adjustment and education. Prerequisite: Psychology 203 and ELED 333. **Fall.**

461-6. Contemporary Problems in American Education.

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

471. Student Teaching Seminar.

Preparation for student teaching through the study of practical problems, observations, and visiting speakers. Prerequisite: Approval to do student teaching. **Fall, Spring, on the professional block.**

473. Psychology of the Exceptional Child.

A study of psychological factors involved in dealing with mentally retarded with practical experience in conditioning and behavior modification. Prerequisites: Psychology 203 and ELED 333. **Spring.**

491-3. Special Studies in Education.

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

Secondary Education

The curricula for secondary teachers are designed to provide a balance in (A) general education, (B) professional preparation, and (C) specialized areas.

AREA OF CONCENTRATION IN A SUBJECT AREA TEACHING SPECIALTY:

B.S.E. Degree

A. General Education Requirements:

	Sem. Hr.
GNED 103 or 113, Applied or Fundamental Mathematics	3
GNED 123 and 133, Freshman English I and II	6
GNED 153 and 163, Old Testament and New Testament Surveys	6
GNED 154 and 164, Natural Science — Biological and Physical	8
GNED 173, Contemporary World	3
GNED 243, American Civilization	3
*GNED 213, 313, and 413, Lifestyles	9
GNED 412, Decision-Making	2
SPCH 103, Fundamentals of Speech	3
PSCI 213, American National Government	3
HPER 273, Health and Safety	3
**Physical Education Activity	4
**MSCI 101 and 111	2

*Students should elect at least three modules in Literature.

**See Specifics of Requirements on Page 54.

B. Professional Education Requirements:

	Sem. Hr.
SCED 202, Foundations of Education	2
SCED 303, Educational Psychology	3
SCED 403, Materials and Methods	3
SCED 412, Educational Media	2

SCED 423, Measurement and Evaluation	3
SCED 446, Student Teaching	6
SCED 471, Student Teaching Seminar	1

C. Subject Matter Requirements — General:

Each student must complete either (1) or (2) as follows:

1. Complete **two** certifiable teaching cores as outlined below.
2. Complete an area of concentration of at least forty-eight semester hours which includes a certifiable teaching core of twenty-four semester hours or more as outlined in the teaching field requirements. Students in all subject area teaching specialties, excluding Home Economics and Social Studies, will be required to complete at least twelve hours from a department outside their core — General Education and Secondary Education courses may not be counted as part of the twelve hours.

Teaching Field Requirements

ART

Art 103, 113, 203, 233, 243, 303, 312, 322, 313, 402 for a total of twenty-seven hours.

BIOLOGICAL SCIENCE

Biology 114 and 124 plus electives to total twenty-four semester hours of biological science.

BUSINESS EDUCATION

Plan One: Office Administration 202, 323, 343, 403, 413, 423; Accounting 203, 213; Economics 203; Business Administration 303.

Plan Two: Accounting 203, 213; Economics 203, 213; Business Administration 303, 343; one course in typing plus additional hours in office administration to total twenty-four hours in the Division of Business.

CHEMISTRY

Chemistry 104, 114, 204, 305, 315, and at least three additional hours in Chemistry for a total of twenty-five hours.

ENGLISH

English 223, 233, 253, 263, and at least six additional hours in both English literature and English electives for a total of twenty-four 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.

FRENCH

French 104, 114, 203, 213, 433, 443, and at least six additional hours for a total of twenty-six hours.

GENERAL SCIENCE

A minimum of eight semester hours each in physical and biological science plus sufficient electives to total twenty-four semester hours in the Division of Natural Science. Must include one course in earth science.

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HEALTH EDUCATION

See requirements for Health Education certification in the Health, Physical Education and Recreation section of the catalog.

HOME ECONOMICS

Home Economics 103, 113, 203, 253, 313, 323, 343, 353, 403, 413 and 443; General Education 154 or Biology 114, and Biology 214 or 314; Chemistry 124; Art 103.

JOURNALISM

Communications 113, 123, 333 and additional hours in the department to total twenty-four hours.

LIBRARIANSHIP

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

MATHEMATICS

Mathematics 103 or 353; 214 and 303; and additional hours in Mathematics to total at least twenty-four hours. Of the fourteen hours of electives, at least six must be above the sophomore level.

PHYSICAL EDUCATION

Physical Education 253, 273, 323, 363, 413, 443, 473 and a choice of two courses from 222, 232, 242, 332, and 342. Four different physical education activities designed for those completing a core in physical education are also required.

PHYSICAL SCIENCE

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

PHYSICS

Physics 103 or 203, 113 or 213, 121, 131, 321 and 303 and at least twelve additional hours of physics for a total of twenty-four hours.

PUBLIC SCHOOL MUSIC

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

SOCIAL STUDIES

Plan One: History 233, 253, 353 and 403 plus additional courses in history to total twenty-four hours; at least nine of the required twenty-four hours must be in U.S. History and nine in other areas of history. Additional requirements include nine hours in political science of which at least three must be Political Science 213; three hours of economics; three hours of geography; and nine hours of electives from the Division of Social Science. General Education 243 may be counted as one of the electives.

Plan Two: Political Science courses totaling at least twenty-four hours; nine hours in both U.S. History and other areas of history; three hours in economics;

three hours in geography; and three hours in sociology.

Plan Three: Sociology 103, 113, 213, 222, 313, 333, 403, 413 and 443; nine hours in both U.S. History and other areas of history; three hours in economics; and Political Science 213.

SPANISH

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

SPEECH AND DRAMA

Speech 103, 113, 203, 213, 303; Speech Pathology 223; and Drama 103, 213, 303 plus six additional hours in Speech or Drama to total thirty-three hours.

SPECIAL EDUCATION

A core in Special Education may be planned by following the secondary education curriculum with a subject area teaching speciality and adding Secondary Education 343, 353, 453, and 473; Psychology 373; and Speech Pathology 223. Student teaching must be done in Special Education.

Secondary Education

202. Foundations of Education.

A course designed to acquaint the student with the historical development, purposes, current problems of education in America; 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.**

343. Education Procedures for Teaching the Mentally Retarded.

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

353. Curriculum for the Mentally Retarded.

A study of curriculum materials for the mentally retarded. **On Demand.**

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

A study of resources and methods in stimulating, guiding, and directing learning. **Fall, Spring, on the 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. **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 secondary school. The course includes a study of 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. The course includes a study of tests, methods of

measurement and evaluation, and counseling responsibilities of the classroom teacher. **Fall, Spring, on the professional block.**

446. Student Teaching

Provides for observation, participation and responsible teaching experience off-campus in a public school system. Prerequisite: Approval to do student teaching. **Fall, Spring, on the professional block.**

453. Nature and Needs of the Mentally Retarded.

See Psychology 453. **Fall.**

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. Student Teaching Seminar.

Preparation for student teaching through the study of practical problems, observations, and visiting speakers. Prerequisite: Approval to do student teaching. **Fall, Spring, on the professional block.**

473. Psychology of the Exceptional Child.

See Psychology 473. **Spring.**

491-3 Special Studies in Education.

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



Department of Health, Physical Education and Recreation

Professor B. Gravett, Chairman

Associate Professors J. Benson, C. Moffatt, and B. Vining

Assistant Professors T. Wright and F. Spainhour

Instructors F. Taylor, J. Miller, D. Purdy, and J. Johnson

"The Department of Health, Physical Education and Recreation has as its primary goal one of preparing college students to function in the world of work and play. One way to accomplish this is evidenced by the activity course offerings which are based on a philosophy of Life-Time Sports." — Bob Gravett.

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

The Department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

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: 253, 273, 323, 363, 413, 443, 473, and a choice of two courses from 222, 232, 242, 332, 342. 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 education section of the catalogue.

The student who wishes to qualify for certification in Driver Education by the Arkansas State Department of Education should include the following departmental courses in the degree plan: 112, 132 and 312.

The student who plans to teach Health Education in the public schools of Arkansas must meet the following requirements for certification: Biology 214 or 314; Home Economics 353; Health, Physical Education 103, 112, and 323 or 443, and 413 or Psychology 113 or a course in Health Education.

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.

Academic Courses

- 103. Personal and Community Health.**
Emphasis on safety, personal health, sane living, community health, and the physical welfare of school children.
- 112. First Aid.**
Instruction and practice in rendering first aid in cases of injury or accident. Completion of the course qualifies one for the First Aid Certificate of the American Red Cross. **Fall, Spring.**
- 132. Driver Education I.**
A course designed to teach the individual how to drive. The student participates in classroom work and range instruction. **Fall, Spring.**
- 202. Intramurals.**
A course 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.**
- 211. Advanced First Aid and Safety.**
An instructor's course. This course prepares the student to teach First Aid. Methods of administering artificial respiration and cardiac-pulmonary resuscitation are taught. American National Red Cross certification is awarded upon satisfactory completion. Prerequisite: HPER 112. **On Demand.**
- 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.**
A course dealing 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 with practice in officiating for the major sports. Designed primarily for prospective coaches. **Fall.**

273. 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.**

312 Driver Education II.

A basic course for certification in Driver and Traffic Education. The purpose is to prepare Driver Education teachers. The course includes supervised teaching experience for the classroom and use of multi-media materials, simulation, range instruction and offstreet driving. Prerequisite: HPER 132. **Fall, Spring.**

323. Physiology of Exercise.

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

332. Coaching Individual Sports.

A study of the theory and practice of playing and coaching golf, tennis, archery, tumbling, handball and badminton. Consideration is given to the administration and organization of these sports in intramural programs and physical education classes. **Fall.**

342. Coaching Team Sports.

A study of the theory and practice of playing and coaching field hockey, volleyball, basketball and softball. Consideration is given to the administration and organization of these sports in intramural programs and physical education classes. **Spring.**

353. Health and Physical Education in the Elementary School.

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

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.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

413. Administration of Physical Education Programs.

A study of the administrative programs and problems of 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 is studied. **Fall.**

473. Methods and Evaluation of Physical Education.

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

491-3. Special Studies.

A course designed to provide an opportunity to do advanced research or independent work in an area of special interest. **On Demand.**

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.

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, field hockey, and conditioning. **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.

A course for non-swimmers. **Fall, Spring.**

161. Handball and Racquetball.

Fall, Spring.

171. Bowling.

(A lanes fee is charged for bowling). **Fall, Spring.**

201. Beginner's Golf.

Fall, Spring.

211. Tumbling and Trampoline.

Fall, Spring.

221. Senior Life Saving and Water Safety.

Fall, Spring.

231. Badminton.

Fall, Spring.

241. Beginner's Tennis.

Fall, Spring.

251. Water Safety Instructor

Fall, Spring.

261. Marksmanship.

Fall, Spring.

271. Rhythms.

Fall, Spring.

291. Special Activities.

An opportunity to pursue activities other than those in regularly scheduled classes. **On Demand.**

Department of Home Economics

Assistant Professor J. Morehead, Chairman

Assistant Professor F. Elledge

Instructor B. Williams

"The teaching of home economics begins and ends with human relationships. Whether we are dealing with human development, home management, nutrition, clothing, or housing, our focal point is the individual and the family. Our central mission in home economics education is the improvement of the quality of life."

—Joyce Morehead

Ouachita 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 department offers three degrees: Bachelor of Science in Education, Bachelor of Science and Bachelor of Arts.

The objectives of this department are to educate students to become professional home economists; to help students as individuals; and to prepare students for marriage, homemaking, and citizenship.

Home Economics majors earning the Bachelor of Science in Education degree must have a minimum of 32 semester hours in home economics courses. **Requirements for the B.S.E. with a core in Home Economics:** Home Economics 103, 113, 203, 253, 313, 343, and 353 and six hours from Art 103 and Home Economics 323. Additional requirements in the area: General Education 154 or Biology 114, Biology 214 or 314, and Chemistry 124.

Requirements for the B.S. with 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. Additional requirements in the area: Chemistry 124, 134 and 473; Biology 114, 214 and 314; Sociology 103; Economics 203; Psychology 303; and Business Administration 413.

Requirements for the B.A. with a core in Home Economics: Twenty-four semester hours of Home Economics and twenty-one semester hours in related fields.

101. Introduction to Home Economics.

A comprehensive view of the world of home economics including demonstrations, resource persons, audio-visual aids and activities in all areas. The course is for young men and women who would like to explore its offerings for a potential major or electives. **Fall.**

103. Basic Clothing Construction.

Construction of clothing. The student will deal with problems involving fabric and pattern selection, basic fitting and sewing techniques. **Fall.**

113. Textiles.

A consumer-oriented study of fabrics for apparel and household uses. Emphasis is given to consumer responsibility in selection and care of fabrics. **Fall.**

203. Foods.

A study of the principles of cookery and food preparation with much atten-

Division of Education

tion 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. Meal Management.

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. Intermediate Clothing Construction.

The development of judgment, originality and skill in construction. The couturier method of clothing study and construction is emphasized. The selection of patterns, alteration, and fitting is included. As background preparation, a brief study of flat-pattern techniques is also included. **Spring 1978 and alternate years.**

233. Clothing and Personal Appearance.

A study of individuality in clothing selection using art principles as guidelines. Each student may choose the media of expression. **Spring.**

253. Housing and Equipment.

A study of housing as it relates to conditions of family living. Emphasis is given to home sites, cost factors, financing, floor plans, and remodeling. Principles underlying the construction, use and care of household equipment are studied, Lecture two hours, laboratory two hours per week. **Fall.**

313. Family Relationships.

A study of the family life cycle with special emphasis given to developmental stages, relationships, marriage adjustments, pre-natal and child development. The objective of the course is to strengthen family life. It is open to non-majors. **Fall, Spring.**

323. Interior Environment.

A study of house plans, furnishings and accessories emphasizing utility and charm of arrangement with application of principles of design to interior decoration. **Spring.**

333. Tailoring.

The selection and construction of tailored garments, using various tailoring techniques. **Fall.**

343. Consumer Education.

A look at many consumer problems and areas vital to everyone who makes consumer purchases and decisions. Potential solutions are analyzed after resource people and materials are presented. **Fall.**

353. Nutrition.

A study of the application of nutrition 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 in Disease.

A study to give an understanding of 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 provide an opportunity to learn those crafts appro-

priate for developing hobbies for leisure time or for use in occupational therapy. **Fall, Spring.**

373. Home Economics for Men.

This course of study is divided into units of subject matter in the field of Home Economics suited to the interests of the group currently involved. **Fall, Spring.**

403. Home Management.

Supervised instruction in practical home care and management using the systems approach. The course is designed for advanced home economics majors. Prerequisites: Home Economics 343 and completion of a minimum of 89 hours. **Fall, Spring.**

413. Child Development.

Lectures and discussions on the growth and development of the child. The student participates in directed observation of a children's center. Prerequisite: Home Economics 313 for majors. Open to non-majors. **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 1977 and alternate years.**

443. Home Economics Education.

A study of principles underlying the philosophy of vocational home economics programs. Emphasis is laid on strategies, methods and materials related to effective teaching. **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 1977 and alternate years.**

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 1978 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 1976 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 1978 and alternate years.**

Department of Library Science

Associate Professor Dorothy 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, and (3) to provide the background for graduate library school." — Dorothy Chapel

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, and six 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, music, or social studies.)

203. Reference.

A study of the basic reference collection. 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 Adolescents.

A study of the interests and needs of adolescents and the materials for meeting these needs. **Spring.**

303. Organization and Administration of the School Media Center.

Studies of secondary and elementary school media centers, stressing general administration of the centers. The study includes 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. The study will include the Dewey decimal system of classification, basic card forms, and filing. Prerequisites: Nine hours library science or consent of instructor. **Spring.**

413. Educational Media.

A study of all types of educational media. Cataloging and classification of each type of media will be stressed. **Fall.**

423. **Practicum.**

Media Center practice under the supervision of a trained librarian, for sixty clock hours. Prerequisite: 12 hours of library science, six of which must be taken at Ouachita. **Spring.**

491-3. **Special Studies.**

Special studies in library science and educational media based on needs and interests of individual students. **On Demand.**



DIVISION OF HUMANITIES

Professor H. Sandford, 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 Department of Art, Communications, English, Modern Foreign Languages and Speech and Drama, all of which offer areas of concentration as explained in their sections of the catalog.

Department of Art

Professor P. Raybon, Chairman
Instructor B. Berry

"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." — Phares Raybon.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

Requirements for an area of concentration with a core in commercial art: Art 103, 113, 203, 233, 303, 312, 322, 323, 333, 413 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. The art student should carefully consider the foreign language requirement of graduate schools. Fulfilling such requirement as an undergraduate will eliminate delays and additional expense as a graduate student.

Students usually furnish, with certain exceptions, their own art 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 1977 and alternate years.**

123. Ceramics and Pottery.

A study of the basic skills required in using prepared clay to form ceramic and pottery objects. Students will have access to the pottery wheel and the kiln. **Fall.**

203. Drawing II.

Continuation of Art 113. **Spring 1978 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. **1977-78 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. **1976-77 and alternate years.**

390-4 Cooperative Education.

See the Cooperative Education Program section for the course description.

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.

Similar to Art 402, but on more advanced level and with a wider range of creative possibilities. **Spring.**

Department of Communications

Associate Professor W. Downs Jr., Chairman

"Students are offered an interdisciplinary study of the scope, nature and operation of mass communications and how the media of mass communications affect contemporary American society." — William Downs, Jr.

Professional career opportunities include those in newspapers, wire services, magazines, advertising, public relations, radio, television, teaching and related fields.

Students planning to teach journalism or communications in the public schools should plan to take at least eighteen semester hours of English in addition to a core in Communications since English is the subject they most likely will teach in addition to journalism or communications. 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 communications courses, and should expect to write for University publications.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

Requirements for an area of concentration with a core in Communications are: Communications 103, 133, 143, 223, 343, 403 and 413. In addition to the core requirements, students must take Political Science 103, Speech 303 and English 233 as well as twelve hours from Economics 203; Political Science 203, 213; History 273, 303, 323, 383; Psychology 113, 203, 213, 403, 453; Sociology 103, 303, 313, 343, 403, 443; Art 103, 323, 333; Drama 103, 303, 323; Speech 203, 243, 413; English 223, 273, 343; Philosophy 203, 363, or 423.

100.5. 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.**

103. Fundamentals of Speech.

Orientation in speech emphasizing poise, spontaneity, sincerity, self-mastery and the establishment of good speech habits. See Speech 103. **Fall, Spring.**

133. Introduction to Mass Communications.

Readings and discussion concerning various aspects of mass communications, with training provided in developing basic newswriting skills, including regular assignments on the University newspaper. **Fall.**

143. Editing I.

A laboratory and lecture course involving an intensive review of grammar, sentence structure, correction and preparing news stories for publication, with regular assignments on the University newspaper. Prerequisite: Communications 133. **Spring.**

223. Editing II.

Laboratory training in typography and design of newspapers and magazines, with regular assignments on a University publication. Prerequisite: Communication 133, 143. **Fall.**

233. Advanced Composition.

A course designed to serve as advanced training in expository writing and as an introduction to creative writing. Set English 233. **Spring.**

243. Small Group Processes.

Theories and methods of interpersonal communication with an emphasis on group problem-solving and decision-making. Prerequisite: Speech 103. See Speech 243. **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. **Photography.**
The fundamentals of photography, developing and printing, enlarging, use of photographic equipment and standard techniques are studied by lecture and laboratory. **Spring.**
333. **Advising 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.**
343. **Advanced Reporting for the Mass Media.**
An emphasis on off-campus reporting for print and broadcast media of public issues as a means of developing skills in interviewing, analysis and in-depth writing. Prerequisites: Communications 113 and 123. **Spring.**
353. **Principles of Advertising.**
Analysis of marketing and campaign techniques, layout, testing, legal and ethical aspects and vocational opportunities. **Fall 1976 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 that have proved most effective in building public understanding and goodwill. **Fall 1977 and alternate years.**
- 372-4. **Summer Internship.**
An opportunity to gain academic and vocational enrichment in the summer between the Junior and Senior years. Students are responsible for finding their own jobs in the mass media. The number of credit hours is determined on the basis of a recommendation of the employer and a post-experience interview with the department chairman. **On Demand.**
- 390-4. **Cooperative Education.**
See the Cooperative Education Program section for the course description.
403. **Literature of Mass Communications.**
Selected readings and research projects concerning the ethical, historical, analytical and vocational aspects of mass communications. **Spring.**
413. **Communications Law.**
A survey of the rapid changes taking place in communications law including an intense study of libel, slander, privacy, copyright, fair trial-free press issues, contempt and obscenity. **Spring.**
- 491-3. **Special Studies in Journalism.**
Special studies in journalism based on needs and interests of individual students. **On Demand.**

Department of English

Professor H. Sanford, Chairman
Professors G. Morris and B. McCommas
Assistant Professors R. Halaby, J. Quick and J. Wink
Instructor N. Flaig

"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." — Herman Sanford

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 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 75.

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, Communications, 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. This course cannot be used either to satisfy teacher certification requirements or to count toward a core in English. **Fall, Spring.**

223. Advanced Grammar.

Designed primarily for the prospective teacher of language, this course is a rather intensive study of transformational-generative grammar which explores the syntax, the phonology and the semantics of the English sentence. **Fall.**

233. Advanced Composition.

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

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 the 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 1976** — Introduction to Literature; **Spring 1977** — Feminine Consciousness in Modern 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. **Fall, 1976** — Mark Twain; The Modern Continental Novel. **Spring 1977** — C.S. Lewis; Modern Drama.

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 1977 and alternate years.**

363. Language Development.

An introduction to linguistics as well as a study of developmental psycholinguistics as related to the acquisition of language and speech. **Spring.**

373. Introduction to Linguistics.

A survey of the methods and results of the scientific study of language with emphasis on phonetic, phonemic, morphemic and semantic principles and practices. Attention is given to sociolinguistics, American regional dialects, Arkansas dialects and standard British. **Spring.**

403. The British Novel.

A survey is made of the British novel with special attention being given to twelve to fifteen representative novels. **Fall 1976 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 1977 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. **On Demand.**

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 Modern Foreign Languages

Associate Professor J. Estes, Chairman
Professor A. Nisbet
Assistant Professor J. 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." — Jack Estes.

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

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 75.

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 French 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

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 77.

- 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 resumes 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 1976 and alternate years.**
413. **Spanish Literature to 1800.**
Study of outstanding works of this period. **Fall 1977 and alternate years.**
423. **Spanish Literature from 1800 to present.**
Study of outstanding works of this period. **Spring 1978 and alternate years.**
433. **Spanish Culture and Civilization.**
Spring 1977 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

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 with facility. **Prerequisite: German 114. On Demand.**

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 University.



Department of Speech and Drama

Professor D. Holt, Chairman
 Assistant Professor R. Caldwell
 Instructors K. Martindale and J. McMillan

"The Department of Speech and Drama is devoted to the improvement of interpersonal growth and awareness. It provides an opportunity for students to increase their appreciation for the cultural and vocational values of speech communication and dramatic arts. It provides training for teachers of speech and drama, and pre-professional preparation in speech pathology. It offers a balanced program of forensic and dramatic activities. Also, it sponsors a chapter of Pi Kappa Delta, national honor forensic society; and a chapter of National Collegiate Players, national honorary dramatic society." — Dennis Holt

The department offers a core in speech, drama, and speech pathology according to the following requirements:

Requirements for an area of concentration with a core in Speech: Speech 103, 113, 203, 213, 243, 303, and 413 and enough additional hours in speech to total twenty-four hours, and enough courses in related fields to total forty-five hours.

Requirements for an area of concentration with a core in Drama: Drama 103, 203, 213, 303, 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, 203, 213, and 303 and Drama 103, 213, 303, and 403, and enough courses in related fields to total forty-five hours.

Requirements for a teaching core in Speech and Drama: Speech 103, 113, 203, 213, 303, Drama 103, 213, 303 and Speech Pathology 223, plus six additional hours of 300 and 400 level courses in speech and drama.

Requirements for an area of concentration with a core in Speech Pathology: Speech 103, Speech Pathology 113, 223, 323, 333, 433 and six hours of 441-3, plus enough courses in related fields to total forty-five hours.

A cooperative program between Ouachita Baptist University and Henderson State University permits the student more latitude and variety in meeting the basic requirements.

Requirements for a core in Speech Pathology with a related field and/or a second core in psychology: Speech 103, Speech Pathology 113, 223, 313, 323, 363, 433, six hours in 441-3, Clinical Techniques and Practice, for a total of twenty-seven hours.

For a related field in Psychology enough hours chosen from the following courses to total forty-five hours: Psychology 203, 223, 303, 313, 403, 453, 473.

For a double core in Psychology see additional requirements as listed in "option two" under Psychology Department.

Speech

- 103. Fundamentals of Speech.**
Orientation in speech, emphasizing poise, spontaneity, sincerity, self-mastery, and the establishment of good speech habits. **Fall, Spring.**
- 113. Phonetics.**
A study of the International Phonetic Alphabet and standard regional dialects. An analysis of speech sounds is made with an emphasis on phonetic transcription, pronunciation and effective communication. **Fall, Spring.**
- 123. Collegiate Debate.**
An introduction to educational debate, its principles and application. Special study and research will be done on the national topic. There will be numerous debate laboratory sessions. **Fall.**
- 133. Introduction to Mass Communications.**
Readings and discussion concerning various aspects of mass communications, with training provided in developing basic newswriting skills, including regular assignments on the University newspaper. See Communications 133. **Fall.**
- 203. 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.**
- 213. 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. **Spring.**
- 243. Small Group Processes.**
Theories and methods of interpersonal communication with an emphasis on group problem-solving and decision-making. Prerequisite: Speech 103. **Fall.**
- 303. Public Speaking**
A study of the theory and practice of speechmaking with an emphasis upon persuasive speaking. Prerequisite: Speech 103. **Spring.**
- 353. Rhetorical Theory.**
The theory and practice of public address from earliest times to the present. The principal rhetorical theories of Aristotle, Cicero, Quintillian, Wilson, Campbell, Whately, and others are examined and compared. Prerequisites: Speech 103 or consent of instructor. **Fall.**
- 363. American Public Address.**
A study of the outstanding American speeches from the pre-Revolutionary period to the present with an investigation of their historical context. Prerequisite: Speech 103 or consent of instructor. **Spring 1977 and alternate years.**
- 403. Readers' Theatre.**
A study of the development and current theories of group performance of literature. Adaptations will be made of literary materials for the medium and practice in both direction and performance. **Spring 1977 and alternate years.**
- 413. Contemporary Communication Theory.**
An introduction to contemporary communications theory as it applies to the

entire gamut of the processes of human interaction. A special emphasis will be given to intrapersonal, interpersonal, public and cultural communication in their most current context. **Spring 1978 and alternate years.**

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.**

Organizations.

110.5 Verbatim.

A choral speaking group open by audition only.

Speech Pathology

113. Phonetics.

A study of the International Phonetic Alphabet and standard regional dialects. An analysis of speech sounds with an emphasis on phonetic transcription, pronunciation, and effective communication. **Fall, Spring.**

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. **Fall, Spring.**

313. Voice and Articulation Disorders.

A study of the classification, incidence, etiology and pathology, and remediation of speech problems involving speech sound production errors and defects of voice. Prerequisite: Speech 223. **Spring.**

323. Vocal Anatomy.

A study of the structure and function of the speaking mechanism. **Fall.**

333. Advanced Speech Pathology.

A study of the etiology and remediation of the major speech disorders of aphasia, cleft palate, cerebral palsy, and stuttering. Prerequisite: Speech Pathology 223. **Spring.**

363. Language Development.

An introduction to linguistics as well as a study of developmental psycholinguistics as related to the acquisition of language and speech. **Fall.**

373. Introduction to Linguistics.

A survey of the methods and results of the scientific study of language with emphasis on phonetic, phonemic, morphemic and semantic principles and practices. Attention is given to sociolinguistics, American regional dialects, Arkansas dialects and standard British. See English 373. **Spring.**

433. Introduction to Audiology.

An introduction to the problems of the deaf and hard of hearing. The classification of hearing disorders and development of audiometry through pure tone techniques are considered. **Fall.**

441-3. Clinical Techniques and Practice.

A supervised course designed to give directed clinical experience in the evaluation and rehabilitation of individuals presenting speech and hearing problems. Prerequisite: Speech 223. **Fall, Spring.**

Drama

103. Principles of Theatre

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

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.**

303. 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 theatre. Prerequisite: Drama 103. **Spring.**

323. 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. **Fall.**

333. Children's Theatre Workshop.

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

343. Advanced Theatre Practice.

A course designed to guide the theatre student toward further mastery of theatre crafts such as scene design, lighting design, costuming and make-up. The course content is flexible and may be adapted to meet the need of the students enrolled. Participation on a technical crew for at least one production is required as a laboratory. Prerequisite: Drama 213. **Spring 1978 and alternate years.**

403. History of the Theatre.

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

413. The American Stage.

An appraisal of the role of theatre in American society by the study of major representative playwrights, its significance in America's history, and its trends for the future. **Fall.**

423. Dramatic Criticism.

A survey of dramatic criticism from Aristotle to the present. Particular attention is given to recent plays. Emphasis is placed on written student criticism and evaluation of plays. Prerequisite: Drama 103 or consent of instructor. **Spring.**

443. Shakespeare.

A study of the major plays of Shakespeare. See English 443. **Fall.**

DIVISION OF NATURAL SCIENCE

Professor V. 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 of 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, mathematics, and physics.

The division consists of the Departments of Biology, Chemistry, Mathematics, and Physics.

303. Natural Science for Elementary Education.

This is a course for elementary teachers including materials, methods and teaching units in natural science, prerequisites: General Education 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:

FIRST YEAR

First Semester	Second Semester
Chemistry 104 ¹	Chemistry 114
Biology 114	Biology 124
General Education 123	General Education 133
Mathematics 134	General Education 173
Military Science 101	Military Science 111
Physical Education 1	Physical Education 1
17 hours	16 hours

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

Pre-Medicine and Pre-Dentistry

SECOND YEAR

First Semester	
Chemistry	204
General Education	153
Physics	103 & 121
Behavioral Science	3
Physical Education	1

15 hours

Second Semester	
General Education	163
General Education	213
General Education	243
Physics	113 & 131
Physical Education	1
Elective	3

17 hours

THIRD YEAR

First Semester	
Chemistry	305
Biology	324
General Education	313
Electives	4

16 Hours

Second Semester	
Chemistry	315
General Education	413
General Education	412
Electives	6 ²

16 hours

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

It is usually impossible for a student to gain entrance to a medical or dental school after three years of college. He should therefore plan his program so that he can obtain a baccalaureate degree.

Pre-Pharmacy

SECOND YEAR

First Semester	
Chemistry	305
Physics	103 & 121
Economics	203
Accounting	203

15 hours

Second Semester	
Chemistry	315
Physics	113 & 131
Electives	9

18 hours

The School of Pharmacy requires a typing skill of at least thirty words per minute. A course in typing cannot be counted as an elective.

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 obtain a degree before entering one of the professional schools will need to modify the above program.

Medical Technology

SECOND YEAR

First Semester

Chemistry	204
Physics	103 & 121
General Education	213
Biology	4
Physical Education	1
	<hr/>

16 hours

Second Semester

Physics	113 & 131
Behavioral Science	3
General Education	243
Elective	4
Physical Education	1
	<hr/>

15 hours

THIRD YEAR

First Semester

Chemistry	305
Biology	4
General Education	153
General Education	313
	<hr/>

15 hours

Second Semester

Chemistry	315
General Education	163
General Education	412
General Education	413
Electives	4
	<hr/>

17 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 exceptions apply in general education, 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

A student who wishes to obtain a B.S. degree in nursing at the University of Arkansas or the University of Central Arkansas may complete the first two years of work at Ouachita as outlined below. A student who plans to enter any other nursing program should consult the catalog of that program before registering for a specific course of study at Ouachita.

First Year, either program

First Semester

General Education	123
Chemistry	124
Biology	114
Psychology	203
Physical Education	1
	<hr/>

15 hours

Second Semester

General Education	133
Chemistry	134
Mathematics	103
Psychology	223
Physical Education	1
Sociology	103
	<hr/>

17 hours

Second Year, for transfer to the University of Arkansas

First Semester		Second Semester	
Chemistry	104	Sociology	113 or 333
Home Economics	353	Biology	314
History	3	History	3
General Education	153	General Education	163
Elective	3	English	233
Physical Education	1	Physical Education	1
17 hours		17 hours	

Second Year, for transfer to University of Central Arkansas

First Semester		Second Semester	
Home Economics	353	Biology	314
History	233	History	253
Biology	214	Geography, Philosophy or Political Sci.	3
General Education	153	General Education	163
English (lit.)	3	English (lit.)	3
Physical Education (Swimming)	1	Physical Education	1
17 hours		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 the 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 obtain 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 the 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 334 and necessary preceding courses; Physics 203, 121, 213, 131; and German 104, 114, 232, 242. (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 134 ¹	Mathematics 214
General Education 123	General Education 173
General Education 153	General Education 133
Military Science 101	Physical Education 1
Physical Education 1	Military Science 111
16 hours	16 hours

SECOND YEAR

First Semester	Second Semester
Chemistry 305 ²	Chemistry 315 ³
Chemistry 204	Mathematics 334
Mathematics 224	Physics 131 & 213
Physics 203 & 121	General Education 173
Physical Education 1	Physical Education 1
18 hours	17 hours

Third and Fourth Years

Third year: Chemistry 314², 324, German 104, 114, General Education 213 and 313, four hours of Biology, and Chemistry 334 (or 333). **Fourth year:** German 232 and 242, General Education 243, 412 and 413, Chemistry 333 (or 334) and 404 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.

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

¹Calculus may be substituted with permission of counselor.

²May be taken along with Chemistry 204.

³Junior credits may be earned for this by sophomores.

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; the usual substitutions and exceptions apply in general education, military science, and physical education. At least sixty-six semester hours, including at least twenty 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 2.000 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	134 ¹	Mathematics	214 ¹
Military Science	101	Military Science	111
General Education	173	Physics or	
Physical Education	1	Mathematics	122
	—————	Physical Education	1
	16 hours		—————
			16 hours

SECOND YEAR

First Semester		Second Semester	
Mathematics	224	Mathematics	334
Physics	121 & 203	Physics	131 & 213
General Education	243	General Education	213
Physical Education	1	General Education	163
General Education	153	General Education	154
Physics	142		—————
	—————		18 hours
	17 hours		

The courses for the third year include three hours of a Behavioral Science; Mathematics 363 or 423 and 403; General Education 313, 412, and 413, and Physics 303, 321, 363 and 373.

Students who plan to enter the program with Vanderbilt University should have had in high school: 3 units of English, 1 unit of history, 1½ units of algebra, and 1 unit of geometry. To enroll for the last two years at Vanderbilt University, the student must have made a grade point average of at least 2.500 during the

¹Mathematics courses below calculus and analytic geometric 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 Mathematics 134.

three preceding years. The prospective electrical engineer will spend one six-week summer session at Vanderbilt University between the 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, 134, 214, 224, 334, 403.

Physics 121, 131, 142, 203, 213, 303, 321, 363, 373.

Chemistry 104, 114.

General Education 123, 133.

The mathematics courses are especially important, since Math 334 is prerequisite to many junior level courses in engineering.

REQUIREMENTS FOR TEACHING CORES IN THE SCIENCES

See pages 75-76.

Department of Biology

Professor V. Oliver, Chairman

Associate Professors R. Brown and K. 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." — Victor Oliver.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

Requirements for an area of concentration with a core in biology: Biology 114, 124, and 334 plus enough electives within the department to total thirty hours, plus enough courses in the departments of Chemistry, Mathematics and Physics to total forty-five hours.

114. General Biology (Zoology).

A study of the animal 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 animal groups. Three hours lecture and three hours laboratory. **Fall. On Demand.**

124. General Biology (Botany).

A study of the plant kingdom from the stand point 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. 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.**

233. Genetics.

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

314. 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. On Demand.**

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. Lectures, laboratories and field trips. Prerequisites: Biology 114, 124 and four hours of Chemistry. **Spring.**

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.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

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

This course is offered to provide competent students an opportunity to do independent study and research. Prior to registration, a student who anticipates doing research 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 1977 and alternate 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 1978 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 W. Everett, Chairman

Professors C. McCarty, A. Nisbet and J. Nix

Assistant Professor J. 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.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

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. 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. On Demand.**

124. General and Organic Chemistry.

Introductory course primarily for students in home economics, nursing, and dental hygiene. The course may not be counted toward a core in chemistry. No science background is assumed. Lecture three hours, laboratory two hours per week. **Fall. On Demand.**

134. General and Biological Chemistry.

Designed to follow Chemistry 124. The course may not be counted toward a core in chemistry. Lecture three hours, laboratory two hours per week. **Prerequisite: Chemistry 124 or 104. Spring. On Demand.**

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. 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 203 and 213; Mathematics 224; prerequisite or corequisite: Chemistry 204.

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 1978 and alternate years and on demand.**

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 1977 and alternate years and on demand.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

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.**

454. Physical Chemistry.²

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 1976 and alternate years.**

463. Radiochemistry.²

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 113 or 213. **On Demand.**

¹Junior credit may be earned for this by sophomores.

²Chemistry 454 and 463 cannot be used to meet requirements of the professional chemistry major.

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. **On Demand.**

Department of Mathematics

Assistant Professor D. Carnahan, Chairman

Professor D. Seward

Associate Professors K. Jones and W. Allen

Instructor C. Scott

"Our curriculum was designed to meet the needs of students in a variety of situations. Students in business-related fields often take only College Algebra, whereas those in scientific areas may complete many of the courses which constitute a core in mathematics. Our offerings represent an effort to support the programs of the other departments while meeting requirements and requests of students interested in a career in mathematics." — Don Carnahan

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.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

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. **Spring.**

122. Engineering Fundamentals.

An introduction to the profession of engineering and the concepts, procedures, and calculations used in the profession. Prerequisite: Mathematics 113 or 134 or the equivalent. **Spring.**

134. Precalculus Mathematics.

A course covering selected topics from College Algebra and Trigonometry intended for students who will take Calculus. Topics include sets, functions, polynomials, rational functions, exponential and logarithmic functions, trigonometric functions, systems of linear equations and coordinate geometry. Credit will not be given for both this course and Mathematics 103 or 113. **Fall.**

203. Fortran Programming.

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

214. Calculus I.

Introductory study of calculus and analytic geometry, including derivatives and their application. Prerequisite: Mathematics 103 or 134, or permission. **Spring, Fall.**

224. Calculus II.

Continuation of Mathematics 214. A study of indefinite and definite integrals with applications. Prerequisite: Mathematics 214. **Fall, Spring.**

233. Mathematics for Elementary Teachers I.

An introduction to the mathematical concepts underlying the traditional computational techniques for elementary school mathematics. The course may not be counted on a core in Mathematics. It is open only to elementary teacher education students. **Fall, 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.**

313. Mathematics for Elementary Teachers II.

A continuation of the study of the real number system: rational and real. Basic ideas of geometry including plane regions and space figures, measurement, relations, functions and graphs, linear equations, probability and logic will be studied. Prerequisites: Mathematics 233 or equivalent and consent of instructor. The course may not be counted on a core in Mathematics. It is open only to elementary teacher education students. **Fall, Spring.**

334. Calculus III.

A continuation of Mathematics 224 including partial derivatives, double and triple integration, sequences and series. Prerequisites: Mathematics 224. **Fall, 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 1977 and alternate years.**

363. Probability and Statistics.

Counting techniques, probability, odds, mathematical expectation, distributions, moments, sampling, mathematical models and testing hypothesis. **Spring 1978 and alternate years.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

403. Differential Equations.

Ordinary differential equations such as occur in geometry, physics, and chemistry. Prerequisite: Mathematics 334. **Spring 1977 and alternate years.**

423. Advanced Calculus I.

A more theoretical treatment than is provided by the basic Calculus courses. Topics include limits and continuity, derivatives and differentials, power series, functions of several variables, partial differentiation and implicit functions. **Fall 1977 and alternate years.**

433. Advanced Calculus II.

Continuation of Mathematics 423. The course covers various topics concerning integrals including integrable functions with discontinuities, iterated

integrals, stieltjes integrals, double and triple integrals, improper integrals and integration over a surface. **Spring 1978 and alternate years.**

453. Advanced Fortran Programming.

A continuation of Mathematics 203. A study is made of problems dealing with arrays, matrices and surveys with cross-tabulation. Prerequisite: Mathematics 203. **On Demand.**

463. Linear Algebra.

A study of vectors, vector spaces, matrices, and determinants. Prerequisite: Mathematics 103. **Fall 1976 and alternate years.**

473. Introduction to Topology.

A basic course in point-set topology. Topics include abstract topological spaces, topology of lines and planes, connectedness, compact spaces and continuous mappings. **Fall 1976 and alternate years.**

491-3. Special Studies in Mathematics.

For students who wish to do independent work on advanced problems.

Department of Physics

Professor C. McCarty, Chairman
Assistant Professor G. 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." — Clark McCarty.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

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; Chemistry 104, 114; Mathematics 214, 224, 334, and 403, and one year of German, French, or computer science. Chemistry 204 and 314, 324 are strongly recommended but not required.

Note: If possible the student should start calculus in the freshman year.

103, 113. Introductory Physics.

An introductory non-calculus course in the fundamental principles of physics. Corequisites: Physics 121 or 131 and College Algebra, Trigonometry or the equivalent. **Fall, Spring.**

121, 131. General Laboratory.

Experiments in general introductory Physics. Corequisite: Physics 103, 113, 203 or 213. **Fall, Spring.**

122. Engineering Fundamentals.

An introduction to the profession of engineering and the concepts, procedures, and calculations used in the profession. Prerequisite: Mathematics 113, 134 or the equivalent. **Spring.**

142. Engineering Graphics.

Instruction in the proper use of drafting instruments, lettering, design, layout and projection. **Fall.**

- 152. Astronomy.**
The astronomical universe from the descriptive viewpoint. Some night observations will be included. **Spring. On Demand.**
- 162. Fundamentals of Acoustics.**
The physics of acoustics, frequency, amplitude and wavelength of sounds and their influence on pitch, loudness and quality will be treated. Vibrating strings, membranes and air columns as related to musical instruments will be discussed. **Fall. On Demand.**
- 172. Geology.**
The external and internal features of the earth and the agents responsible for them including rivers, winds, glaciers, volcanoes, earthquakes and oceans. The changes of land and sea areas and of plant and animal life will be described. **Fall. On Demand.**
- 182. Meteorology.**
A study of the fundamentals of weather and weather forecasting primarily from a descriptive viewpoint. **Spring. On Demand.**
- 203, 213. General Physics.**
An introductory course in physics using calculus, designed for the Physical Science and Engineering majors. Prerequisite: Mathematics 214. Corequisites: Mathematics 224 and Physics 121 or 131. **Fall, Spring.**
- 303. Introduction to Modern Physics.**
An elementary development of the principles of modern physics. Prerequisite: Physics 113 or 213. Corequisites: Mathematics 334 and Physics 321. **Fall.**
- 313. Optics.**
Geometrical and Physical optics. Prerequisite: Physics 113 or 213. Corequisite: Mathematics 334. **Fall 1977 and alternate years.**
- 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. Prerequisites: Physics 113 or 213, and Mathematics 334. **Spring 1978 and alternate years.**
- 343. Electronics.**
An introduction to the fundamentals of electronics. Prerequisite: Physics 113 or 213. Corequisite: Physics 351. **Spring 1977 and alternate years.**
- 351. Intermediate Electricity, Magnetism and Electronics Laboratory.** Experiments in electricity, magnetism and electronics. Corequisite: Physics 333 or 343. **Spring.**
- 363. Statics.**
A study of forces in equilibrium, especially stresses in loaded structures, including friction, centroids and moments of inertia. Analytical methods are emphasized. Prerequisite: Physics 213. Prerequisite or Corequisite: Mathematics 334. **Fall.**
- 373. Dynamics.**
A study of the kinetics and kinematics of a particle and of rigid bodies. Work and energy, impulse and momentum will be studied. Prerequisite: Physics 363. **Spring.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

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 103 or 203 and Differential Equations. **Fall 1976 and alternate years.**

413. Atmospheric Physics.

A study of the physical principles involved in meteorology. Prerequisites: Physics 113 or 213 and Mathematics 334. **Fall 1977 and alternate years.**

423. Thermodynamics.

A study of the basic principles of classical thermodynamics and statistical mechanics. Prerequisites: Physics 113 or 213 and Mathematics 334. **Fall 1976 and alternate years.**

431. Senior Physics Laboratory.

Experiments in atmospheric physics and thermodynamics. Corequisite: Physics 413 or 423. **Fall.**

443. Introduction to Quantum Mechanics.

An introduction to the postulates and rules of quantum mechanics. Prerequisite: Physics 403. **Spring 1977 and alternate years.**

453. Mathematical Physics.

Mathematical methods applied to physics. Prerequisites: Physics 113 or 213 and Differential Equations. **Spring 1978 and alternate years.**

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. Prerequisites: Fifteen hours of Physics, Junior standing, permission of the supervising faculty member, meeting the requirements on page 49 of the catalog and filing a copy of the prospectus with the departmental chairman.



DIVISION OF RELIGION AND PHILOSOPHY

Professor V. Wolber, Chairman

The Departments of Religion and Philosophy constitute this division.

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 V. Wolber, Chairman

Professors J. Berryman, B. Elrod, C. Sutley, C. Goodson

Associate Professor R. Stagg

Assistant Professor W. Elder

"The offerings in this department are clustered around the central concepts and values of the Christian religion. We study the Bible and how to interpret it, the church program and how to administer it, biblical Greek and Hebrew, theology, philosophy and psychology of religion, preaching and comparative religions." — Vester Wolber

Courses are designed for students in preparation for careers in church-related vocations and for students desiring to increase their understanding of the Christian experience and its significance for the individual and society.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

Ministerial Education Loan Fund. The Arkansas Baptist State Convention provides a Ministerial Education Loan Fund not to exceed \$200 per student per semester which is available to ministerial students and wives of ministerial students who meet the guidelines established by the Executive Board of the Arkansas Baptist State Convention. A minister, when he has been licensed or ordained by a Southern Baptist church is eligible for the Scholarship Loan 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 repay the loan 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; and Religion 353, Christian Doctrine. The wife of a student who qualifies for the Ministerial Education Loan Fund may also qualify for a similar loan not to exceed \$200 per semester. She may not qualify in any semester or term in which her husband does not receive the loan.

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 Greek in the sophomore 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 323	Church History	3
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		21
		<hr/>
		45 hours

Religious Education

Area Requirements

Religion 202	Introduction to Religious Education	2
Religion 222	Principles of Biblical Interpretation	2
Religion 353	Christian Doctrine	3
Religion 443	Living Religions	3
Drama 323	Drama and Religion	3
Church Music 202 or 212	Introduction to Church Music Education or Music in Worship	
Speech 103	Fundamentals of Speech	3
Electives in Religious Education 103, 212, 322, 363, 422		9
Electives from other Religion courses		8
Electives from related fields		12
		<hr/>
		45 hours

103. Introduction to Christian Ministry.

An introductory study of the ministry of Southern Baptist Churches, their relationships with denominational bodies and tasks of the pastoral ministry. Consideration is given to such matters as ordination, pastor-church relationships, denominational structure, administration of ordinances, conducting of business conferences, weddings, funerals, and other pastoral duties. **Fall, Spring.**

202. Introduction to Religious Education.

A study of principles and methods of religious education. The aim is to acquaint prospective church workers with the educational programs and services of the church. **Fall.**

212. Religious Education of Children.

A study of child psychology and development as related to religious training, and of church programs and services designed for the religious education of children. Purpose is to provide better understanding of children, and to minister to them more effectively. **Spring 1977. (Alternate years be-**

ginning with Spring 1978.)

213. Life of Christ.

An in-depth research of the character, work, and teaching of Jesus. A comparative study is made of the four gospels arranged in parallels. **Fall.**

222. Principles of Biblical Interpretation.

An introduction to the interpretation to the Bible. This course seeks to provide a historical perspective and reliable principles with which to interpret scriptures. Prerequisite: General Education 153, 163. **Fall.**

223. Sermon Preparation.

An introduction to the preparation and delivery of sermons. Basic and reliable principles of speech and homiletics are intended to provide the ministerial student with effective preaching practices. **Fall, Spring.**

233. Old Testament Prophets.

A study of the times, life and thought of the prophets of the Old Testament. The objectives of the course are: An appreciation of the prophetic consciousness as it relates to the Christian faith, and an overview of research in the area of Hebrew prophecy. Prerequisite: General Education 153. **Spring.**

306. Pastors' Hospital Ministry.

A clinical practicum designed to help the religious vocation student at the pre-seminary level of training to develop proficiency in hospital visitation and counseling. The course is offered at Baptist Medical Center, Little Rock. Prerequisite: Junior standing and faculty approval. **First Summer Term.**

313. Jewish Christian Literature.

A detailed research of the New Testament literature addressed to early Christians in a distinctly Jewish setting. These books are studied: Hebrews, James, First and Second Peter, and Jude. **Fall.**

322. Church Administration.

A study of administrative procedures and principles, and exercises in problem-solving in administration of local churches. Consideration is given to such matters as duties and relationships of church officers and staff members, maintenances of records, preparation of budgets, public relations and publicity media. **Fall.**

323. Church History.

A survey of the development of ideas, institutions and activities in the Christian movement from the close of the New Testament period to the present. The aim is to develop a better understanding of present Christian institutions and ideas by studying their antecedents. **Fall.**

353. Christian Doctrine.

A survey of the central teachings of the Christian religion. The doctrines of God, sin, Christ, the church and related doctrines as found in the Bible are studied. **Spring.**

363. Religious Counseling.

A study of principles of counseling with attention given to certain problem areas that frequently confront church-related counselors. The aim is to help in developing sensitivity toward persons seeking counsel from persons in church-related vocations. **Spring.**

373. Old Testament Theology.

A phenomenological and historical study of the key theological doctrines within the literature of the Old Testament. The objective is to recognize the

development and synthesis of the basic concepts of the nature of God, man, the world, sin, salvation, and eschatology. **Fall.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

403. Early Epistles of Paul.

An intensive study of the early life and literature of Paul. The books to be studied are the Thessalonian, Corinthian, Galatian and Roman epistles. **Fall 1976 and alternate years.**

413. Later Epistles of Paul.

An intensive study of the life and literature of Paul in his last decade. The books to be researched are Ephesians, Colossians, Philippians, Philemon, I Timothy, Titus, and II Timothy. **Fall 1977 and alternate years.**

422. Psychology of Religion.

A study of psychological phenomena, including personality dynamics and behavior, in situations of religious context. The aim is to aid understanding of psychological aspects of creed, ritual, prayer, hymnody, mass evangelism, conversion experience and other such phenomena. **Spring 1977 and alternate years.**

423. Johannine Literature.

An intensive search through the five books of the New Testament attributed to John. The fourth Gospel, the three epistles, and the Revelation of John are studied. **Spring.**

443. Living Religions.

A study of the living religions other than Christianity. **Spring.**

453. Philosophy of Religion.

A study of the main currents in Christian thought in the Twentieth Century. Prerequisite: Religion 222. See Philosophy 453. **Spring.**

491-3. Special Studies in Religion.

For students taking their core in the Department of Religion. **On Demand.**

New Testament Greek

203. Fundamentals I.

A study of the forms, rules of grammar, and simple composition of the Koine dialect. The student is provided the means by which he may begin to read the Greek New Testament. One hour laboratory per week to be arranged. **Fall.**

213. Fundamentals II.

A continuation of Greek 203, with more advanced grammar and reading, including portions of the New Testament. One laboratory per week to be arranged. Prerequisite: Greek 203. **Spring.**

403. New Testament Greek: Translation I.

Readings and interpretation in the Greek New Testament based on various passages according to interest and need, including advanced grammatical study. Prerequisite: Greek 213. **Fall 1977 and alternate years.**

413. New Testament Greek: Translation II.

A continuation of Greek 403 with a brief introduction to textual criticism. Prerequisite: Greek 213. **Spring 1978 and alternate years.**

Biblical Hebrew

303. Biblical Hebrew I.

A basic study of Hebrew grammar with a view toward gaining the tools for translation of the Old Testament. **Fall 1976 and alternate years.**

313. Biblical Hebrew II.

A continuation of the grammatical study of the previous course with major attention being given in the areas of translation, reading and exegesis. Prerequisite: Biblical Hebrew 303. **Spring 1977 and alternate years.**

Department of Philosophy

Professor J. Berryman, Chairman

Professor B. McCommas

Instructor M. Beaty

"Philosophy deals with the principles of thought underlying all knowledge and serves to integrate man's ideas into a coherent and whole pattern." — Jim Berryman.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

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.

A study of the basic concerns of philosophy which seeks to introduce the student to the spirit of reasoned inquiry needed for thinking. **Fall, Spring.**

203. Logic.

A study of the processes of thought 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.

A survey of Western philosophy from the Renaissance to the twentieth century with special emphasis on early modern thought. **Spring.**

363. Western Political Thought.

A consideration of the turning points of Western political thought. Major thinkers and ideas are studied in relation to their social and economic background. See Political Science 363. **Fall.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

413. Christian Ethics.

This course presents a decision-making pattern for Christian ethical concerns and applies that pattern 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 1977 and alternate years.**

443. Living Religions.

A study of the major living religions other than Christianity. See Religion 443. **Spring.**

453. Philosophy of Religion.

A study of the philosophy of religion, its method, and its place in the history of ideas. **Spring.**

463. Readings in Ancient or Medieval Philosophy I and II.

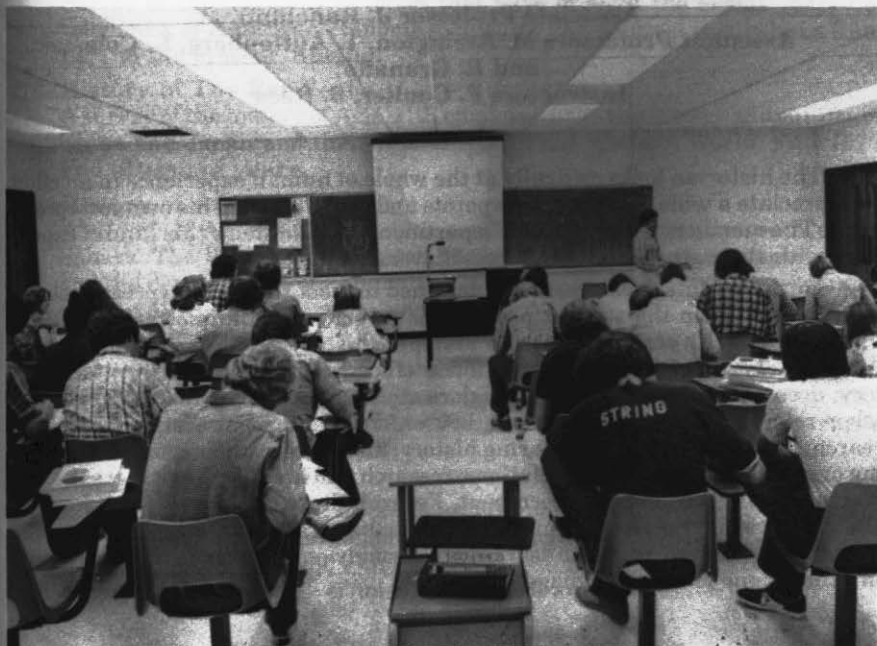
A specific author or movement (for example, Aristotle) will be studied comprehensively for the full semester. Since a different author may be studied each semester, the course may be repeated once for credit with permission of the head of the department. **Fall.**

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 E. Slavens, Chairman

The division includes the Departments of History, Political Science, Psychology and Sociology. Courses in geography are also offered in this division.

Pre-professional Curriculum

Students planning professions in government, public administration, social work, 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 knowledge in these areas. This division maintains contact and exchanges information with graduate programs to insure the student the maximum preparation opportunities.

Pre-Law Curriculum

Law schools require a bachelors degree of those who apply for admission. While no particular major is specified for pre-law students, it is recommended that they select courses from history, political science, sociology, economics, accounting, business administration, speech, philosophy, and English. A pre-law advisor is available.

491-6. Workshop.

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

Department of History

Professor E. Slavens, Chairman
Associate Professor J. Ranchino

Assistant Professors M. Arrington, T. Auffenberg, L. Cole
and R. Granade

Instructors F. Coulter, J. Rees

"The historian looks critically at the whole of human experience in an effort to appreciate a wide variety of viewpoints and yet to develop his own interpretations. The members of the History Department want to share this kind of experience with their students." — Everett Slavens.

Courses in this department are designed to meet the goals expressed above, as well as to help the student prepare for careers in: Administration (college, university, health care or public); air and space history; applied arts and architectural history; archival work; armed forces officer; communications; cultural history; decorative arts and design; folklore studies; genealogy; historical editing; labor relations history; law school; law enforcement; legal assistance and research; legal history; manufacturing history; history of medicine; museum curating or administration; public relations; research and historical writing; sales and merchandising; teaching; government, Federal, State, and local (Park Ranger-Historian, Social Services, Planning); and further graduate study. Students who plan to work toward graduate degrees are strongly encouraged to obtain training in at least one foreign language.

Since history encompasses the whole of mankind's endeavors and achievements, specific courses often have relevance for many other areas. Further information on this, or on career opportunities, may be obtained from a departmental member or Career Counseling.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

Requirements for an area of concentration with a core in history: History 233, 253, 353, and 403, plus additional courses within the department to total at least twenty-four, but no more than forty hours. At least nine of the required twenty-four hours must be in Western Hemisphere and nine in other areas of history. The course General Education 243 may not be counted in the core.

163. Western Civilization to 1500.

A survey from the dawn of recorded events to 1500; 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.**

203. American Military History.

A study of the development of American military institutions, policies, experience and traditions in peace and war from colonial times to the present. See Military Science 203. The approval of the Chairman of the History Department is required. **Fall, 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 institutions from 1492 to 1877. **Fall.**

253. United States History Since 1877.

Survey of the interplay of forces that have brought the evolutionary development of American economics, cultural and political institutions from 1877 to the present. **Spring.**

273. 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 1977 and alternate years.**

303. 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 the twentieth century are included. **Spring 1978 and alternate years.**

313. History of Russia.

A study of the cultural and political history of Russia from the reign of Peter the Great to the present, emphasizing trends in the nineteenth century which culminated in the Bolshevik Revolution. **Spring 1977 and alternate years.**

323. England to 1603.

A survey of the political, social, constitutional and religious development of the English people from Roman times through the Tudors, with particular emphasis upon England's unique contributions to western civilization's concepts of law and government. **Fall 1976 and alternate years.**

333. Modern Britain 1603 to the Present.

A survey of the political, social and constitutional development of the British Isles from the age of the Puritan Revolution to the modern era, with emphasis placed on the struggle between Crown and Parliament, the impact of industrialization and the characteristics of the British Empire. **Spring, 1977 and alternate years.**

343. Renaissance and Reformation.

Europe 1300-1600, emphasizing the Renaissance, the Protestant and Catholic reformations, the wars of religion and solidifying nation-states. **Fall 1976 and alternate years.**

353. 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. **On Demand.**

363. Civil War and Reconstruction.

Social, political, economic and intellectual backgrounds of the War; the military operations; analysis of Reconstruction; rise of big business, its influence on the growth and politics of the nation. **Fall 1977 and alternate years.**

373. Modern America.

A study of American Society during World War I, the age of "normalcy", the Great Depression, World War II, the Cold War and the "coming apart" of the 1960's. The course traces developments in all areas of American life. **Fall 1976 and alternate years.**

383. The American South.

A survey of the history of the American South from colonial times to the present, emphasizing those political and social traits that make the region a cultural province conscious of its identity. **Spring 1978 and alternate years.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

403. Professional Seminar.

Special topics which will vary from semester to semester. Topics include: Vietnam, History of American Sectionalism, Revolution in the Modern World, Imperialism, Women in Modern America, 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. **On Demand.**

413. Nineteenth Century Europe.

Reaction, revolutions and reforms from Metternich to Bismarck; industrial and scientific progress; emergence of nationalism, liberalism and socialism. **Fall 1977 and alternate years.**

423. 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 1978 and alternate years.**

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 1977 and alternate years.**

443. The American West.

A survey of the history of the American West with emphasis on exploration and settlement, American Indians, and the impact of the frontier on the American culture. **Fall 1977 and alternate years.**

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. U.S. Social and Intellectual History to 1865.

American thought and society from colonial inception through the Civil War, with emphasis on the attempted development of a national culture and the impact of such major forces as the westward movement, reform movements and early social experimentation, and American educational and social transformations. **Fall 1976 and alternate years.**

473. U.S. Social and Intellectual History Since 1865.

A study of American thought and society since the Civil War, emphasizing the impact of such new forces as consolidation in business, labor and government; increasing urbanization; immigration; world power and international involvement upon earlier American values and concepts. **Spring 1977 and alternate years.**

493. America from Revolution to Republic.

America's experience in deteriorating imperial relations, the causes and consequences of the Revolution, founding a new Constitutional government, and the rise of Jeffersonian Democracy. **Fall 1976 and alternate years.**

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

Professor B. Riley, Chairman
Professor D. Grant
Associate Professor J. Ranchino
Instructor J. McDougal

"Political science seeks to describe and classify, accurately, political thought and institutions and to determine precisely the forces which create and control them." — Bob Riley.

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 preprofessional 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. It is highly recommended that students interested in graduate work take four semesters of a foreign language.

103. Introduction to Politics.

A basic introduction to politics, including basic definitions of the political experience, exposure to practical problems and the role of change in the political process. **Fall, Spring.**

153. Techniques of Political Analysis.

A reasonable, comprehensive treatment of research methods for political science students who have no previous training in statistics and only a normal high school mathematical background. Primary topics covered will be research design, measurement, sampling, data collection, coding, data analysis, and statistical inference. **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. **Fall, 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.**

313. Politics Among Nations.

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. Constitutional Politics.

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 Thought.

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.**

373. Washington Seminar.

An on-site, in-depth concentrated study of political institutions in the American system. **On Demand.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

403. Campaign Politics: Theory and Practice.

A practical approach to campaign techniques. The student will explore campaign organization, research, budgeting, advertising, the use of media and strategy. **Fall.**

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 1976 and alternate years.**

453. American Diplomacy.

See History 453. **Spring.**

463. Public Opinion and Propaganda.

A comprehensive study of the role of public opinion in political behavior; an examination of the formation and structure of opinions and how they may be manipulated and changed. **Fall.**

473. Advanced Foreign Studies.

An on-site, in-depth concentrated study of selected foreign capitals, and their political systems. **On Demand.**

491-3. Special Studies in Political Science.

Directed research in political science. Admission by consent of professor. **On Demand.**

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 Psychology

Professor M. Hurley, Chairman

Professor W. Vogt

Assistant Professor R. 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." — W. Maurice Hurley

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

Requirements for an area of concentration with a core in psychology: Two options with a major in psychology are offered. Option I is designed for those majoring in psychology who are preparing for graduate study in psychology or some related area. Those majoring in this option will be required to take the following courses: Psychology 203, 213, 223, 243, 343, 353, 363, 452, and 403. A departmental research paper is required as a part of Psychology 452. This research must be approved by the department and placed on file with the departmental chairman in completed form at least thirty days prior to graduation. Since the Graduate Record Examination is required by most graduate schools for entrance, it is highly recommended that each major in Option I take the G.R.E. during the last semester of his senior year.

Option II is designed for those who plan to use the B.A. in psychology as a terminal degree, as a supporting area to another major core or in the form of a double major. Several para-professional areas are open as a part of this option. Those majoring in this option will be required to take the following courses: Psychology 203, 223, or 233, 343, 353, 403, one of the following: 373, 383, 413, 453, 473, and additional courses to total at least 24 hours, to be worked out by the student in cooperation with his counselor in the psychology department in terms of the field chosen.

An internship will be planned for paraprofessional areas of Mental Health, Retardation and Industrial Psychology through the Cooperative Education Program. The student will spend at least six months in a work program in the general area of his interest. Those in retardation will be assigned to work in an institution for the retarded, those in mental health to a mental hospital or clinic, and those in industrial in some form of business experience.

113. Psychology for Living.

A practical study of the psychological factors relating to the well-integrated personality. **Fall, Spring.**

203. General Psychology.

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

213. Advanced General Psychology.

A continuation of Psychology 203. This course is designed primarily for those planning to major in psychology. The course provides more in-depth study of perception, sensation and motivation. Prerequisite: Psychology 203. **Fall.**

223. Child Development.

A study of the physical, mental, emotional and social development of humans from conception to puberty, including the major theoretical approaches. Prerequisite: Psychology 203. **Fall, Spring.**

233. Adolescent and Adult Development.

A study of the mental, physical, emotional and social development of humans from puberty through old age, including some of the theoretical approaches. Prerequisite: Psychology 203. **Spring.**

243. Statistics.

A course in descriptive and inferential statistical computations with attention given to the uses and misuses of elementary statistical techniques. Prerequisites: Psychology 203, General Education 103 or 113. **Fall.**

303. Educational Psychology.

The principles of human behavior as applied to the teaching-learning process. See Education 303. **Fall, Spring.**

313. Social Psychology.

Leadership and the sociological aspects of group influence: The nature and scope of motives, attitudes, norms and roles in human relations. See Sociology 313. **Spring 1978 and alternate years.**

343. Psychology of Learning.

A study of the principles and theories of learning. Prerequisite: Psychology 203. **Fall.**

353. History and Systems in Psychology.

A survey of the schools of psychology with some attention given to their historical background. Prerequisite: Psychology 343. **Spring.**

363. Experimental Psychology.

The basic principles involved and the techniques used in experimentation, research and laboratory techniques. Prerequisites: Psychology 203, 243 and 343. **Spring.**

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 a retarded child. Prerequisites: Instructor's consent and Psychology 203 and 343 or 303. **Fall.**

383. Industrial Psychology.

A study of the psychology applied to industry and business including management, personnel, working conditions, employee relations and selection. Prerequisites: Psychology 203 and 343. **On Demand.**

403. Psychology of Abnormal Behavior.

A study of the severe mental and emotional deviations and illnesses. Consideration is given to the incidence, causes, symptoms, dynamics, prognosis and treatment of various conditions. Prerequisites: Psychology 203 and 223 or 233, or Elementary Education 333. **Fall.**

413. Introduction to Counseling Psychology.

An investigation of counseling viewpoints as represented by selected modern approaches. Prerequisites: Psychology 403, and permission of the instructor. **Spring.**

422. Psychology of Religion.

A study of religious consciousness and behavior of both groups and indi-

viduals. Emphasizing the integration of personality, the course draws its material from both science and religion. See Religion 422. **Spring 1977 and alternate years.**

443. Personality Theories.

A survey of personality theories with emphasis on modern day approaches. Prerequisite: Psychology 403. **On Demand.**

452. Research Methods.

A study of research methods in psychology. A research project and a paper must be completed and accepted by the department. Prerequisite: Psychology 363. **Fall.**

453. 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 or 233. **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 with permission of the department chairman. **On Demand.**

473. Psychology of the Exceptional Child.

A study of psychological factors involved in dealing with the exceptional child with practical experience in behavior modification. Prerequisites: Psychology 203 and 223 or 233. **Spring.**

491-3. Special Studies in Psychology.

A course designed to broaden the student's psychological knowledge through directed study or research. Prerequisites: junior or senior standing, and instructor's permission. **On Demand.**

Department of Sociology

Professor R. Quick, Chairman

Assistant Professors R. Mills and L. Locke

"Hi There! I'm Prof. Quick. If you enjoy 'working-with-people', you should enjoy sociology because that's what it's all about. Assistant Professors Mills and Locke join me in welcoming you to the sociology departmental family where we sincerely hope that you will find an excellent, academic Ouachita home. You may take one course, on a "cafeteria" basis, a full 26 semester hour Core of Concentration, or even a "double-major". Careful early planning with your counselor can easily make this advantage yours. Try it. You'll like it." — Randolph Quick.

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.

The department participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative Education.

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 (General Education 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 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 1977 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 1976 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 1978 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 1977 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 1977 and alternate years.**

390-4. Cooperative Education.

See the Cooperative Education Program section for the course description.

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 1977 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 versus 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. **On Demand.**

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 1978 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.**

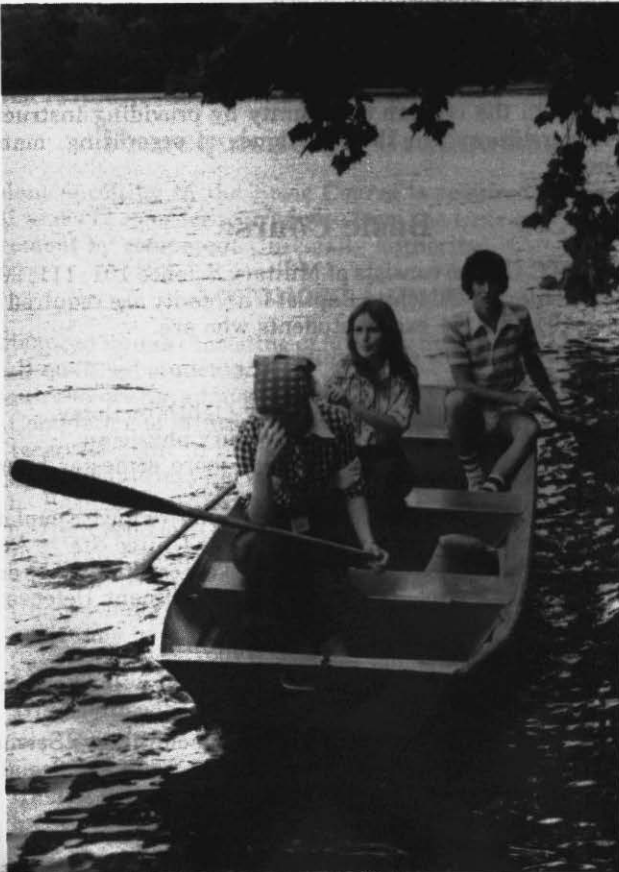
Geography

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. Natural Resources: Environment and Survival.

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

Professor B. Williams, Chairman
Assistant Professor R. Coppedge
Assistant Professors J. Beard, L. Harrold, J. Kay, and J. Pitts
Instructors H. Casey and D. Fairburn

Administrative Staff

Larry Taylor, Staff Sergeant, Supply Sergeant
Allen E. Phillips, Chief Administrative Clerk,
Sergeant First Class
Mabel J. Epperson, Military Personnel Clerk

The Department of Military Science implements the United States Army Reserve Officers' Training Corps (ROTC) Program. The objectives of the ROTC Program are: to attract, motivate, and prepare selected students with potential to serve as commissioned officers in the Regular Army or the U.S. Army Reserve; to provide an understanding of the fundamental concepts and principles of military art and science; to develop a basic understanding of associated professional knowledge, a strong sense of personal integrity, honor, and individual responsibility; and to develop an appreciation of requirements for national security.

The program contributes to the objectives of Ouachita Baptist University by emphasizing academic excellence and developing personal integrity, honor and individual responsibility. In addition, the ROTC program prepares students for roles of leadership in the civilian community by providing instruction in the principles of leadership and in the techniques of organizing, managing and motivating others.

Basic Course

The Basic ROTC Course consists of Military Science 101, 111, 203 and 213. All male students entering Ouachita Baptist University are required to enroll in Military Science 101 and 111 except students who are:

1. Without United States citizenship.
2. Under 14 years of age.
3. Too old to graduate before their twenty-eighth birthday.
4. Certified physically unfit by the University physician.
5. Transfer students with twenty-nine 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.

Students completing Military Science 101 and 111 will receive a waiver of one of the four semester hours of required physical education.

The second year of the Basic Course, consisting of Military Science 203 and 213, is elective. Satisfactory completion of Military Science 203 and 213 is required for enrollment in the Advanced Course.

ROTC Placement Based on Previous Training

1. ROTC placement for the Basic ROTC Course may be awarded to students who have completed four months or more of active duty service in the United States Army, Navy, Air Force, Marine Corps, or Coast Guard; or who have successfully completed MT-4 Junior ROTC.

2. ROTC Placement for Military Science 101 and 111 will be awarded to students who have completed three years of Junior ROTC. Placement credit in MS II may be granted for substantially equivalent instruction based on the recommendation of the Senior Army Instructor and an evaluation by the Chairman of the Military Science Department.

Academic Credit Based on Previous Training

1. Academic credit for previous military training will be based upon the latest edition of *A Guide to the Educational Experience in the Armed Services*, American Council of Education, #1 Du Pont Circle, Washington, D.C. 20036.

2. Academic credit based upon successful completion of Junior ROTC or the Basic ROTC Camp will be recommended by the Chairman of the Military Science Department and approved by the Dean of the School of Arts and Sciences.

3. Academic credit for military science courses based on previous military training, completion of the Basic ROTC Camp or completion of Junior ROTC courses will be granted upon successful completion of competency examinations administered by the Military Science Department.

Prerequisite for Graduation

A student enrolling in the Basic Course is required to complete Military Science 101 and 111 in order to graduate from the University unless relieved of this requirement by competent University authority.

Advanced Course

The Advanced course consisting of Military Science 303, 313, 403 and 413, is offered to all qualified students.

A. Requirements for admission:

1. Completion of Military Science 101, 111, 203 and 213 courses or have received credit in lieu thereof; e.g.,
 - a. Prior military service of four months or longer.
 - b. Basic Camp (the two-year Army ROTC program).
 - c. High school ROTC.
2. Physically qualified at the time of enrollment.
3. Selection by the PMS and the President of the University.
4. Under twenty-six years of age at the time of enrollment. This requirement may be waived in exceptional cases.
5. Passing such screening tests as may be presented.
6. Execution of a written agreement with the government to complete Military Science III and IV, attend summer camp of six weeks duration at the time specified and accept a commission in the Army Reserve, if offered.
7. Having two academic years to complete for graduation. This requirement may be waived in exceptional cases.

8. Having an academic record for previous ROTC and all other college work of a "C" average (2.000) or better. Students failing to meet this requirement may be enrolled on a "conditional" basis.
 9. Classification as a junior with sixty or more semester hours of credit, unless exempted by the PMS.
- B. **Monetary and uniform allowances:** A monthly monetary allowance for commutation of subsistence (\$100.00) is paid each advanced course student while taking the program. Each advanced course student will receive tailored officer's uniforms. Upon completion of the program and with the consent of university authorities the student may retain these uniforms. During the summer training camp at Fort Riley, Kansas, the student is paid at the rate of one-half the pay of a second lieutenant and a travel allowance from the institution (or the student's home) to and from camp. Quarters, uniforms, and meals are furnished each student at camp.
- C. **Commissions:** Upon successful completion of the advanced program and after attainment of a degree, students will be tendered a commission as a Second Lieutenant in the U.S. Army Reserve. The newly commissioned officer will subsequently perform a tour of active duty. Distinguished Military Students will be offered a commission as a Second Lieutenant in the Regular Army. Specific information concerning active duty requirements may be obtained from the Department of Military Science.

Two-Year ROTC Program

The Army ROTC two-year program offers an opportunity for students to obtain a commission. A student must have two full years of school remaining before graduation. The two-year program requires attendance at a six-week Basic Camp at Fort Knox during the summer before enrollment as a Junior. The six-week Basic Camp substitutes for the Basic Course. Pay and allowances are provided for attendance at the Basic Camp. Interested students should contact the Professor of Military Science during the Spring semester before their Junior year.

Curriculum

The curriculum, unified by leadership and management subjects, includes courses essential to the precommissioning education of an Army officer and enrichment subject matter. Full recognition is accorded the three parts of the ROTC student's program of instruction: The chosen degree, University courses of particular interest and value to the military service, and courses in Military Science.

101. U.S. Defense Establishment.

Organization of the Army and ROTC, significance of military courtesy and discipline, customs and traditions of the service and the development of leadership fundamentals through practical exercises. Conference one hour per week and laboratory one hour per week. **Fall, Spring.**

111. Fundamentals of Leadership.

A survey of the theories of leadership, qualities of a leader, and development of leadership fundamentals through practical exercises. Conference one hour per week and laboratory one hour per week. **Fall, Spring.**

203. American Military History.

A study of the development of American military institutions, policies, experience and traditions in peace and war from colonial times to present and the development of leadership fundamentals through practical exercises. Conference three hours per week and laboratory one hour per week. Prerequisite: Military Science 101 and 111. **Fall, Spring. On Demand.**

213. Basic Military Operations.

Map and aerial photograph reading, introduction to tactics, marksmanship and leadership development through practical exercise. Conference three hours per week and laboratory one hour per week. Prerequisite: Military Science 203. **Spring.**

303. Applied Leadership and Teaching Principles.

Case studies in psychological, physiological and sociological factors which affect human behavior; small unit leadership problems; military teaching principles and development of leadership fundamentals through practical exercises. Conference three hours per week and laboratory two hours per week. Prerequisite: Military Science 101, 111, 203, and 213. **Fall.**

313. Small Unit Tactics and Communications.

Small unit tactics and communication, internal defense/development and the military team; role of the various branches of the Army and leadership development through practical exercise. Conference three hours per week and laboratory two hours per week. Prerequisite: Military Science 101, 111, 203 and 213. **Spring.**

320. Advanced Summer Camp.

Practical experience and instruction in tactical and technical subjects, emphasis on leadership training in the form of problem analysis, decision making and troop leading experience. Six weeks of leadership evaluation and training at Fort Riley, Kansas. **Summer.**

333. Airborne Operations and Training.

The doctrine and philosophy of airborne operations and practical experience through training. The student must complete successfully the course at the United States Army Airborne School. attend on-campus instruction, prepare a research paper and make an oral presentation on his paper. Prerequisite: Enrollment in Advanced Military Science. **On Demand.**

403. Military Team.

Study of combat operations and the various military teams; the coordination and planning necessary between elements of the team; leadership development through practical exercise. Conference three hours per week and laboratory two hours per week. Prerequisite: Military Science 303 and 313.

413. Advanced Leadership and Management.

Analysis of selected leadership and management problems involved in unit administration, military justice and the Army Readiness Program; the position of the United States in the contemporary world scene and its impact on leadership and management problems of the military services; chain of command; obligations and responsibilities of an officer and leadership development through practical exercise. Conference three hours per week and laboratory two hours per week. Prerequisites: Military Science 303, 313 and 403. **Spring.**

422. Introduction to Flight.

Theory of flight, Federal 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 or 413 and possess a Medical Certificate Second Class. Conference and laboratory. Four hours per week. Prerequisite: Military Science 303 and 313. **Fall and Spring.**

ROTC Professional Development And Enrichment Program

All ROTC cadets are encouraged to participate in the ROTC Professional Development and Enrichment Program. Participation enriches leadership development and allows individual cadets to select and participate in goal-oriented activities for self-improvement. The objectives of the program include the following: (1) assist the cadet to improve physically and to give the cadet an appreciation of living, operating and surviving under adverse conditions; (2) provide a means for cadets to increase knowledge in fields related to the military and ROTC; (3) promote student interest in military skills, technology and theory other than the basic military subjects required in regular ROTC courses; (4) provide an academic area for discussion and expression or seminar participation on various facets of military operations. Included in the program are specialized training in airborne and ranger operations, small unit tactics, precision drill and marksmanship.





School of Music

SCHOOL OF MUSIC

William E. Trantham, Dean

Professors F. McBeth, W. Trantham, C. Wright

Associate Professors H. Lyon, V. Queen, M. Shambarger and C. Wesley

Assistant Professors G. Keck, J. Jones, M. Lawson, R. Rauch,

F. Scott and P. Hammond

Instructors T. Bolton and D. Chism

"The School of Music, housed in the beautiful new Mabee Fine Arts Center, has a well-established tradition of superior quality of work. More than 175 music majors actively participate in the multiplicity of programs and musical events on and off campus. The friendly atmosphere among students and faculty permeates an attitude of welcome to all." — William Trantham.

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.

The School of Music participates in the Cooperative Education Program. Information is available from the office of the Director of Cooperative 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.

b. Transfer students will be evaluated during their first semester on campus. Remedial work may be required.

c. Membership in Choir 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.

Music Organizations

Music ensembles include the following: The Ouachita University Choir, the Ouachita Singers, the Ouachi-Tones, the Chamber Singers, the Opera Workshop, The Singing Men, the Piano Ensemble, the Ouachita University Marching and Concert Band, the Stage Band, the Woodwind Ensembles, Handbell Ringers, and the Brass Choir. Academic clubs include Diapason Club, Music Educators National Conference (student chapter), 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.

BACHELOR OF MUSIC

A. Instrumental or Vocal Core

(Piano, voice, organ, double reeds, single reeds, flute, high brass, low brass, violin, or percussion.)

FRESHMAN

Principal Applied 133, 133	6
Secondary Applied 141.5, 141.5	3
Harmony 132, 142	4
Ear Training 112, 122	4
Large Ensemble	1-2
R.O.T.C. (Men)	2
English G. E. 123, 133	6
Old Testament Survey G.E. 153	3
New Testament Survey G.E. 163	3
Vocal Diction 151 (Voice Majors Only)	1
Physical Education	1

33-34

JUNIOR

Principal Applied 333, 333	6
Music History 323, 333	6
Pedagogy (piano, vocal or appropriate methods course)	2
Music Electives	
300 or 400 level	6
Large Ensemble	1-2
Lifestyles	3
French or German*	8

32-33

SOPHOMORE

Principal Applied 233, 233	6
Secondary Applied 241.5, 241.5	3
Harmony 222, 232	4
Ear Training 202, 212	4
Music Literature 252, 262	4
Large Ensemble	1-2
Science/Math	3
Social Science	5
Physical Education	2

32-33

SENIOR

Principal Applied 433, 433	6
Music Electives	
300 or 400 level	6
Large Ensemble	1-2
Lifestyles	3
Social Science	3
Electives	12
Physical Education	1

32-33

*Two years of language for voice major

School of Music

B. Church Music Core

FRESHMAN

Principal Applied 133, 133	6
Secondary Applied 141.5, 141.5	3
Vocal Diction 151	1
Harmony 132, 142	4
Ear Training 112, 122	4
Large Ensemble	1-2
English G.E. 123, 133	6
Old Testament Survey, G.E. 153	3
New Testament Survey G.E. 163	3
R.O.T.C. (Men)	2

33-34

JUNIOR

Principal Applied 333, 333	6
Teaching Elem. Music 303	3
Teaching Sec. Music 313	3
Music History 323, 333	6
Choral Conducting 312	2
Large Ensemble	1-2
Lifestyles	3
Science or Math	3
Physical Education	2
Electives	3

32-33

SOPHOMORE

Principal Applied 233, 233	6
Secondary Applied 241.5, 241.5	3
Harmony 222, 232	4
Ear Training 202, 212	4
Music Literature 252, 262	4
Intro. to Church Music 202	2
Large Ensemble	1-2
Physical Education	2
Social Science (Include Psychology 3 hours)	6

32-33

SENIOR

Principal Applied 433, 433	6
Choral Arranging 432	2
Liturgies 322	2
Church Music Literature 422	2
Hymnology 402	2
Field Work 421, 431	2
Large Ensemble	1-2
Music Electives (300 or above)	7
Electives	2
Vocal Pedagogy 412 or Service Playing 412	2
Lifestyles	3

31-32

C. Theory-Composition Core

FRESHMAN

Principal Applied 133, 133	6
Secondary Applied 141.5, 141.5	3
Ear Training 112, 122	4
Harmony 132, 142	4
Vocal Diction 151 (Voice majors only)	1
Large Ensemble	1-2
R.O.T.C. (Men)	2
English G.E. 123, 133	6
Old Testament Survey, G.E. 153	3
New Testament Survey, G.E. 163	3

33-34

SOPHOMORE

Principal Applied 233, 233	6
Secondary Applied 241.5, 241.5	3
Ear Training 202, 212	4
Harmony 222, 232	4
Music Literature 252, 262	4
Intro. to Composition 211, 221	2
Brass and Woodwind Methods 201, 211	2
String Methods 222, 232	4
Large Ensemble	1-2
Science or Math	3

33-34

JUNIOR

Principal Applied 333	3
Composition 322, 332	4
Styles 342	2
Brass and Woodwind Methods 301, 311	2
History of Music 323, 333	6
Large Ensemble	1-2
German or French	8
Social Science	4
Physical Education	2
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	32-33

SENIOR

Principal Applied 433	3
Counterpoint 302, 312	4
Twentieth Century Music 413 or American Music 433	3
Pedagogy of Theory 443	3
Composition 402, 412	4
Large Ensemble	1-2
Social Science	4
Lifestyles	6
Physical Education	2
Orchestration 422	2
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	32-33

BACHELOR OF MUSIC EDUCATION

A. Instrumental Core

FRESHMAN

Principal Applied 133, 133	6
Secondary Applied 141.5, 141.5	3
Ear Training 112, 122	4
Harmony 132, 142	4
Large Ensemble	1-2
English G.E. 123, 133	6
Old Testament Survey, G.E. 153	3
Science G.E. 154	4
R.O.T.C. (Men)	2
Physical Education	1
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	34-35

SOPHOMORE

Principal Applied 233, 233	6
Secondary Applied 241.5, 241.5	3
Ear Training 202, 212	4
Harmony 222, 232	4
String Meth. 222, 232	4
Music Lit. 252, 262	4
Brass, Winds, Perc. 201, 211	2
Large Ensemble	1-2
Education 202	2
New Testament Survey, G.E. 163	3
Physical Education	1
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	34-35

JUNIOR

Principal Applied 331.5, 331.5	3
Instr. Conducting 322	2
Music History 323, 333	6
Brass, Winds, Perc. 301, 311	2
Large Ensemble	1-2
Acoustics, Physics 162	2
Ed. Psy. 303	3
Lifestyles*	6
U.S. History	3
English	3
Math G.E. 103	3
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	34-35

SENIOR

Principal Applied 433	3
Orchestration 422	2
Instr. Techniques 452	2
Social Science	6
U.S. Government	3
Large Ensemble	1
Block	17
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	34

*Include 3 English modules

School of Music

BACHELOR OF MUSIC EDUCATION

B. Choral Core

FRESHMAN

Principal Applied 133, 133	6
Secondary Applied 141.5, 141.5	3
Ear Training 112, 122	4
Harmony 132, 142	4
Large Ensemble	1-2
Vocal Diction 151	1
English G. E. 123, 133	6
Old Testament Survey, G. E. 153	3
Science G. E. 154	4
R.O.T.C. (Men)	2
Physical Education	1

35-36

JUNIOR

Principal Applied 331.5, 331.5	3
Music History 323, 333	6
Ed. Psych. 303	3
Teach Elem. Music 303	3
Teach Sec. Music 313	3
Choral Conducting 312	2
Lifestyles**	6
Large Ensemble	1-2
Physical Education	1
U.S. History	3
Choral Arranging 432	2

33-34

SOPHOMORE

Principal Applied 233, 233	6
Secondary Applied 241.5, 241.5	3
Ear Training 202, 212	4
Harmony 222, 232	4
Music Literature 252, 262	4
Large Ensemble	1-2
Education 202	2
New Testament Survey G. E. 163	3
Physical Education	2
Math, G. E. 103	3
Acoustics, Physics 162	2

34-35

SENIOR

Principal Applied 433	3
Vocal Ped. 412	2
Large Ensemble	5-1
Social Science	6
U.S. Government	3
Block Courses	17
English	3

34.5-35

**Includes 3 English modules

BACHELOR OF ARTS (Core in Music)

FRESHMAN

Principal Applied 131.5, 131.5	3
Harmony 132, 142	4
Ear Training, 112, 122	4
Large Ensemble	1-2
Physical Education	2
R.O.T.C. (Men)	2
English G.E. 123 and 133	6
Old Testament Survey, G.E. 153	3
New Testament Survey, G.E. 163	3
Electives	6

32-33

SOPHOMORE

Principal Applied 231.5, 231.5	3
Harmony 222, 232	4
Ear Training 202, 212	4
Music Literature 252, 262	4
Large Ensemble	1-2
Physical Education	2
Science or Math	3
Social Sciences	6
Electives	6

32-33

JUNIOR

Principal Applied 331.5, 331.5	3
Music History 323, 333	6
Large Ensemble	1-2
Social Science	2
Lifestyles	3
French or German	8
Electives	9

32-33

SENIOR

Principal Applied 431.5, 431.5	3
Music Electives (300-400 level)	6
Large Ensemble	1-2
Lifestyles	3
Electives	20
	<hr/> 33-34

Note: Only 45 hours of music courses may be counted toward the 128 hours required for this degree.

Core Regulations

- General degree requirements:
 - Approved college work of 128 semester hours, 24 out of the last 32 must be taken in residence.
 - Courses taken during the junior and seniors years of 42 semester hours from the 300 to 400 level groups.
 - An overall grade point average of 2.000 and a grade point average of 2.000 in music courses.
 - At least forty hours outside of music courses must be included for each degree.
- Music students must include six hours from General Education 213, 313, or 413 with at least one module in the histories, philosophies, literatures and art of the cultures. The prerequisite requirement for the courses does not apply.
- Minimum recital requirements:
 - Bachelor of Music (Applied)
 - Junior Recital (15 minutes)
 - Senior Recital (50 minutes)
 - Bachelor of Music (Church Music)
 - Senior Recital (50 minutes)
 - Bachelor of Music (Theory-Composition)
 - Junior Recital, Principal Applied (15 minutes)
 - Senior Composition Recital (50 minutes)
 - Bachelor of Music Education
 - Senior Joint Recital (25 minutes)
- Each applied music student must perform for a committee selected from the applied music faculty at the close of each semester.
- 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.
- Bachelor of Music, Instrumental or Vocal Core (IA), candidates must receive permission of the appropriate applied music faculty at the end of the sophomore year in order to continue work on that degree.

7. 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.
- (2) 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.

8. 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.

9. 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

281. Honors Directed Studies.

A special topics course designed to meet the needs of the individual sophomore student. **Fall, Spring.**

381. Honors Seminar.

An interdisciplinary seminar designed for the junior Honors student. **Fall, Spring.**

481-3. Honors Independent Studies.

A critical study and analysis course designed for the individual junior-senior Honors student. **Fall, Spring.**

390-4. Cooperative Education.

The course consists of a work experience in the Cooperative Education Program under the supervision of the director, the dean of the school and the supervisor for the employer. Credit is granted when the student returns to enrollment as a regular student and files required reports and logs of the experience. **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 W. Trantham, Chairman

Credit in applied music is arranged as follows:

Class instruction, one and one-half hours credit.

Group 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.

Freshman voice majors will receive group and private instruction.

Summer session (each five-week term).

Private lessons, one hour credit.

Two half-hour lessons, ten hours practice per week.

110.0 Repertoire Class.

Repertoire Class, which meets each Friday at 11:00 A.M., is required of all students who take Applied Music for credit. A grade is given based on attendance at Repertoire Class. A statement of attendance requirements is available at the Music Office.

120.0 Recital Attendance.

Recital attendance is required of all students who are studying toward a degree in music. A grade is given based on the student's attendance at recitals at Ouachita and off campus. A statement of attendance requirements is available at the Music Office.

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 the 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. Freshman voice majors will receive group and private instruction.

141.5 Secondary Applied Music.

Private instruction in the secondary applied music area. For freshmen.

151. Vocal Diction.

A study of rules of 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 343. 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.

Department of Church Music

Assistant Professor P. Hammond, 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 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. **Spring.**

303. Teaching Elementary Music.

A course designed to educate the music specialist in the teaching of elementary music to public schools and churches. Song singing, dramatization, listening, rhythmic responses, rhythmic instruments, keyboard experience and creative expression are included. See Music Education 303. **Spring.**

313. Teaching Secondary Music.

A study of the musical needs of the junior high and senior high schools and the youth in the church. The course examines programs, procedures, and materials. See Music Education 313. **Fall.**

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. Open to all students without prerequisites. **Fall.**

402. Hymnology.

A historical and systematic study of hymns, with special emphasis on their creative use in worship. Open to all students without prerequisites. **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.

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.**

Department of Music Education

Assistant Professor M. Lawson, Chairman

102. Basic Music I for Classroom Teachers.

A course in simple sight reading, fundamental chord accompaniments and other basic knowledge needed in teaching elementary school children. This course is designed for students with no musical background and cannot be taken out of sequence. No credit will be allowed without Music Education 112. **Fall.**

112. Basic Music II for Classroom Teachers.

Continuation of Music Education 102. 102-112 will satisfy music requirements for state certification of teachers. **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.

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.

253. Music for Classroom Teachers.

Fundamentals and methods of teaching musical experiences to elementary children. Students must have permission from the instructor and must have an adequate background in the fundamentals of music. This course meets requirements for state certification of teachers. **Fall.**

301, 311. Brass, Woodwind, and Percussion Methods.

A continuation of 201 and 211.

303. Teaching Elementary Music.

A course designed to educate the music specialist in the teaching of elementary music in public schools and churches. Song singing, dramatization, listening, rhythmic responses, rhythmic instruments, keyboard experience and creative expression are included. See Church Music 303. **Spring.**

312. Choral Conducting.

A study of the theory and practice of conducting vocal ensembles. **Fall.**

313. Teaching Secondary Music.

A study of the musical needs of the junior high and senior high schools and the youth in the church. The course examines programs, procedures and materials. See Church Music 313. **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.**

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.**

Department of Theory-Composition

Professor W. McBeth, Chairman

Theory and Composition

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.

The composition techniques of the Eighteenth Century are studied in detail, beginning with basic fundamentals of notation, clefs, scales and intervals and proceeding through the usage of altered and augmented sixth sonorities.

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 Twentieth Century composition for the beginning student.

222, 232. Harmony.

A continuation of 132 and 142 beginning with the more complex Eighteenth Century works and progressing through the Nineteenth and Twentieth Century harmonic techniques with the inclusion of a short study of acoustics. Prerequisites: Harmony 132, 142. Harmony 222 is not a prerequisite for Harmony 232.

272. Studies in Music.

A variable topic course offered for music majors and non-majors. Specific areas are selected each year. The course may be taken twice for credit providing the topics are different. The following topics are offered: **Fall 1976**, Introduction to Electronic Music; **Spring 1977**, Piano Literature.

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.

Technique study and free composition in the smaller forms.

342. Styles

Stylistic analysis of music from the eighteenth through the twentieth centuries. Prerequisites: 112, 122; 132, 142; 222, 232. **Spring.**

402, 412. Composition.

Intensive work in free composition in the larger forms.

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

252, 262. 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

100.5 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 Chamber Singers.

A group of sixteen singers admitted through audition and personal interview with the director. The Chamber Singers specialize in Madrigals and other secular chamber music from the Renaissance to the present.

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. The concert band presents numerous concerts on campus and during its annual tour.

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.

150.5 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. Membership in Music Ensemble 100.5 is 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.

210.0 String Ensemble.

Study and performance of chamber music literature for string ensembles. Membership by audition or invitation.

220.5. Ouachita Handbell Ringers.

An ensemble designed to teach the art of handbell ringing with emphasis on techniques, care of the bells, literature and uses of handbells in church and school. Prerequisite: Proficiency in reading music.

Graduate Study in Music

The University also offers a Master of Music Education degree. Graduate catalogs are available from the Dean of the School of Music.



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Randy Garner, B.A.	Admissions Counselor
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Helen Roark	Secretary to the President
Jan Savage, B.A.	Documents Librarian
John E. Savage, B.S.E.	Printing Supervisor
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Lane Strother, M.Ed.	Associate Director of Development
Katherine Summerlin, B.S.	Periodical Librarian

Dora Alexander	Head Resident, Ernest Bailey Hall
Ruby Beard	Head Resident, Frances Crawford Hall East
Grace Boone	Head Resident, Flippen-Perrin Hall
Martha Burleson	Head Resident, Conger Hall
Rosemary Chu, B.S.	Head Resident, Frances Crawford Hall West
Belva Kelly	Head Resident, Daniel Hall North
Steve Lemmond	Head Resident, Blake Hall
Eddith Lewis	Head Resident, O. C. Bailey Hall
Anna Mason	Head Resident, West Hall
Willie A. Nobles, Jr., B.A.	Director, Mainstream Mobility Program and Head Resident, Daniel Hall South
Virginia Tolleson	Head Resident, Cone Bottoms Hall

Faculty

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B.A., Texas Christian University, 1969; M.A., Vanderbilt University, 1971; Ph.D., *Ibid.*, 1973. (1973)

John D. Beard, Captain, U.S. Army.

Assistant Professor of Military Science

Field Artillery, Officer's Candidate School, 1966; Finance Officer's Career Course, 1971; B.S., University of Nebraska, 1970; M.S., Boston University, 1974. (1976)

¹Date in parentheses indicates first year of current tenure at Ouachita Baptist University.

Faculty

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Faculty

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B.A., Ouachita Baptist University, 1949; M.A., George Peabody College, 1950; Ed.S., *ibid.*, 1964. (1961)
- Carol Scott, M.S.E.**
Part-Time Instructor in Mathematics
B.S.E., Henderson State University, 1966; M.S.E., *ibid.*, 1970. (1972)
- Frances Merle Scott, M.M.E.**
Assistant Professor of Music
B.A., Hardin-Simmons University, 1944; private instructor with Oscar Seagle, New York City, 1945; Christiansen Choral School, Chicago, 1946; M.M.E., North Texas State University, 1963. (1959)
- 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)
- John Edwin Small, Ed.D.,**
Assistant Professor of Education and Assistant Director of Upward Bound
B.S.E., Henderson State University, 1959; M.S.E., *ibid.*, 1964; Ed.D., East Texas State University, 1975. (1972)
- Frank Spainhour, M.S.E.**
Assistant Professor of Physical Education
B.S.E., Ouachita Baptist University, 1966; M.S.E., Henderson State University, 1970. (1974)
- Robert William Stagg, 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)

Faculty

Frank Taylor, M.S.E.

Registrar and Instructor in Physical Education

B.A., Ouachita Baptist University, 1959; M.S.E., Henderson State University, 1965. (1971)

William E. Trantham, Ph.D.

Dean of the School of Music and Professor of Music

B.S., Southwest Missouri State University, 1951; B.S.E., *ibid.*, 1951; private study with Egon Petri, 1952; M.M., Northwestern University, 1955; Ph.D., *ibid.*, 1966. (1960)

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.

Professor of Psychology

B.S., University of Corpus Christi, 1949; M.R.E., Southwestern Baptist Theological Seminary, 1954; Ed.D., *ibid.*, 1961, 1971. (1965)

Thurman O. Watson, Ed.D.

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)

Nancy Weems, B.M.

Visiting Instructor in Music

B.M., Oberlin Conservatory of Music, 1974; University of Texas, 1974-75. (1975)

Charles Eugene Wesley, M.Ed., M.M.

Associate Professor of Music

B.A., Arkansas Polytechnic College, 1960; M.Ed., University of Arkansas, 1961; M.M., *ibid.*, 1961. (1966)

Allen B. Wetherington, Ed.D.

Director of ATAC Center and Professor of Education

B.A., Henderson State University, 1935; M.S., University of Arkansas, 1938; Ed.D., North Texas State University, 1959. (1961)

Billy G. Williams, Lieutenant Colonel U.S. Army

Professor of Military Science

B.A., Ouachita Baptist University, 1955; U.S. Army Command and General Staff College, 1972; M.S.E., Ouachita Baptist University, 1973. (1973)

Bonita Williams, M.Ed.

Instructor in Home Economics

B.S., Ouachita Baptist University, 1962; M.Ed., University of Arkansas, 1969. (1974)

John Howard Wink, Ph.D.

Assistant Professor of English

B.A., University of Southern Mississippi, 1966; M.A., University of Arkansas, 1970; Ph.D., *ibid.*, 1973. (1973)

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, C.P.A., M.B.A.

Associate Professor of Accounting

B.A., Ouachita Baptist University, 1967; M.B.A., North Texas State University, 1969; Certified Public Accountant, 1972. (1969)

Tona Wright, M.S.

Assistant Professor of Physical Education

B.S.E., Henderson State University, 1969; M.S., Oklahoma State University, 1971. (1971)

Graduate Assistants

Bill L. Brown, B.M.E.

Graduate Assistant in Music

B.M.E., Ouachita Baptist University, 1975. (1976)

Marsha Gail Dugan, B.S.

Graduate Assistant in Chemistry

B.S., Ouachita Baptist University, 1975. (1975)

James N. Edge, B.A.

Graduate Assistant in Biology

B.A., Ouachita Baptist University, 1970. (1975)

April Elliott, B.B.A.

Graduate Assistant in Education

B.B.A., Memphis State University, 1969. (1975)

Pamela Jean Estes, B.M.E.

Graduate Assistant in Music

B.M.E., Ouachita Baptist University, 1974. (1975)

Sarah McCarty, B.M.E.

Graduate Assistant in Music

B.M.E., Ouachita Baptist University, 1974. (1975)

James E. Munns, III, B.M.

Graduate Assistant in Music

B.M., University of Arkansas at Little Rock, 1970. (1975)

Rebecca Russell Stephens, B.M.E.

Graduate Assistant in Music

B.M.E., Ouachita Baptist University, 1972. (1975)

Eddie Lou Taylor, B.S.E.

Graduate Assistant in Education

B.S.E., Ouachita Baptist University, 1961. (1975)

GRADUATES AT SPRING COMMENCEMENT

Ouachita Baptist University

May 10, 1975

BACHELOR OF ARTS

Johnny Richard Abbott, Harrison	Biology
Vicky Lynn Meriweather Adkins, Benton	Office Administration
Roy E. Albert, Gurdon	Sociology
Joyce Yvonne Alexander, Brinkley	Sociology
Daniel L. Alley, Little Rock	Business Administration
Martin Keith Babb, Little Rock	Music
Brenda Jean Bagwell, Arkadelphia	Music
Edward Bruce Bailey, Hot Springs	Sociology
Mark T. Baldwin, Pine Bluff	Accounting
William Patrick Ballard, El Dorado	Drama
James Stephen Bean, Irving, Texas	Business Administration
Robert Wayne Belshan, Springfield, Virginia	Drama
Patricia Ann Benton, El Dorado	Sociology
Joe Ellis Blackerby, Prattsville	Accounting
Jamie Louise Cranor Blakely, Forrest City	Art
Stephen J. Bourne, Little Rock	Business Administration
Barbra Lynne Bradley, Hope	Office Administration
Mary Ellen Brim, Arkadelphia	Psychology
Lawrence Allen Buffington, Mountain Home	Sociology
Lady Mae Thomas Butler, Arkadelphia	Art
Monty Roach Butler, Hot Springs	Speech Pathology
Don Edward Butram, Pine Bluff	Accounting
Rebecca Ann Cantrell, Streamwood, Illinois	Accounting and Business Administration
M. Lynn Cantrell, Streamwood, Illinois	Accounting
William Steven Carter, Fayetteville	Accounting
Denise Beryl Chamberlin, Tunnel Hill, Georgia	Sociology
Ronald Monroe Chandler, Eudora	Accounting
Lynn E. Claypool, Springdale	Business Administration
Gale Clower, Little Rock	Physical Education
Robert Lynn Cooper, Arkadelphia	Sociology
James Franklin Cope, Little Rock	Physical Education
Susan Payne Coppenger, Arkadelphia	Speech Pathology
Cary Wayne Crawford, Conway	Psychology
John David Crisp, Nashville	Political Science
Christal Laureen Daniel, Fordyce	Office Administration
Otis Edsel Danner, Arkadelphia	Business Administration
Wilfred Ray DeBruce, Grady	Political Science
Robert H. Dennis, Hot Springs	Religion
Robert Dale Devan, Fort Monmouth, New Jersey	History and Political Science
J. D. Dunnigan, Jr., DeQueen	Business Administration
Don Richard Elliott, Jr., Cabot	Accounting

BACHELOR OF ARTS (Continued)

Jack Lee Feimster, Arkadelphia	Business Administration
Tommy Michael Fendley, Thomasville, Alabama	Sociology
Janna Lee Ferguson, Amarillo, Texas	History
Noel Eugene Ferguson, Arkadelphia	Accounting
Melinda Diann Fleming, Jonesboro	Speech Pathology
Bobby Stephen Gilliam, Shreveport, Louisiana	Business Administration
Debbie Givens, Arkadelphia	Sociology
Beth Earle Gladden, Little Rock	Business Administration
Barbra Ann Good, Hobbs, New Mexico	Art
Andrew Jackson Greene, Malvern	Accounting
Raymond G. Greer, Jr., North Little Rock	Religion
Larry Giles Grosskopf, Pensacola, Florida	Psychology and Religion
William R. Harper, Joplin, Missouri	Spanish
Margaret D. Harris, Melbourne	Psychology and Sociology
Shauna June Hency, Oran, Missouri	Psychology
Vincent Claude Henderson, II, Lake Jackson, Texas	Political Science and History
Mable Russey Henry, Gurdon	Office Administration
Sharon Jean Hibbard, Searcy	Drama
Charles Milton Howard, Little Rock	Religion
Patricia Lynn Huckabee, Hope	Drama and English
Ricky L. Hyde, Paragould	Religion
Walter Edward Jaudon, Jr., Aberdeen, Maryland	Art
Kyle David Johnson, Little Rock	Religion and Psychology
Robert C. Johnston, Texarkana	Religion
Belinda Sue Kelly, Ward	Speech Pathology and Psychology
Jothan S. Kinney, Logan, Utah	Religion
Dan Charles Kirkpatrick, Booneville	Art and Business Administration
Robert C. Lederer, Malvern	Accounting
Nancy Inez Lillard, Smithville	Psychology
Carol Ann Linville, Nashville	History
Mary Elizabeth Lowery, North Little Rock	Office Administration
Edwin Lee Lowther, Jr., Arkadelphia	Journalism
Karen Lynch, Wabbaseka	Psychology
Karen Sue McClain, Hobbs, New Mexico	Library Science
Sandra Jean McCoy, Stamps	Accounting and Office Administration
Jacquelyn Ann Profit McFadden, Little Rock	French and English
James Roger McGee, Jones Mill	Speech
Michael David McGuire, Arkadelphia	Political Science
Richard Alan Maness, Fort Smith	Religion
Robert Neil Marple, Glenwood Springs, Colorado	Business Administration
Stephen Price Midkiff, Walnut Ridge	History

BACHELOR OF ARTS (Continued)

John Edward Mills, Hot Springs	Mathematics
Melissa Sue Mohon, Emmet	Psychology
Robert Wayne Moore, Little Rock	Drama
Deborah C. Moran, Fort Sam Houston, Texas	Music
Eunice Mae Morrison, Hope	Speech Pathology
David Dale Mullennix, Tulsa, Oklahoma	Religion
Frederick Allen Parker, North Little Rock	Religion
Kelly Wayne Pearson, Carlisle	Religion
Janis Kent Percefull, Little Rock	History
Sherman Wayne Poe, Stoneville, North Carolina	Psychology and Spanish
Karen Leigh Polk, Little Rock	History
John Michael Pounders, Little Rock	Business Administration
James Carroll Pruitt, Little Rock	Religion
Frances Elaine Raybon, Arkadelphia	Library Science
Anna Jamiee Roark, Weslaco, Texas	Sociology
Joseph Russell Robertson, North Little Rock	Religion
Bobby Lynn Robinson, Benton	Accounting and Business Administration
David Wayne Robinson, Benton	Political Science
Reecie R. Robinson, Jr., Shreveport, Louisiana	Psychology
Janice Lee Rogers, Magazine	Speech Pathology
Michele Elaine Roussel, Searcy	History and Political Science
Melissa Josephine Schoepel, Belle Glade, Florida	Speech and Drama
Richard Riley Scifres, Little Rock	Speech and Drama
Deborah Lyn Sharp, Little Rock	Speech Pathology
Paul D. Sharp, Douglas, Arizona	Political Science
Elizabeth Anne Enlow Shaw, Louisville, Kentucky	Sociology
Nelson Vernon Shaw, DeKalb, Texas	Political Science
Robert Alan Showers, Alton, Illinois	Drama
Brent Lamar Smith, Hot Springs	Sociology
Kitty Vogt Smith, Arkadelphia	Sociology
Rebecca J. Smith, Kennett, Missouri	Sociology
Timothy Earl Smith, Little Rock	Political Science
Thomas Smith, Arkadelphia	Religion
Pamela A. Sockwell, Chidester	Sociology
John Robert Spraggins, Hope	Political Science
Keith Lawrence Taylor, Tulsa, Oklahoma	Religion
Jimmie Ann Petty Tenberg, Ft. Worth, Texas	Speech Pathology
Susan Marie Thayer, Little Rock	Accounting
Deborah Jean Thompson, Junction City, Kansas	French
Barry Keith Tolson, Walnut Ridge	Sociology
Michael Dennis Tribulak, Alma	Religion
Randall Wayne Turner, Arkadelphia	Accounting
James Ray Veneman, Fordyce	Business Administration
Richard Len Wade, Little Rock	Religion and Philosophy

BACHELOR OF ARTS (Continued)

David Wayne Wesley, Raleigh, Illinois	Religion
Searcy Allen Wilcoxon, III, Hamburg	Religion and Philosophy
Rhonda Faye Wiley, Piggott	English
Debbie Williams, Little Rock	Religion
William Edgar Willman, Lonoke	Business Administration
Doris Womack, Hampton	Accounting
Mark Irvin Wooderson, Leon, Iowa	Business Administration
Deborah Kaye Walters Wright, North Little Rock	Accounting
Hershel Don Yancey, Memphis, Tennessee	Religion and History
Richard Lynn Young, Wilmar	Sociology

BACHELOR OF SCIENCE

Kathryn Ellen Beadle, Little Rock	Chemistry and Biology
Herman Brent Bridges, Arkadelphia	Biology
Debra Jeanette Entricken, Norman	Biology
Marvin Lee Galloway, Little Rock	Biology and Chemistry
Jerry Donell Gragg, Wilmar	Chemistry
James William Hankins, Arkadelphia	Biology
Janet Ann Henderson, Hamburg	Mathematics
Barbara Ann Jacobs, Fordyce	Dietetics
W. Neil Jones, Pine Bluff	Biology
Nancy Kathryn Moreland, Heber Springs	Biology and Chemistry
Forrest Lynn Ogle, Dallas, Texas	Biology
Rebeka Ray, Pine Bluff	Mathematics
Gary Foord Rothwell, Camden	Physics and Mathematics
Carol Ann Seaton, Little Rock	Chemistry
Cathey Leona Sparkman, Ft. Smith	Biology and Chemistry
Terry Gene Stanfill, Greenwood	Biology
John Dyle West, Heth	Chemistry

BACHELOR OF SCIENCE IN EDUCATION

Jacqueline Davis Baker, Russellville	Physical Education
Belinda Kaye Birdsong, Sheridan	Elementary Education
Jamie Louise Cranor Blakely, Forrest City	Elementary Education
Melvin Brown, Marion	Physical Education
LaDonna Gayle Bumpus, El Dorado	Speech and Drama
Martha D. King Citty, Nashville	Elementary Education
Kathleen Marie Cook, Cleveland, Ohio	Elementary Education
Lois Ann Cox, Grandin, Missouri	Elementary Education

BACHELOR OF SCIENCE IN EDUCATION (Continued)

Beverly Gail Devine, McGehee	English
Marilyn Dodson, Hope	Elementary Education
Brenda Faye Downs, Stamps	Elementary Education
Nancy Janes Echols, Amity	Social Studies
Charlotte Katherine Barber Edds, Leola	Elementary Education
Rita Diane Edwards, Poyen	Physical Education
Donna Lou Emoto, Kekaha, Hawaii	Elementary Education
Melinda Diann Fleming, Jonesboro	Elementary Education
Pauletta Ann Flowers, North Little Rock	Home Economics
Lana Karen Weeks Gilliam, Little Rock	Elementary Education
Catherine Robinson Hesse, Benton	Elementary Education
Marilyn Jo Hodges, Hot Springs	Elementary Education
Dana Doster Horn, Glenwood	Home Economics
Kerry L. Hughes, Normal, Illinois	Elementary Education
Cleophus Hunter, Manning	Physical Education
Sandy Kay James, Little Rock	English
Michael D. Jett, Waldron	Art
Elizabeth Rae Knight, Trumann	Home Economics
Michael David Locke, Corning	Physical Education
Janie McLain, Lake Jackson, Texas	Physical Education
Vernon R. Meeks, Prescott	Physical Education
Karen Sue Moore, Sheridan	Elementary Education
Kay Lynn Moore, Little Rock	Elementary Education
Nancy Lee Murdoch, Atkins	Elementary Education
Paulette Ida Nalls, Sparkman	Art
Jan Bickham Niven, Tillar	Elementary Education
Phyllis Ann Oliver, Little Rock	Elementary Education
Nancy Ann Pace, Kennett, Missouri	Elementary Education
Donna Kay Patterson, Hazen	Elementary Education
Deborah Ruth Phelps, Dallas, Texas	Physical Education
Jenifer Faye Rice, Wabbaseka	Social Studies
Tom C. Rutledge, Arkadelphia	Physical Education and Social Studies
Shirley Ann Salley, Helena	Elementary Education
Daryl Jean Sanders, St. Louis, Missouri	Home Economics
Johanna Lee Rotton Schaaf, North Little Rock	Home Economics
Barbara Peoples Shaver, Little Rock	Social Studies
Stephen Alfred Smith, Camden	Speech-Drama
Patricia Lynn Snipes, Little Rock	Elementary Education
Valerie Edith Staley, Hot Springs	Social Studies
Mary Jane Strnadell, Louise, Texas	Physical Education
Donald Ray Stroope, Royal	Physical Education
Rosetta Teel, North Little Rock	Elementary Education
Jeffery Dwight Thomas, Corsicana, Texas	Physical Education
Michael Lavell Thrasher, Little Rock	Physical Education
James L. Washington, Hot Springs	Physical Education

BACHELOR OF SCIENCE IN EDUCATION (Continued)

Merlene Denise Watson, Mena	Home Economics
Katherine Willis Wilcoxon, Crossett	Elementary Education
Vicki Lynn Farmer Worrell, Crossett	Elementary Education

BACHELOR OF MUSIC

Martha Joy Lancaster, Donway	Theory - Composition
Hwai-Khee Seow, Penang, Malaysia	Instrumental
Nancy Ellen Watkins, Conway	Voice

BACHELOR OF MUSIC EDUCATION

SuElla Beard, Little Rock	Choral Music
Robert Wayne Belshan, Springfield, Virginia	Choral Music
Deborah Joy Click, El Dorado	Choral Music
Mary Atheleen DeArmond, Little Rock	Choral Music
Paula Blaylock Doss, Hazen	Choral Music
Larry Michael Grayson, Camden	Choral Music
Terry Miller Greenway, Little Rock	Choral Music
Sherry Lou Hall, Clinton	Choral Music
JoAnn Lott, Ashdown	Choral Music
Sergio Francisco Manriquez, Chicago, Illinois	Instrumental
Rodney Reed Miller, Mena	Choral Music
Sheila LaFran Moore, Crossett	Choral Music
Janet Sue Morgan, Crossett	Choral Music
Marcia Majors Powell, England	Choral Music
Veda Janelle Smith, Arkadelphia	Choral Music
Sheila S. Stephan, Trumann	Instrumental
Connie Marie Terry, Mena	Choral Music
Bennie Carol Wade, Hamburg	Choral Music

MASTER OF SCIENCE IN EDUCATION

Florine Fort Armstrong, Little Rock	Secondary Education
Garfield Bridges, Little Rock	Secondary Education
James R. Brown, Little Rock	Secondary Education
Lynn Ray Bryson, Cotton Plant	Elementary Education
Fannie Lue Cook Butler, Little Rock	Elementary Education
Hattie Mae Glover Clark, North Little Rock	Elementary Education
Stephen Kyle Cox, Arkadelphia	Secondary Education
Fred Thomas Dean, Arkadelphia	Secondary Education
Clifton Lee Easter, Little Rock	Elementary Education
Billie Dean Francis, Arkadelphia	Secondary Education

Anne Louise Hammond, Arkadelphia	Secondary Education
John Stephen Hathcote, Little Rock	Secondary Education
Arlen F. Jones, Little Rock	Secondary Education
Ilda F. Jones, Little Rock	Elementary Education
John H. Lonon, Gassville	Secondary Education
Anna Sue McCoy, Hot Springs	Elementary Education
Nona Mae Madison, Jacksonville	Elementary Education
Kriste McElhannon Rees, Arkadelphia	Secondary Education
Arthur Lee Robinson, Jr., North Little Rock	Elementary Education
Dorris R. Brown Robinson, Little Rock	Secondary Education
Preston Devine Robinson, Jr., Little Rock	Secondary Education
Betty Sekely, Jacksonville	Secondary Education
James Robert Sipe, Hot Springs	Secondary Education
Wallace A. Tarpley, Okolona	Elementary Education
Marion Taylor, Jr., Little Rock	Secondary Education
Anne C. Warren, Little Rock	Secondary Education
Wanda Faye Williams, Little Rock	Secondary Education

HONORARY DEGREES

DOCTOR OF LAWS

Honorable John L. McClellan
Member, United States Senate

DISTINGUISHED ALUMNI

Alla B. Earle Gladden

Robert H. Gladden

DEGREES AWARDED IN ABSENTIA

BACHELOR OF ARTS

Jo Keah Anderson, Walnut Ridge
Ekow Pobee Biney, Sekondi, Ghana
Mary Kathryn Bonds, Clinton

Art
Political Science
Sociology

Max Kelley Bonds, Clinton
Richard Keith Burns, El Dorado
Katherine Jean Haygood, Indianapolis, Indiana

Business Administration
Business Administration
Speech
and Drama
Mathematics
Political Science

Robin Duane Livers, Hot Springs
James B. McDougal, Little Rock

BACHELOR OF SCIENCE

William Thomas Walker, Ashdown

Biology

BACHELOR OF SCIENCE IN EDUCATION

Jo Keah Anderson, Walnut Ridge
Terrye Lee Carter, Dumas

Art
Art

BACHELOR OF MUSIC EDUCATION

Nelda E. Harris Gunter, Arkadelphia
Frederick Herbert Redhead, DesMoines, Iowa

Choral Music
Instrumental Music

MASTER OF SCIENCE IN EDUCATION

Kenneth Gerald Andrews, Jonesboro

Secondary Education

HONOR GRADUATES SUMMA CUM LAUDE

Kathryn Ellen Beadle
SuElla Beard
John David Crisp
Nancy Lee Murdoch

Michele Elaine Roussel
Brent Lamar Smith
Cathey Leona Sparkman
Searcy Allen Wilcoxon

MAGNA CUM LAUDE

William Patrick Ballard
Noel Eugene Ferguson
Beth Earle Gladden
Terry Miller Greenway
Sherry Lou Hall
Janet Ann Henderson
Dana Doster Horn
Belinda Sue Kelly
Melissa Sue Mohon
Kay Lynn Moore

Nancy Kathryn Moreland
Rebekah Ray
Gary Foord Rothwell
Daryl Jean Sanders
Barbara Peebles Shaver
Elizabeth Enlow Shaw
John Robert Spraggins
Deborah Jean Thompson
Randall Wayne Turner
Katherine Willis Wilcoxon

Rhonda Faye Wiley

CUM LAUDE

Belinda Kaye Birdsong
Monty Roach Butler
Don Edward Butram
Rebecca Ann Cantrell
Susan Payne Coppenger
Cary Wayne Crawford
Wilfred Ray DeBruce
Sharon Jean Hibbard
Marilyn Jo Hodges
Patricia Lynne Huckabee
Cleophus Hunter
Sandy Kay James
Elizabeth Rae Knight
Martha Joy Lancaster
Carol Ann Linville
JoAnn Lott
Edwin Lee Lowther
Karen Lynch
Rodney Lee Miller

Don Richard Elliott
Jack Lee Feimster
Melinda Diann Fleming
Marvin Lee Galloway
Bobby Stephen Gilliam
Andrew Jackson Greene
Vincent Claude Henderson, II
Robert Wayne Moore
David Dale Mullennix
Phyllis Ann Oliver
Marcia Majors Powell
Carol Ann Seaton
Hwai-Khee Seow
Nelson Vernon Shaw
Sheila S. Stephan
Rosetta Teel
Connie Marie Terry
Susan Marie Thayer
Bennie Carol Wade

Doris Womack

HONORS PROGRAM PARTICIPANTS

Susan Coppenger
John David Crisp
Mary DeArmond
Beth Gladden
Vincent Henderson
Sharon Hibbard
Pat Huckabee
Belinda Kelly

Melissa Mohon
Robert Moore
Nan Murdoch
Gary Rothwell
Elizabeth Shaw
Tommy Smith
Bennie Carol Wade
Doris Womack

GRADUATES AT SUMMER COMMENCEMENT

August 8, 1975

BACHELOR OF ARTS

Sundy Olayiwola Ajala, Nigeria, Africa	Political Science and History
Charles Ray Akridge, Perryville	Religion
Gary Daline Anderson, Gurdon	Physical Education
James D. Archer, Jr., Little Rock	Business Administration
David Elijah Beebe, El Dorado	Business Administration
Michael P. Boyd, Dermott	Speech
Tommy L. Craft, Jr., Ft. Smith	Business Administration
Katherine Goldie Dame, Little Rock	Political Science
Julia Ann Daniell, Arkadelphia	Sociology
James Paul Danner, Searcy	Drama
Paul A. Doherty, Malvern	Psychology and Speech
D. G. Durham, Jr., Little Rock	Religion
Linwood John Funderburk, Jr., Little Rock	Business Administration
Thomas Randall Garner, Camden	Physical Education
Penny Lane Glass, Dumas	Speech Pathology
Michael Nevin Grober, Little Rock	Business Administration and Spanish
Paul Edwin Hammock, Augusta, Georgia	Political Science
Lana Colette Hutchison, Farington	Library Science
Rebecca J. Jackson, Arkadelphia	Political Science
Judy Ann Komorous, Phoenix, Arizona	Psychology and Art
Larry C. Linam, Amity	Religion
John David McGee, Ft. Smith	Psychology
Valerie Lynn Morris, Arkadelphia	Accounting
Melvin Newton, Bearden	Business Administration
David Ogheneriere Ogban, Nigeria, Africa	Religion
David William Pavey, Jacksonville, Florida	Psychology
Dona Rebecca Price, Pine Bluff	Business Administration
Todd R. Puthoff, Santa Barbara, California	Religion
Margaret Suzanne Reeder, Florissant, Missouri	Sociology
Kenneth Wayne Riley, Camden	Business Administration
Audna Kathryn Smith, Smackover	Religion
Michael Loren Trammell, Hot Springs	Political Science
John Mark Wakefield, Hartville, Missouri	Religion

BACHELOR OF SCIENCE

Marsha Gail Dugan, Malvern	Biology and Chemistry
James Wesley Hawley, Jr., Camden	Biology
Donnie Joe Holden, Calico Rock	Chemistry
Charlotte Jean Peeples, Gurdon	Chemistry

BACHELOR OF SCIENCE IN EDUCATION

Linda Kay Blackerby, Prattsville	Elementary Education
Linda Beth Cole, Midway	Elementary Education
Jennifer Anne Cooper, Shreveport, Louisiana	Physical Education
David C. Frensley, Lexa	Physical Education
Teresa Hawthorne Lawler, Mt. Ida	Elementary Education
Rebecca Ann Aylett Parnell, Nashville	Elementary Education
Debra Jean Rogers, Van Buren	Home Economics
Rebecca Elizabeth Tate, Camden	Home Economics

BACHELOR OF MUSIC EDUCATION

Susan Marie Crosby, Little Rock	Choral
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MASTER OF SCIENCE IN EDUCATION

Linda Temple Acrey, Lonoke	Elementary Education
Steven Byron Allen, Arkadelphia	Secondary Education
Ira LaVerne Brewer Betton, Little Rock	Elementary Education
Clementine M. Bostic, Little Rock	Elementary Education
Ann G. Butler, Little Rock	Elementary Education
Herbert Julian Coleman, Little Rock	Elementary Education
Harry Arlington Cooper, Arkadelphia	Secondary Education
Connie Janiece Cox, Camden	Secondary Education
Clifton Lee Eastern, Little Rock	Elementary Education
Kenneth Grey Griffith, Sherwood	Secondary Education
Robert Lee Harris, Little Rock	Secondary Education
Marcell Henderson, Little Rock	Elementary Education
Carol Dian Davis Hendrick, Camden	Secondary Education
Bertha Mae Irvin, No. Little Rock	Elementary Education
Helen Jean McCruel, Little Rock	Elementary Education
Shirley W. Matheny, Little Rock	Elementary Education
Lewis Stanley May, Hot Springs	Secondary Education
Ruth J. Pruitt, Little Rock	Secondary Education
Victor Dee Rettmann, Jr., Beirne	Secondary Education

Dwain Roy Roark, No. Little Rock	Secondary Education
Robert Edward Robbins, Hot Springs	Secondary Education
Mary Rose Robinson, Little Rock	Secondary Education
Freddie Lee Smith, Turrell	Secondary Education
Johnny Smith, Woodson	Secondary Education
Glendalyn Helen Barnwell Spicer, Little Rock	Elementary Education
Robert G. White, Little Rock	Elementary Education
Roslin Heyward Williams, Arkadelphia	Secondary Education
Sylvester Williams, Magnolia	Elementary Education
Vernon L. Withers, Sr., Woodson	Secondary Education
Josephine K. Woodruff, Little Rock	Elementary Education

MASTER OF MUSIC EDUCATION

David B. Chism, Hope	Instrumental
Lois Ann Kirkpatrick, Booneville	Choral
Randal Alfred Woodfield, Pine Bluff	Choral

DISTINGUISHED ALUMNI

Miss Arvine Bell	Mr. James Wiley Caldwell
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DEGREES AWARDED IN ABSENTIA BACHELOR OF ARTS

Dickey Spivey Halliday, Jr., Gurdon	Business Administration
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HONOR GRADUATES SUMMA CUM LAUDE

Lana Colette Hutchison

MAGNA CUM LAUDE

Katherine Goldie Dame	Charlotte Jean Peebles
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CUM LAUDE

Marsha Gail Dugan	Teresa Lee Lawler
Penny Lane Glass	Valerie Lynn Morris
John David McGee	



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Ouachita Baptist University System

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School of Music

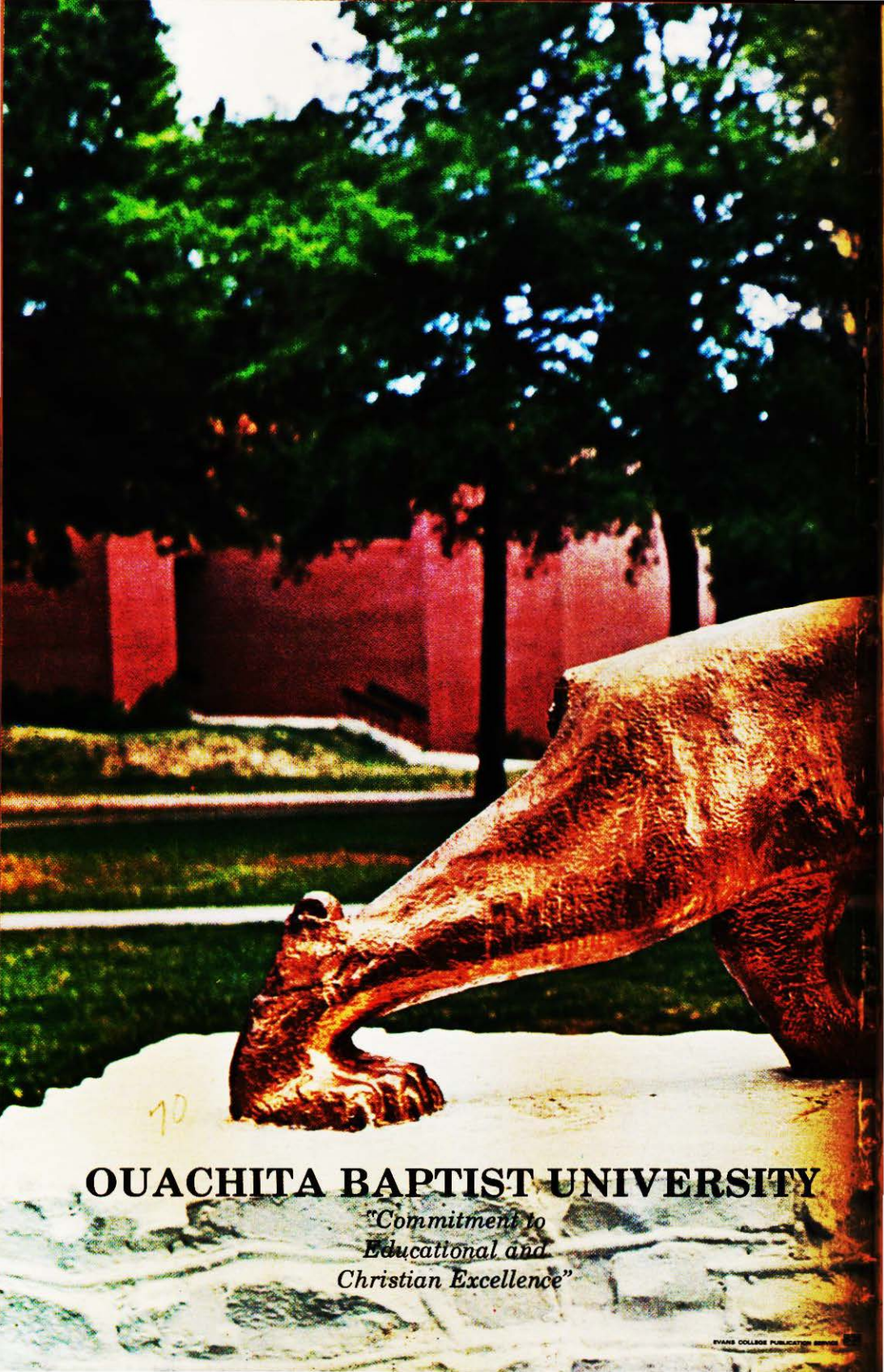
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This bulletin becomes effective June 1, 1976, and the policies and programs included will continue in force through May 31, 1977. The University reserves the right to revise any of the policies or programs during the period the bulletin is in force if such revision should become necessary. Any amendments or changes during this 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.



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